Pine Grove Elementary School

leadership
analysis
students
Florida
mission
college and career
school improvement
ambitious
family and community involvement
striving
achievement
relationships
teaching
areas of focus
success
instruction
needs assessment
strategic planning
collaboration
vision
learning
supportive environment
resources
growth

2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%)
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.

Table of Contents

Pine Grove Elementary School

400 SW 10TH ST, Delray Beach, FL 33444

https://pges.palmbeachschools.org

School Demographics

School Type and Grades Served (per MSID File)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	97%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	C	C

School Board Approval

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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. The student mission statement is: My mission at Pine Grove is for me to come to school every day and on time. I believe in learning and trying my best at what I do. I believe that I am a future leader. I believe my family, community and the nation is counting on me. Failure is not an option, being an average student is not an option. Therefore, when I enter the doors of Pine Grove, and enter the doors of my classroom, I expect nothing less of myself but greatness. BECAUSE I AM GREAT! GOOD BETTER BEST! I WILL NEVER LET IT REST UNTIL MY GOOD BECOMES BETTER AND MY BETTER BECOMES MY BEST!
S – SAFETY FIRST
W – WORK HARD
I – I AM RESPECTFUL
M – MY RESPONSIBILITY

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, position title, and job duties/responsibilities 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.
Shelton, Ivey	Other	Ivey Shelton-Single School Culture Coordinator, School Based Team Leader, Lead PLCs and provide guidance and support to teachers.
Sirott, Lisa	Teacher, ESE	ESE Contact/VE Teacher

Demographic Information

Principal start date
Friday 12/23/2016, Shauntay King

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
4

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
15

Total number of teacher positions allocated to the school
40

Demographic Data

2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%)
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.	

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	46	62	70	41	71	49	0	0	0	0	0	0	0	339
Attendance below 90 percent	25	9	15	22	27	22	0	0	0	0	0	0	0	120
One or more suspensions	1	0	1	2	2	2	0	0	0	0	0	0	0	8
Course failure in ELA	17	39	23	29	32	47	0	0	0	0	0	0	0	187
Course failure in Math	14	20	11	19	20	23	0	0	0	0	0	0	0	107
Level 1 on 2019 statewide ELA assessment	0	0	0	0	11	9	0	0	0	0	0	0	0	20
Level 1 on 2019 statewide Math assessment	0	0	0	0	6	4	0	0	0	0	0	0	0	10
Mid year ELA Diag. Levels 1 & 2	0	0	0	31	21	46	0	0	0	0	0	0	0	98
Mid year Math Diag. Levels 1 &2	0	0	0	20	18	43	0	0	0	0	0	0	0	81

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	14	23	16	22	26	29	0	0	0	0	0	0	0	130

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Thursday 8/6/2020

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**	
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

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	
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

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%

School Grade Component	2019			2018		
	School	District	State	School	District	State
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	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

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

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%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
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				
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
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
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%	0
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%	0
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%	0
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%	0
Hispanic Students	
Federal Index - Hispanic Students	54

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
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%	0
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%	0
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%	0

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 and differentiated small group instruction. Using the FY 20 Diagnostics, our SWD had an increase of 12% in the area of ELA from 2019 to 2020. Our ELL students had an increase of 21% in ELA from 2019-2020. Strategic planning of the masterboard to create opportunities for students to have targeted instruction in small group contributed to this increase as well as building the capacity of teachers during PLC, PD, and coaching. Diagnostic data for math continued the upward trend. There was an increase from 46% to 55%. This positive trend was also supported by IReady winter

diagnostics. Third grade more than doubled the percent of students on grade level and decreased the percent of students two years below by 19pts.
4th grade more than doubled the percent of students on grade level and decreased the percent two years below by 17pts. We saw a decreased in students two years below by 19pts and an increased the percent performing on grade level by 11pts

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% in 2019. The contributing factor for the decline was a lack of teacher capacity in our 5th grade. It is also important to note that in comparing apples to apples this group of students were at 16% proficiency in 3rd grade based on FSA. Using Diagnostic data from 2020, ELA showed an overall increase of 11%. Strategic planning of the masterboard to create opportunities for students to have targeted instruction in small group contributed to this increase in addition to increasing teacher capacity through PLC, PD, and coaching. We also amped our intervention program along with the district to ensure all students not performing on grade level were receiving supplemental instruction. This is different because interventions were previously focused only on students referred to SBT.

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 gap was a lack of teacher capacity. In FY20, scheduling and personnel was considered in grouping students for targeted instruction. In FY20, modeling and coaching were provided during ELA blocks. In addition, the master schedule provided time for our reading club. This is in addition to iii and allows ESE, ELL, SAI, and other specialized teachers to provide differentiated instruction. Students are placed in groups based on their needs and provided foundational skills lessons, Fundations, Oral Language, or LLI. This resulted in an overall increase of 11% on the FY20 ELA Diagnostic. During distance learning, the schedule was designed to provide small groups in order to differentiate instruction and increase student engagement. We have a large ELL population and we believe that we have to continuously provide professional development around supporting them.

