

The School District of Palm Beach County

# Pine Grove Elementary School



## 2021-22 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

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2020-21 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2018-19: C (45%) 2017-18: C (47%) 2016-17: C (45%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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](http://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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## 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)	2020-21 Title I School	2020-21 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	100%

### School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

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### SIP Authority

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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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://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.

## 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	Position 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 provides opportunity for professional development.
Caldovino, Christina	Assistant Principal	Christina Caldovino-AP-Instructional leader, coaching and providing feedback for teachers, analyzing data to help drive instruction, and provides opportunity for professional development.
Thomas, Kevaughan	Math Coach	Kevaughan Thomas-Math coach and resource teachers-Provides guidance and support to the teachers and leads PLCs.
Farenga, Shari	Other	Shari Farenga- Single School Culture Coordinator, School Based Team Leader, Lead PLC, and provide guidance and support to teachers.
Moses, Stacey	Instructional Coach	Stacey Moses Brown-Learning Team Facilitator,Lead PLC, and provide guidance and support to teachers.
Pierre Compere, Jasmine	Other	Jasmine Compere-ELL Coordinator-Provide support to ELL team and assist with small group instruction.
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.
Lamantia, Tyler	Teacher, ESE	Tyler Lamantia-ESE Coordinator- Coordinates and holds meetings for IEPs, also supports ESE students in the class through small groups.

## 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.*

10

**Total number of teacher positions allocated to the school**

23

**Total number of students enrolled at the school**

390

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

7

**Identify the number of instructional staff who joined the school during the 2021-22 school year.**

7

**Demographic Data****Early Warning Systems****2021-22****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	45	57	60	71	32	65	0	0	0	0	0	0	0	330
Attendance below 90 percent	0	11	14	14	4	16	0	0	0	0	0	0	0	59
One or more suspensions	0	1	0	0	3	4	0	0	0	0	0	0	0	8
Course failure in ELA	0	15	39	46	17	31	0	0	0	0	0	0	0	148
Course failure in Math	0	11	27	33	29	30	0	0	0	0	0	0	0	130
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	5	11	9	0	0	0	0	0	0	0	25
Level 1 on 2019 statewide FSA Math assessment	0	0	0	5	4	0	0	0	0	0	0	0	0	9
Number of students with a substantial reading deficiency	9	14	14	25	11	22	0	0	0	0	0	0	0	95
FY21 ELA Winter Diag Level 1 & 2	0	0	0	26	40	24	0	0	0	0	0	0	0	90
FY21 Math Winter Diag Level 1 & 2	0	0	0	26	37	18	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	0	12	30	32	21	30	0	0	0	0	0	0	0	125

**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	6	0	0	0	0	0	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

**Date this data was collected or last updated**

Friday 9/10/2021



**2020-21 - 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	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

**2020-21 - 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	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

## Part II: Needs Assessment/Analysis

### School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				36%	58%	57%	42%	57%	56%
ELA Learning Gains				48%	63%	58%	63%	61%	55%
ELA Lowest 25th Percentile				47%	56%	53%	72%	56%	48%
Math Achievement				51%	68%	63%	43%	65%	62%
Math Learning Gains				52%	68%	62%	44%	63%	59%
Math Lowest 25th Percentile				53%	59%	51%	36%	53%	47%
Science Achievement				26%	51%	53%	28%	56%	55%

### Grade Level Data Review - State Assessments

**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	2021					
	2019	38%	54%	-16%	58%	-20%
Cohort Comparison						
04	2021					
	2019	36%	62%	-26%	58%	-22%
Cohort Comparison		-38%				
05	2021					
	2019	23%	59%	-36%	56%	-33%
Cohort Comparison		-36%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	62%	65%	-3%	62%	0%
Cohort Comparison						
04	2021					
	2019	43%	67%	-24%	64%	-21%
Cohort Comparison		-62%				
05	2021					
	2019	36%	65%	-29%	60%	-24%
Cohort Comparison		-43%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	24%	51%	-27%	53%	-29%
Cohort Comparison						

