2013-2014 SCHOOL IMPROVEMENT PLAN

Pine Grove Elementary School

400 SW 10TH ST
Delray Beach, FL 33444
561-266-1100
www.edline.net/pages/pine_grove_elementary_school

School Demographics

School Type	**Title I**	**Free and Reduced Lunch Rate**
Elementary School	Yes	98%
Alternative/ESE Center	**Charter School**	**Minority Rate**
No	No	98%

School Grades History

2013-14	**2012-13**	**2011-12**	**2010-11**
B	D	D	C

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    ◦ Year 1 – declined to D, or first-time graded schools receiving a D
    ◦ Year 2 – second consecutive D, or F followed by a D
    ◦ Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    ◦ Year 1 – declined to F, or first-time graded schools receiving an F
    ◦ Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Pine Grove Elementary School

Principal

Joe Peccia

School Advisory Council chair

Dr. Delores Johnson

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Amoi Spence	Kindergarten Team Leader
Shannon Land	Second Grade Team Leader
Lorna Patterson Smith	Third Grade Team Leader
Maureen Morris	Fourth Grade Team Leader
Alyssa Whitney	Fifth Grade Team Leader
Delores Johnson	ESOL Coordinator
Jounice Green	ESE Coordinator
Caren Tacher	Guidance Counselor
Ruth Lindor-Jean	ESOL Guidance Counselor
Kristin Marra Menschel	SAI
Alcede Surtain	Fine Arts Team Leader
Allyson Manning	Assistant Principal
Joseph Peccia Jr.	Principal
Gwen Seipel	Reading Coach
Courtney Kolb	Reading Coach
Myrlande Bastien	Math Coach
Shatoya Howard	Learning Team Facilitator
Adrienne Gatlin	Confidential Secretary

District-Level Information

District

Palm Beach

Superintendent

Mr. E. Wayne Gent

Date of school board approval of SIP

11/19/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

SAC Chair
SAC Co-Chair
SAC Secretary
Business Partner
Teachers
Community
Administration
Parents
The SAC committee represents a membership that is reflective of the school needs and community demographics.

Involvement of the SAC in the development of the SIP

The purpose of the SAC committee is to provide input to the SIP after careful analysis of the performance data and school needs.

Activities of the SAC for the upcoming school year

Throughout FY2014, SAC will continue to focus on enhancing the partnership involvement between the school and the City of Delray Beach Community, implement a school-wide behavior management initiative "SWIM," establish a Parent University for increasing parent participation and to analyze data to determine the effectiveness of current programs.

Projected use of school improvement funds, including the amount allocated to each project

The committee will vote on the appropriate utilization of school improvement funds for increasing and supporting student achievement
Science (Science Fair)- $2000

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators
2

receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Joe Peccia		
Principal	Years as Administrator: 6	Years at Current School: 1

Credentials	B.A. in Education, Palm Beach Atlantic University M.S. in Educational Leadership, Nova Southeastern University Certified Physical Education K-12 ESOL Endorsed
Performance Record	School Grade A for 3 years-2008-2011 Asistant Principal of Manatee Elementary in 2008-2011: Reading Proficiency 91%, (all 3 years) Math 90-93%, Writing Proficiency 88-98%, Science Proficiency 77-85%.

Allyson Manning		
Asst Principal	Years as Administrator: 6	Years at Current School: 5

Credentials	Bachelor's of Arts Degree in Elementary Education, FAU Master's of Science Degree in Educational Leadership Nova Southeastern University Certified Primary Education K-3 Elementary Education 1-6 Educational Leadership ESOL Endorsement Reading Endorsement
Performance Record	Assistant Principal of Pine Grove Elementary in 2011-2012: Grade: D, Reading Proficiency 35%, Math 41%, Writing Proficiency 82%, and Science Proficiency 35%. Assistant Principal of Pine Grove Elementary in 2010-2011: Grade: C, Reading Proficiency 46%, Math 64%, Writing Proficiency 77%, and Science Proficiency 29%. AYP: 74%, criteria met for all subgroups. Assistant Principal of Pine Grove Elementary in 2009-2010: Grade: C, Reading Proficiency 51%, Math 68%, Writing Proficiency 78%, and Science Proficiency 33%. AYP: 82%, criteria met for all subgroups. 2008-2009 District Title; Reading Specialist Lake Worth Middle Restructuring Department 2008-2009 Grade B Reading Mastery:41% Math Mastery:47% Science Mastery: AYP – 79% of criteria met in all subgroups.