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. Diagnostic data for math continued the upward trend. There was an increase from 46% to 55% proficient. Our math coach provided ongoing PD and utilized PLC time to review the standards based instruction and how it would be presented for students especially during small group time. During distance learning, new technology was modeled for the teachers during PLC's that could be used to increase student engagement and allow them to practice skills in a virtual setting.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

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.
Course Failures - The need of these students to be placed in specialized groups in order to receive additional and intensive instruction. Academic proficiency in ELA academics will have a positive impact across all subject areas. Ensuring these students are placed in differentiated groups, after school tutorial and Saturday tutorial, will allow us to develop specific plans in order to help with their weaknesses and continue with their strengths. We also have morning reading clubs, SAI for 3rd and 4th graders and daily iii. We will provide teachers with instructional strategies to meet the needs of all

learners during PLC's and professional development. We will monitor the students' FSQ's and USA's to make sure that progress is being made.

Students with multiple EWS Indicators-When students have multiple EWS they often include suspensions or attendance in addition to course failures. During this year we were fortunate to have a School Behavior Health and Co-Located Counselor. We have implemented a school wide mentor program to address individual student behavior. Mentors will help address the situations with students in a one on one setting before an incident escalates. Attendance incentives for virtual learning and brick and mortar is put in place to help encourage students to attend school school on a daily basis. During distance learning this includes having lunch bunch groups with teachers and administrators.

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

1. Increase in ELA- In the area of ELA we have taken the masterboard and personnel into consideration when placing students in groups K-5. Our Pre-K-2nd grade classes are trained in a systematic phonics program - Fundations. This is incorporated into the Master Schedule outside of the 90 minute reading block. Students in need of intervention receive an additional 30 minutes double dose lesson daily. Our K-2nd ELL and ESE push-in support teachers provide foundational skills through guided reading lessons. During distance learning, Fundations home kits were provided for all K-2nd students and Raz-Plus is utilized to provide guided and shared reading instruction. PLC's are facilitated by coaches in order to build the capacity of teachers and plan standards based ELA lessons. Our 3rd-5th grade classes utilize District area support, coaches, and PLCs to plan and also review the content before it is presented to students. Small group instruction which is focused on the core actions - high quality text, rigorous tasks, and academic talk along with reading club and tutorial will aide in improvement of proficiency.

2. Increase in Math - Continue to increase math scores through hands on materials, discussion-based teaching, using the CRA intervention (concrete, representational and abstract), after school and Saturday tutorial, increase teacher's content knowledge in all grades, track data through assessments for all levels, especially 3rd-5th and display for teachers, coaches and administration to see and use during PLC's.

3. Improve attendance - School wide incentives have been put in place (new bicycle draw for students who have perfect attendance, point system for school store, names put up on bulletin boards for everyone to see, etc.)

4. Success with SEL (Morning Meeting) - During our first year of SEL we saw that teachers and students in K-2 were participating more and sharing more during class. During FY20 the goal is to continue to grow in this area by utilizing harmony lessons for K-2 and also incorporating the signature practices in K-5, as well as, with our faulty. During distance learning, each day begins with Morning Meetings based on the District's weekly SEL themes.

5. Increase Science - Teach more scientific way of thinking, more group activities with hands-on learning, include science tutorial on weekends for 5th grade, promote more student discussion and group activities.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and 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. Using the FY 20 Diagnostics, our SWD had an increase of 12% in the area of ELA from 2019 to 2020. Our ELL students had an increase of 21% in ELA from 2019-2020. Strategic planning of the masterboard to create opportunities for students to have targeted instruction in small group contributed to this increase as well as building the capacity of teachers during PLC, PD, and coaching. Diagnostic data for math continued the upward trend. There was an increase from 46% to 55%. This positive trend was also supported by IReady winter diagnostics. Third grade more than doubled the percent of students on grade level and decreased the percent of students two years below by 19pts. 4th grade more than doubled the percent of students on grade level and decreased the percent two years below by 17pts. We saw a decreased in students two years below by 19pts and an increased the percent performing on grade level by 11pts
Measurable Outcome:	Our measurable goals for FY21 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 of of 75% of 3rd graders reading on grade level, our ELA proficiency would need to move from 43% to 60% in FY21, which would be a 17% increase.
Person responsible for monitoring outcome:	Shauntay King (shauntay.king@palmbeachschools.org)
Evidence-based Strategy:	1. Students will be remediated and enriched during ELA through use of the i-Ready toolbox, LLI, Fundations, Raz Kids Plus and differentiated instruction to include double downs. In math, teachers will implement Envision math, Successmaker, and provide differentiated instruction to include double downs. 2. ESE and ESOL teachers will participate in PD around planning and providing relative instruction to all students including our SWDs and ELLs. Specifically: 1. How to teach effectively and ensure that students are learning.(utilizing the programs listed above) 2. How do we know students are learning? (monitoring and aggressive monitoring training) 3. What to do when students are not learning? (SSC and coaches)
Rationale for Evidence-based Strategy:	1.The Fountas & Pinnell Leveled Literacy Intervention program provides daily, intensive, small-group instruction. LLI turns struggling readers into successful readers with engaging leveled books. 2. iReady 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 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.