### Grade Level Data Review - Progress Monitoring Assessments

**Provide the progress monitoring tool(s) by grade level used to compile the below data.**

Progress monitoring allows teachers to track students' academic progress across the entire year. Teachers use student performance data to continually evaluate the effectiveness of their teaching and make more informed instructional decisions. If the rate at which a particular student is learning seems insufficient, the teacher can adjust instruction. Various reports will be used to monitor & support student learning:

Grades K-2 ELA we will use iReady in the fall, winter, and spring

Grades 3- 5 ELA we will use iReady in the fall, Diagnostic in the winter, and USA in the spring.

Grades K-2 math we will use SuccessMaker in the fall, winter, and spring and USA data.

Grades 3-5 math we will use SuccessMaker in the fall, Diagnostic in the winter, and USA in the spring.

Grade 5 science we will use Diagnostic in the winter and FSA in the spring. Use NGSQs data.

iReady provides user-friendly dashboards and clear reports with actionable data that give teachers a foundational understanding of students' strengths and areas of need.

In addition to FSQ's and USA's, diagnostics give teacher data on how well students have mastered the standard. This supports the monitoring of student learning by providing feedback that instructors can use to make adjustments to instruction to improve student learning.

Successmaker gives teachers students' baselines and provides tracking throughout the school year to ensure that students' progress in math is sufficient for each grade level. This allows teachers to make adjustments to instruction in order to improve student learning.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	19.3	10.5	21.4
	Economically Disadvantaged	19.3	10.5	21.4
	Students With Disabilities	42.9	14.3	16.7
	English Language Learners	20.7	10.3	21.4
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	37.0	80.6	88.1
	Economically Disadvantaged	37.0	80.6	88.1
	Students With Disabilities	42.8	70.0	81.8
	English Language Learners	30.7	86.1	94.4
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	19.7	29	47
	Economically Disadvantaged	20.0	18.5	23.5
	Students With Disabilities	0.0	0.0	9.1
	English Language Learners	12.1	18.2	23.5
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	50.7	80.0	83.6
	Economically Disadvantaged	50.7	79.7	84.8
	Students With Disabilities	66.6	81.8	72.7
	English Language Learners	37.0	78.8	87.9

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	25.6	35.00	39.47
	Economically Disadvantaged	26.3	46.3	45.2
	Students With Disabilities	20.0	30.0	27.3
	English Language Learners	18.8	35.3	33.3
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	55.6	40.5	17.95
	Economically Disadvantaged	57.7	39.0	25.6
	Students With Disabilities	80.0	30.0	18.2
	English Language Learners	42.9	41.2	31.6
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	10.4	65.1	60.9
	Economically Disadvantaged	10.6	70.6	59.1
	Students With Disabilities	4.2	66.1	62.7
	English Language Learners	5.3	45.5	37.5
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	36.4	44.3	44.4
	Economically Disadvantaged	36.9	44.9	45.7
	Students With Disabilities	18.2	8.0	20.0
	English Language Learners	25.0	33.3	39.1

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	32.6	75.6	80.4
	Economically Disadvantaged	31.0	75.0	79.5
	Students With Disabilities	0.0	33.3	55.6
	English Language Learners	9.1	69.2	61.5
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	74.5	75.00	66.00
	Economically Disadvantaged	73.3	73.9	63.8
	Students With Disabilities	50.0	33.3	11.1
	English Language Learners	61.5	61.5	38.5
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students		44.0	39.00
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners		46.2	46.2

### Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	22	56		12	26	30					
ELL	51	73		44	32		44				
BLK	49	68		44	53		32				
HSP	44	82		36	45						
FRL	49	74	62	43	50	31	36				
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				

### ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&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	43
Total Points Earned for the Federal Index	387
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	25
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	48
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	45
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	49
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis



## Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

### What trends emerge across grade levels, subgroups and core content areas?

In 2019 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. Our ELA proficiency went from 42% to 38% in 2019. 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% in 2019. In FY21, math proficiency went from a 52% to 44%, a decrease of 8%. There was also a 15% decrease in Math learning gains (53% to 38%). Our ELA proficiency went from 40% to 48% and ELA learning gains increased from 48% to 75%, an increase of 27%. In 2021, FSA proficiency for our SWD population was at 11.6% in math, which was down about 5% from 2019. In ELA proficiency for our SWD population was at 19%, which was an increase of about 9%.

