Pine Grove Elementary School

2019-20 Schoolwide Improvement Plan

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Pine Grove Elementary School

400 SW 10TH ST, Delray Beach, FL 33444

https://pges.palmbeachschools.org

Demographics

Principal: Shauntay King

Start Date for this Principal: 12/23/2016

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students* Economically Disadvantaged Students
School Grades History	2018-19: C (45%) 2017-18: C (47%) 2016-17: C (45%) 2015-16: C (51%) 2014-15: C (44%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

This plan is pending approval by the Palm Beach County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	99%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	C	C	C	C

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SIP Authority

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The parents, staff, and community of Pine Grove will provide a safe, nurturing, and equitable educational environment that meets the social, academic and physical needs of each student so that all students will be successful learners and productive citizens.

Provide the school's vision statement.

Pine Grove Elementary School is a safe, well, respected community school with happy, healthy, thriving children who are ready to meet the daily challenge of a relevant and rigorous curriculum. Pine Grove students will be provided with differentiated instructions and strategies to meet state and national proficiency standards and/or make significant learning gains in all core academic areas.

School Leadership Team

Membership
Identify the name, email address and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
King, Shauntay	Principal	Shauntay King-Principal-Instructional Leader, Coaching and providing feedback for teachers, analyzing data to help drive instruction, and provide opportunity for Professional Development.
Patterson-Smith, Lorna	Instructional Media	Media Specialist-Also provides small group math instruction to students in 3rd grade and reading support for SBT.
Caldovino, Christina	Assistant Principal	Christina Caldovino-Assistant Principal, Coaching and providing feedback for teachers, analyzing data, and provide opportunity for Professional Development.
Cousins, Matthew	Other	Matthew Cousins-Math/Science Coach and resource teacher-Provide guidance and support to the teachers and lead PLC.
Moses, Stacey	Other	Stacey Moses-Brown- ELL Coordinator- Provide support to ELL team and assist with small group instruction. Also lead PLC with a focus on writing.
Thicklin, Erica	School Counselor	Erica Thicklin- Guidance Counselor- Provide SEL to students and focus on character traits. Also to meet with groups and be available to students when needed.
Farenga, Shari	Other	Shari Farenga-Reading Coach K-2-Provide guidance and support to the teachers and lead PLC.
Heil, Samantha	Teacher, ESE	Samantha Heil-ESE Contact- Provide support to ESE team and assist with small group instruction.
Shelton, Ivey	Other	Ivey Shelton-Single School Culture Coordinator, School Based Team Leader, Lead PLCs and provide guidance and support to teachers.

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	73	67	39	74	52	69	0	0	0	0	0	0	0	374
Attendance below 90 percent	9	5	7	6	10	4	0	0	0	0	0	0	0	41
One or more suspensions	1	4	2	3	15	17	0	0	0	0	0	0	0	42
Course failure in ELA or Math	36	27	31	36	71	35	0	0	0	0	0	0	0	236
Level 1 on statewide assessment	0	0	0	23	35	39	0	0	0	0	0	0	0	97

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	6	7	3	26	45	34	0	0	0	0	0	0	0	121

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	3	2	12	12	0	0	0	0	0	0	0	0	30
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

FTE units allocated to school (total number of teacher units)
39

Date this data was collected or last updated
Wednesday 8/7/2019

Prior Year - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	12	11	13	8	11	8	0	0	0	0	0	0	0	63
One or more suspensions	2	0	4	2	3	5	0	0	0	0	0	0	0	16
Course failure in ELA or Math	27	48	42	54	50	52	0	0	0	0	0	0	0	273
Level 1 on statewide assessment	0	0	0	35	28	42	0	0	0	0	0	0	0	105

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	8	7	10	33	28	40	0	0	0	0	0	0	0	126

Prior Year - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	12	11	13	8	11	8	0	0	0	0	0	0	0	63
One or more suspensions	2	0	4	2	3	5	0	0	0	0	0	0	0	16
Course failure in ELA or Math	27	48	42	54	50	52	0	0	0	0	0	0	0	273
Level 1 on statewide assessment	0	0	0	35	28	42	0	0	0	0	0	0	0	105