4. Double Down is a co teaching strategy that supports students learning at their ability with the guidance and facilitation of a variety of educators. It can be ESOL, ESE resource teachers or led any the Gen Ed classroom teacher.

Action Steps to Implement

Small Group differntiated instruction using i-Ready toolbox, LLI, Fundations, Raz Kids Plus, Envision math, and Successmaker
1. Ensure that all new staff is trained on LLI, iReady, and Fundations, Envision Math & Successmaker.
2. Train teachers on guided-reading and how to differentiated for small group instruction.
3. Host planning days where teachers will meet consistently with coaches to review standards, analyze data from assessments, IReady and Successmaker, and determine next steps for instruction and revise as needed.
4. Data from FSQ's and USA's will determine what changes can be made to strategies of teaching
5. 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)

ESE/ESOL teachers will participate in PD around planning and providing relative instruction to all students including our SWD.
1. Teachers will receive PD from District or in-house coaches/mentors.
2. Resource teachers participate in rotatinal schedule of PLCs.
3. Resources teachers participate in planning PD days to build their capacity.
4. Monitoring will occur through classroom observations and data analysis (AP, Coaches)

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

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

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-Students will learn what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity..
*African American Studies-The students will learn the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society.
*Study of Hispanics and women to the US- Students will learn about notable contributions.
*Sacrifices of Veterans serving the country-Students will learn about Veterans on or before Medal of Honor Day, Veterans' Day, and Memorial Day.
Our school integrates Single School Culture by sharing our Universal Guidelines for Success and communicating these expectations to parents via student protocols, and monitoring SwPBS through data. Our SWPBS Team conducted a behavior matrix and posted expectation posters throughout the school, as well as kid friendly videos. In alignment, to school board 2.09 and Florida State statute 1003.42 our school highlights multicultural diversity within the curriculum and the arts. We also have parent/family multicultural nights.
Our students participate in activities and studies including, but not limited to, art expos of different cultures and in music our students study music of different eras and countries and in media our library selection is filled with books related to the variety of cultures through in class learning and through the various clubs offered at out school.
Required curriculum is taught throughout the year through lessons and materials used within CKLA in K-2 and within our reading materials in 3rd-5th. Content is more explicitly taught during guidance groups during Fine Arts. Guidance will also use Suite 360 to teach about substance abuse and sex trafficking. During distance learning, Guidance have google meets with each grade level during Fine Arts times and ensuring that important events and notable people in History are taught in appreciation of multicultural diversity. Technology will be utilized and digital resources from Epic will be used as well. This will be followed through the District provided scope and alignment to the timeline.
The Guidance department will also focus on character education to include instruction on developing leadership skills, interpersonal skills, organization skills, and research skills; creating a resume; developing and practicing the skills necessary for employment interviews; conflict resolution, workplace ethics, and workplace law; managing stress and expectations; and developing skills that enable students to become more resilient and self-motivated.
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: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

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

Community Partners
Pine Grove works with various community partners.
The Achievement Center for Children and Families (ACCF) is our after school program. The Director and

counselors work closely with the administrative staff to ensure that students are supported. This is done through academic support and online support.

The Roots and Wings Organization works closely in providing funding for our tutorial programs, involved in school events and incentives for our students.

The Delray Police Department and Fire Department are also involved in providing students with reading, school events, and incentives to motivate our students.

Parent Engagement-

Throughout the school year we strive to have our parents involved in various parent engagement activities. Parents are encouraged to come to our School Advisory Council meetings that are held once a month. We also hold Open House/Curriculum night in September. We have also set up two dates for our Dolphin Pride Nights/Report Card Nights. This is where parents, family members, and community members come together and students showcase their work, assessments, and artwork. Our Guidance Department also provides parent trainings/Parent University opportunities throughout the year to reinforce positive parenting skills. During distance learning,we have planned the same activities through use of google meet.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				$2,236.14
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	3336	500-Materials and Supplies	0911 - Pine Grove Elementary School	School Improvement Funds	369.0	$2,236.14
					Total:	$2,236.14