### What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

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, Foundations, 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. In 1st and 2nd grade there was an increase in ELA from winter to spring. In 3rd and 4th grade there was a decrease in ELA, but an increase in 4th grade math. In 5th grade there was an increase in ELA and a decrease in math.

### What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Our ELA showed - 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, this group of students was at 16% proficiency in 3rd grade based on FSA. FY20 Diagnostic data, ELA showed an overall increase of 11%. Strategic planning of the master board to create opportunities for students to have targeted instruction in small groups 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. FY20/21, many of our students and teachers were quarantined causing disruptions. It disrupted the participation and engagement of our students. In FY 22 school year we will restart small group instruction, focus in on our supplemental services for our decision tree and SBT students. All professional development will be focused around how best to reengage our students to ensure they are being active learners. To address improvement in math, our math coach will continue to provide 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. A progress monitoring tracking tool will be implemented to assist teachers during instruction and will be a guide to help make informed decisions about the type of instruction that will best suit each individual student.

### **What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?**

Based off the 2019 state assessments, 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 in 2019. Actions were taken in FY19 to support improvement in math tutorial, instructional practices, and an increase in collaborative planning.

In FY21, our ELA learning gains improved +14%. Gains were also noticed in ELA proficiency significantly increasing from 40% to 48%; +8%. The contributing factor within ELA was that the teachers transitioned from whole group, stand and deliver instruction to small group instruction. Using diagnostic data, reteaching of targeted standards in small groups was covered weekly. In fifth grade, ELA proficiency was 66%, ELA learning gains were 79%.

### **What were the contributing factors to this improvement? What new actions did your school take in this area?**

There was a heavy focus on the use of assessments, progress monitoring, remediating and enriching students. Teachers held all students to high expectations. 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.

Our reading coach and Single School Culture Coordinator 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.

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.

Success with SEL (Morning Meeting) - During FY21 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 faculty.

### **What strategies will need to be implemented in order to accelerate learning?**

We will focus on core action two and three, which will provide more opportunity for student engagement and accountable talk. We will specifically focus on all our students with strategic, targeted support through various modes of instruction, including technology, small group, tutorials, data chats and student monitoring. Coaches will lead PLC's that will provide the support necessary to equip teachers. Rather than remediating we will use different data to determine the critical skills and concepts that students are missing and providing scaffolds that will bridge gaps while teaching the missing skills with precision and efficiency. Common practices will be shared and reviewed at PLCs. This will ensure the accountability and commitment of every staff to ensure that instruction and materials are planned and focused. In K-2 there will also be a focus on a strong implementation of our

Benchmark Literacy Program. Making sure that the teachers are trained and planned in order to deliver instruction and monitor their students learning. We will also continue to focus on our SWPBS system and strengthen it.

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

Teacher capacity will be increased through PLCs, PD, and coaching. Teachers will engage in PD that focuses around core action two and core action three. The teachers will learn strategies on how to increase students engagement and als accountable talk. There will be opportunity for collaborative planning and data analysis to strengthen their instructional practices to accelerate learning Math, ELA and Science. PLCs will play a huge role in ensuring all subgroups (L25, ESSA, SWD etc) are accounted for.

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

In the area of ELA we have taken the masterboard and personnel into consideration when placing students in groups K-5. This is incorporated into the Master Schedule outside of the 90 minute reading block. Our K-2nd ELL and ESE push-in support teachers provide foundational skills through guided reading 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.