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	8	7	10	33	28	40	0	0	0	0	0	0	0	126

Part II: Needs Assessment/Analysis

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	36%	58%	57%	28%	53%	55%
ELA Learning Gains	48%	63%	58%	53%	59%	57%
ELA Lowest 25th Percentile	47%	56%	53%	49%	55%	52%
Math Achievement	51%	68%	63%	49%	62%	61%
Math Learning Gains	52%	68%	62%	50%	62%	61%
Math Lowest 25th Percentile	53%	59%	51%	46%	53%	51%
Science Achievement	26%	51%	53%	37%	51%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	73 (0)	67 (0)	39 (0)	74 (0)	52 (0)	69 (0)	374 (0)
Attendance below 90 percent	9 (12)	5 (11)	7 (13)	6 (8)	10 (11)	4 (8)	41 (63)
One or more suspensions	1 (2)	4 (0)	2 (4)	3 (2)	15 (3)	17 (5)	42 (16)
Course failure in ELA or Math	36 (27)	27 (48)	31 (42)	36 (54)	71 (50)	35 (52)	236 (273)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	23 (35)	35 (28)	39 (42)	97 (105)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA							
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2019	38%	54%	-16%	58%	-20%
	2018	39%	56%	-17%	57%	-18%
Same Grade Comparison		-1%				
Cohort Comparison						
04	2019	36%	62%	-26%	58%	-22%
	2018	34%	58%	-24%	56%	-22%
Same Grade Comparison		2%				
Cohort Comparison		-3%				
05	2019	23%	59%	-36%	56%	-33%
	2018	36%	59%	-23%	55%	-19%
Same Grade Comparison		-13%				
Cohort Comparison		-11%				

MATH							
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2019	62%	65%	-3%	62%	0%
	2018	34%	63%	-29%	62%	-28%
Same Grade Comparison		28%				
Cohort Comparison						
04	2019	43%	67%	-24%	64%	-21%
	2018	43%	63%	-20%	62%	-19%
Same Grade Comparison		0%				
Cohort Comparison		9%				
05	2019	36%	65%	-29%	60%	-24%
	2018	32%	66%	-34%	61%	-29%
Same Grade Comparison		4%				
Cohort Comparison		-7%				

SCIENCE							
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2019	24%	51%	-27%	53%	-29%
	2018	24%	56%	-32%	55%	-31%
Same Grade Comparison		0%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	**ELA Ach.**	**ELA LG**	**ELA LG L25%**	**Math Ach.**	**Math LG**	**Math LG L25%**	**Sci Ach.**	**SS Ach.**	**MS Accel.**	**Grad Rate 2017-18**	**C & C Accel 2017-18**
SWD	13	42	50	24	42	60	7				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
ELL	38	42	36	47	49	48	31				
BLK	35	50	48	50	52	57	27				
HSP	42	33		58	50						
FRL	36	48	47	51	52	53	26				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	15	48	64	21	36	36					
ELL	33	68	70	39	48	36	18				
BLK	43	64	65	43	43	35	27				
HSP	36	57		39	50		31				
FRL	42	63	72	42	44	36	27				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	3	44	38	18	36	38	13				
ELL	22	47	44	44	48	43	18				
BLK	28	53	46	48	50	48	39				
HSP	26	52		52	43						
FRL	28	54	49	50	51	46	37				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	70
Total Points Earned for the Federal Index	383
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	36
Students With Disabilities Subgroup Below 41% in the Current Year?	YES

Students With Disabilities	
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	45
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	49
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	54
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Our SWD population has the lowest achievement in both reading and math. Our ELA proficiency had a gap of 23 points for free and reduced lunch, and 25 points with our ELL students. The SWD subgroup ELA proficiency sits at 13%. Our math proficiency went from a 43% to a 51%. For math our SWD proficiency is at 24% with a gap of 23 points as compared to our ELL students. Our ELA proficiency went from 42% to 38% in 2019. The contributing factors were: teacher capacity in providing in providing small group instruction.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Our ELA overall showed a decline of 6% from 42% to 36%. The contributing factor for the decline was a lack of teacher capacity in our 5th grade.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Our SWD showed the greatest gap in ELA when compared to the state average. Our school demonstrated a 22% gap in comparison to the District. The contributing factor for the decline was a lack of teacher capacity in our 5th grade.