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. Coaches will lead PLC's that will provide the support necessary to equip teachers. Rather than remediating we will use different data to determine the critical skills and concepts that students are missing and providing scaffolds that will bridge gaps while teaching the missing skills with precision and efficiency. We will also be introducing AMP math for our 3rd graders.

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 for 2021. The SWD subgroup has increased on the ELA District Diagnostic since 2017 where it was 7%. In 2020 it increased to 23% and in 2021 dropped 1% to at 22%. According to the Math Diagnostic our SWD proficiency is at 21% which is down 22 from 2020. We also want to point out that Math Diagnostic was at 21% pre covid in 2019. Our goal is to increase academic achievement in all ELA and Math subgroup areas. Using the FSA scores, our SWD had an increase of 9% in the area of ELA from 2019 to 2021. This positive trend was also supported by IReady and winter diagnostics. Third grade proficiency of all subgroups was 40% in 2021. On the Math FSA there was a drop of 4% from 2019 to 2021. Strategic planning of the masterboard to create opportunities for students to have targeted instruction in small group contributed to the ELA increase as well as building the capacity of teachers during PLC, PD, and coaching.

### Measurable Outcome:

Our measurable goals for FY22 would have to increase from 19% to a 40% in ELA SWD population. Our SWD for math would have to increase from a 12% to 40%. To align ourselves with the strategic plan of 75% of 3rd graders reading on grade level, our ELA proficiency as a school, would need to move from 40% to 52% in FY22, which would be a 12% increase.

### Monitoring:

Monitoring will take place in the classroom during classroom observation. Teachers (ESE and ELL included) will also monitor during their push in support and adjust planning as needed in order to reach the scaffold for the students and help them be successful. The teachers will also monitor FSQ and USA data to help plan and adjust teaching. Data will be reviewed and analyzed during PLC (Principal, AP, Coaches) in order to adjust questioning and ensure the rigor of the standard is being reached during instructional time.

### 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 Benchmark, i-Ready, LLI, SPIRE, and differentiated instruction to include double downs. (phonemic awareness, guided reading, strategy groups, close reading). In math, teachers will implement Envision math, Successmaker, and provide differentiated instruction to include double downs. (facts, place value, fluency, number sense)
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? (SSCC 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. SPIRE addresses foundational skills in order to close gaps.
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. The Florida Benchmark Advance curriculum is grounded in the science of reading.

Foundational skill standards are covered in systematic lessons that develop essential background knowledge and content vocabulary.

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

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, which will build capacity of the teacher and broaden their knowledge base.
2. Resource teachers participate in rotational schedule of PLCs so that it builds their knowledge base and they can utilize strategies taught in their classes.
3. Resources teachers participate in planning PD days to build their capacity.
4. Monitoring will occur through classroom observations and data analysis (Principal, AP, Coaches)

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

Students will be remediated and enriched during ELA through use of Benchmark, the i-Ready toolbox, LLI, SPIRE, and differentiated instruction to include double downs. (phonemic awareness, guided reading, strategy groups, close reading).

In math, teachers will implement Envision math, Successmaker, and provide differentiated instruction to include double downs. (facts, place value, fluency, number sense)

1. During PLCs teacher will be given PD on how to utilize Tool Box from iReady, LLI, etc. Expectations will be set on use and monitoring.
2. Teachers will develop rotational schedules to ensure students have appropriate time utilizing resources/materials.
3. Teachers will participate in data analysis of resources and content to ensure just in time decisions regarding instruction are made to support all learners.
4. Students' progress will be monitored closely to ensure success to additional support decisions.