Which data component showed the most improvement? What new actions did your school take in this area?

Math had an increase in proficiency of 8% overall. This was due to an increased focus on using and providing standards based instruction and materials.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

When looking at the EWS, two potential areas of concern are the number of students with course failures in ELA and the number of students with two or more EWS indicators.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Increase in ELA
2. Increase in Math
3. Increase attendance
4. Success with SEL (Morning Meeting)
5. Increase Science

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	To ensure progress towards student achievement in the District's Strategic Plan LTO ELA and math (include all sub groups) to align with#1 75% 3rd grader on grade level.
Rationale	Our SWD population has the lowest achievement in both reading and math. Our ELA proficiency had a gap of 23 points for free and reduced lunch, and 25 points with our ELL students. The SWD subgroup ELA proficiency sits at 13%. Our math proficiency went from a 43% to a 51%. For math our SWD proficiency is at 24% with a gap of 23 points as compared to our ELL students. Our ELA proficiency went from 42% to 38% in 2019. Our goal is to increase academic achievement in all ELA subgroup areas.

State the measurable outcome the school plans to achieve	Our measurable goals for FY20 would have to increase from 13% to a 40% in ELA SWD population. Our SWD for math would have to increase from a 24% to 50%. To align ourselves with the strategic plan, our ELA proficiency would need to move from 43% to 52% in FY20, which would be a 9% increase.
Person responsible for monitoring outcome	Shauntay King (shauntay.king@palmbeachschools.org)
Evidence-based Strategy	Students will be remediated and enriched through use of the i-Ready toolbox, LLI, Fundations, and differentiated instruction. (Farenga, Shelton) In math, teachers will implement Envision math, iReady tool box, and differentiated instruction. (Cousins) ESE teachers will participate in professional development around planning and providing standards based instruction to all students including our SWD. Specifically we will focus on: 1. What students need to know and understand. 2. How to teach effectively and ensure that students are learning. 3. How do we know students are learning? 4. What to do when students are not learning? (Farenga, Shelton, and Cousins)
Rationale for Evidence-based Strategy	1.The Fountas & Pinnell Leveled Literacy Intervention is a powerful, short-term intervention, that provides daily, intensive, small-group instruction, which supplements classroom literacy teaching. LLI turns struggling readers into successful readers with engaging leveled books and fast-paced, systematically designed lessons. 2. iReady is an adaptive assessment that adjusts its questions to suit your the students needs. Each item a student sees is individualized based on their answer to the previous question. The program also has an online toolbox that teachers can access to pull specific materials that address the individual needs of the students. 3. Fundations is a systematic approach offering repetition and feedback to students. The program is multi-sensory, hands-on, and motivating to the students. Fundations has the students bridge their skills into phonics where they are blending sounds into words.

Action Step	
Description	1. Ensure that all new staff is trained on LLI, iReady, and Fundations. 2. Train teachers on guided-reading and how to differentiated for small group instruction. 3. Plan days where teachers will meet consistently with coaches to review standards, analyze data, and determine next steps for instruction and revise as needed. 4. SSCC, Reading coach, math coach, and admin. will monitor through PLC and classroom visits where strategies can be shared and feedback can be given.

Person Responsible   Shauntay King (shauntay.king@palmbeachschools.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

In alignment with the District Strategic plan and with the goal to increase academic instruction of all students- Students are immersed in rigorous tasks encompassing the full intent of the Florida state standards including the content required by FL state statue 1003.42 continuing to develop a single school culture of excellence in academics, behavior, and climate with an appreciation of multicultural diversity in alignment to S.B. policy 2.09 with a focus on the instruction that builds the social and emotional relationships within students, teachers, and staff. In addition we will focus on:
* History of Holocaust
*African American Studies
*Study of Hispanics and women to the US
*Sacrifices of Veterans serving the country.