**Person Responsible** Christina Caldovino (christina.caldovino@palmbeachschools.org)



## #2. Instructional Practice specifically relating to ELA

<b>Area of Focus Description and Rationale:</b>	<p>Strategic planning of the masterboard to create opportunities for students to have targeted instruction in small group contributed to the ELA increase as well as building the capacity of teachers during PLC, PD, and coaching across all grade levels. Although we saw increase in our 1st and 2nd graders iReady data, we also had some areas of weakness. The 3rd graders increased by 4% as a whole on iReady data, but SWD, free and reduced lunch, and ELL subgroups went down. Looking at our 4th grade iReady data they increased in winter, but had a decrease in all subgroups in the spring. The trend for 5th grade iReady data was that there were increases in the students as a whole, free and reduced lunch, and SWD. The drop in percentage was with our ELL subgroup, which decreased 23%. Our SWD population had the lowest achievement in for 2021. The SWD subgroup has increased on the ELA District Diagnostic since 2017 where it was 7%. In 2020 it increased to 23% and in 2021 dropped 1% to at 22%. Our goal is to increase academic achievement in all ELA subgroup areas. Using the FSA scores, our SWD had an increase of 9% in the area of ELA from 2019 to 2021. This positive trend was also supported by IReady and winter diagnostics. Third grade proficiency of all subgroups was 40% in 2021.</p>
<b>Measurable Outcome:</b>	<p>Our measurable goals for FY22 would have to increase from 19% to a 40% in ELA SWD population. To align ourselves with the strategic plan of 75% of 3rd graders reading on grade level, our ELA proficiency as a school, would need to move from 40% to 52% in FY22, which would be a 12% increase.</p>
<b>Monitoring:</b>	<p>Monitoring will take place in the classroom during classroom observation. Teachers (ESE and ELL included) will also monitor during their push in support and adjust planning as needed in order to reach the scaffold for the students and help them be successful. The teachers will also monitor FSQ and USA data to help plan and adjust teaching. Data will be reviewed and analyzed during PLC (Principal, AP, Coaches) in order to adjust questioning and ensure the rigor of the standard is being reached during instructional time.</p>
<b>Person responsible for monitoring outcome:</b>	<p>Shauntay King (shauntay.king@palmbeachschools.org)</p>
<b>Evidence-based Strategy:</b>	<ol style="list-style-type: none"> <li>1. Students will be remediated and enriched during ELA through use of Benchmark, the i-Ready, LLI, SPIRE, and differentiated instruction to include double downs. (phonemic awareness, guided reading, strategy groups, close reading).</li> <li>2. ESE and ESOL teachers will participate in PD around planning and providing relative instruction to all students including our SWDs and ELLs. Specifically: <ol style="list-style-type: none"> <li>1. How to teach effectively and ensure that students are learning.(utilizing the programs listed above)</li> <li>2. How do we know students are learning? (monitoring and aggressive monitoring training)</li> <li>3. What to do when students are not learning? (SSCC and coaches)</li> </ol> </li> </ol>
<b>Rationale for Evidence-based Strategy:</b>	<ol style="list-style-type: none"> <li>1.The Fountas &amp; Pinnell Leveled Literacy Intervention program provides daily, intensive, small-group instruction. LLI turns struggling readers into successful readers with engaging leveled books. SPIRE addresses foundational skills in order to close gaps.</li> <li>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</li> </ol>

of the students.

3. The Florida Benchmark Advance curriculum is grounded in the science of reading. Foundational skill standards are covered in systematic lessons that develop essential background knowledge and content vocabulary.

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

1. Teachers will receive PD from District or in-house coaches/mentors, which will build capacity of the teacher and broaden their knowledge base. ESE/ESOL teachers will participate in PD around planning and providing relative instruction to all students including our SWD.
2. Resource teachers participate in rotational schedule of PLCs so that it builds their knowledge base and they can utilize strategies taught in their classes.
3. Resources teachers participate in planning PD days to build their capacity.
4. Monitoring will occur through classroom observations and data analysis (Principal, AP, Coaches)

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

### Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**When looking at SafeSchoolsforAlex.org our school doesn't rank with other elementary schools in the state. We did have 17 incidents in 2019-2020, but they were not referrals that warranted being sent to the state. Our school had approximately 374 students that school year. Breaking down the incidents we noticed that the majority of our incidents fell into the following categories: Disruptive behavior, Repetitive disruptive behaviors, and Physical aggression. These incidents occurred mostly during the school day and in the classroom. Anytime there are discipline issues we follow the guidance of progressive discipline. Very few of the students from these incidents received out of school suspensions. This is the reason our school doesn't rank on SafeSchoolsforAlex.org.**

**If we compare Pine Grove to a similar school in our area, we found that the school incident ranking is ranked high (#1,021). The similar school reported 1.1 incidents per 100 students and for that reason when compared to elementary schools, the similar school is ranked high. The majority of their incidents had to do with fighting and sexual harassment.**

**In order to support our students we will ensure that the school embraces our Single School Culture by sharing our Universal Guidelines for success. This would be S.W.I.M. (Safety, Work Hard, I am Respectful, I am Responsible). We communicate these expectations to our staff and students. We also communicate to our parents through the student handbook, and monitoring SwPBS through data, lessons and resources.**

**Pine Grove Elementary School will provide mentoring and fostering positive relationships through our SEL program (Social Emotional Learning). We have initiated a new School Wide Comprehensive Positive Behavior Plan to decrease the number of incidents, which will decrease the need for out-of-school suspensions. The new plan involves Dolphin Points that the student can earn for various positive behaviors that they exhibit. The points turn into awards for the students. We have also put in place end of month walk around pep rallies for the students positive behavior can be showcased and celebrated with the school. The students work in conjunction with our School Counselors to get educated on the character traits and what they look like, they also are able to teach and learn about de-escalating situations that may occur through skits in guidance, so that they are better prepared should a situation arise. How to speak to each other respectfully and also to listen respectfully. The guidance department selects TOP DOLPHINS each month based on teacher recommendation and the students are showcased from each classroom and their accomplishment of being good citizens.**



## 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.

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 statute 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 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 our school.

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.

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.

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 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.

Reading Recovery teachers work with lowest-achieving students in 1st grade — those who are not catching on to the complex concepts that make reading and writing possible. This early intervention is essential because without help, these students continue to fall behind and the achievement gap widens in later grades.

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.

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

#### 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.

21st Century After School Program. The Director and counselors work closely with the administrative staff to ensure that students are supported.

#### 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. In the event of distance learning, we have the ability to plan the same activities through use of google meet.

### **Identify the stakeholders and their role in promoting a positive culture and environment at the school.**

At Pine Grove Elementary School we strive to promote positive environment and culture. We do this by involving different community members and small businesses. One of the programs we have in our school is called the Roots and Wings Program. This program is meant to be a support for teachers and build relationships at the school. They award teachers for their work by involving small businesses within the community to provide discounted prices for services at their business for the teachers who win the award. Roots and Wings also supports our students with the Uplift tutorial program where they fund tutorial for 2nd and 3rd grade students. Another program we have at our school is called The School Advisory Council (SAC). SAC is composed of community members, administration staff, and teachers. SAC members discuss funding allocated to the school and the best options to where the school funds are going to. Another program we have is Parent University. Through this parents come to school and learn all about what their

children are learning. Through Parent University, we as a school provide support for families who are needing extra support in their work and with the academics of their children.

The programs that have the largest impact on the students in our school would be the Office Depot Program as they are able to touch on so many different areas throughout our school and the needs we have to be successful. Most of us would believe that we have to ensure the students have everything they need but in order for this to be true, we must also step back and look at the needs of the teachers that educate them everyday. This program has taken a very old school (approximately 60 years old) and donated money, time and resources to create a much brighter environment for the students to learn in and teachers to teach in. Through this program, we have planted over 50 trees, painted murals throughout the school, fixed damaged areas of the buildings and just overall the beautification of the school itself has led students to be excited to come to class and walk through the hallways.

## 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					\$5,292.35
	Function	Object	Budget Focus	Funding Source	FTE	2021-22	
	5000	120-Classroom Teachers	0911 - Pine Grove Elementary School	School Improvement Funds	349.0	\$5,292.35	
			Notes: Monies will be used towards student achievement.				
2	III.A.	Areas of Focus: Instructional Practice: ELA					\$0.00
Total:							\$5,292.35