The school integrates School Wide Positive Behavior system to influence academic, climate, and behavior. A social skills behavior matrix has been developed and implemented with staff, parents, and students. The Pine Grove universal guidelines and expectations:
S - Safety First
W- Work Hard
I - I am respectful
M- My responsibility

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Improve overall parental involvement regarding literacy. Increase parental awareness of school and district based resources regarding student achievement. Increase parental involvement through school based and community partnerships. Also including the SEL (morning meeting).

PFEP Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Students are offered individual and small group counseling by ESOL Counselor and School Counselor. Collaborative efforts with outside agencies to ensure individual and family counseling, in addition, to psychiatric services.

Students partake in mentoring offered by local agencies. Operational school based team that meets weekly to discuss students with barriers to academic and social success; develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to: (1) Assess
the needs of the students and the barriers blocking their success (Data-Driven Decision Making), (2) Identify interventions that the research suggests works to remove the barrier to success (Evidence-Based Intervention), and (3) Evaluate your intervention and evolve (Evaluation).
We also have access to a school-based Behavior health professional

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

As an early intervention to increase reading on grade level by third grade student readiness
to enter kindergarten, Pine Grove Elementary School offers a school year Voluntary
Prekindergarten (VPK) program that is supplemented with enrichment hours. This VPK
program is supported by the Department of Early Childhood Education and follows all
statutes, rules and contractual mandates in the Florida VPK Statewide Provider Agreement,
including the use of a developmentally appropriate curriculum that enhances the age appropriate
progress of children in attaining each of the performance standards adopted by
the Florida DOE. Participating children are expected to transition to kindergarten ready to
learn and be successful in school and later life.
For our 4th and 5th graders, our guidance counselors set up visits from several middle schools to present to parents and students about what they have to offer. The students and parents also have the opportunity to work with the guidance counselors to complete the applications in an open lab. The students also have the opportunity to go to CArver middle on a field trip in May.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

Title I funds are designed to provide services that are above and beyond what the general fund supports. These funds are dedicated for students directly through tutorials before and after school, materials and supplies to supplement the curriculum and extended day, and field trips to build background knowledge for instruction. Title I funds support families by funding the Parent University, parent training, and data chats and publications for home use in multiple languages.

Title X; Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; and Head Start/VPK.

Homeless children have access to the educational and other services that they need to enable them to meet the same challenging state student academic achievement standards to which all students are held. In addition, homeless students may not be separated from the mainstream school environment.

Supplemental Academic Instruction
SAI funds provide a teacher to work with the lowest 25% of students to improve reading in Grades 3, 4 and 5. The SAI teacher uses LLI and use the comprehension strategies to bring student reading levels up.

Head Start
Head Start promotes school readiness of low-income children by enhancing their cognitive, social and

emotional development in a learning environment that supports children's growth in language, literacy, mathematics, science, social and emotional functioning, creative arts, and physical skills.

VPK
The VPK/Title I Enrichment Program is only offered in certain Title I schools and only students whose families live within a participating school's attendance zone or who have siblings enrolled at the school may apply.

The school integrates School Wide Positive Behavior system to influence academic, climate, and behavior. A social skills behavior matrix has been developed and implemented with staff, parents, and students. The Grove universal guidelines and expectations:
S - Safety First
W- Work Hard
I - I am respectful
M- My responsibility

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Career day is held annually in May.. Students will have an opportunity to learn about different careers through out the community. We offer choice programs information training's for parents and students.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: To ensure progress towards student achievement in the District's Strategic Plan LTO ELA and math (include all sub groups) to align with#1 75% 3rd grader on grade level.				$1,348.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	3336	500-Materials and Supplies	0911 - Pine Grove Elementary School	School Improvement Funds	361.51	$1,348.00
			Notes: Parent Engagement resources			
					Total:	$1,348.00