Instructional Coaches

# of instructional coaches

3

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Myrlande Bastien

Part-time / District-based	Years as Coach: 1	Years at Current School: 1

Areas	Mathematics
Credentials	BA in Business Administration MS in Educational Leadership French Certification K-12 Elementary Education 1-6
Performance Record	2012-2013-Westward Elementary-school grade: C 2011-2012-Westward Elementary-school grade: C, 2010-2011-school grade: C, 62% making level 3 or higher, 58% making learning gains in mathematics and 57% of L25% making learning gains in mathematics 2009-2011 Westward Elementary: School grade:C, 60% level 3 or higher, 58% making learning gains in mathematics and 59% of the L25% making learning gains in mathematics

Courtney Kolb

Part-time / District-based	Years as Coach: 2	Years at Current School: 1

Areas	Reading/Literacy
Credentials	BA in Early Childhood Education K-3 MS in Reading K-12 ESOL Endorsed Girted Endorsed
Performance Record	3 years Citrus Cove Elementary-3rd grade Reading Coach in India-1 year, (National Reading Test-80%) FY2012-13 Citrus Cove-3rd grade, (81% successfully passed reading,51% levels 3 and above, 75% made a year's worth of gains in reading) Citrus Cove remained at an A

Gwen Seipel		
Part-time / District-based	Years as Coach: 2	Years at Current School: 1

Areas	Reading/Literacy
Credentials	BA in Elementary 1-6 MS in Reading K-12 ESOL Endorsed Reading Endorsed
Performance Record	2012-2013-West Riviera Bach-Reading Coach/SAI teacher; school grade C and remained as a ;, we made 26% learning gains in reading 20110212- West Riviera Beach-3-5 Reading Coac;, school was a level D and moved to a C; 37% of students were a level 3 or higher and 48%of students made learning gains 2010-20111-Tradewinds Middle School Remedial Reading-6th, 7th, 8th grades; students made a level 3 or higher; 68% of students made learning gains in reading 2003-2010-Egret Lake Elementary-SAI Teacher; 80% of my students made 1 1/2 years growth, school letter grade was a C when I arrived and moved to an A and remained an A throughout my time at the school.

Classroom Teachers

# of classroom teachers
42

 # receiving effective rating or higher
42, 100%

 # Highly Qualified Teachers
100%

 # certified in-field
42, 100%

 # ESOL endorsed
24, 57%

 # reading endorsed
4, 10%

 # with advanced degrees
16, 38%

 # National Board Certified
0, 0%

 # first-year teachers
3, 7%

 # with 1-5 years of experience

21, 50%

 # with 6-14 years of experience

8, 19%

 # with 15 or more years of experience

10, 24%

Education Paraprofessionals

# of paraprofessionals

0

 # Highly Qualified

0

Other Instructional Personnel

# of instructional personnel not captured in the sections above

0

 # receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

School based administration and the leadership team recruit through Annual Palm Beach County School District Job Fair. In addition, we work in conjunction, with the Human Resource Department to recruit highly qualified applicants. The utilization of the Educator's Support Program and the ongoing professional development opportunities ensures the retention highly qualified individuals.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

A plan has been developed to support beginning teachers and teachers new to Pine Grove. Activities include but are not limited to: Completion of the District's Educator Support Program, (ESP), formal and informal observations with written and/or oral feedback, provide opportunities to observe other classrooms, the modeling of lessons by the academic coaches, scheduling of common planning meetings and distribute school handbooks with policies and procedures.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The Leadership Team, consisting of administration, RTI coordinator, instructional coaches and ESE/ELL coordinators will meet with teachers on an ongoing basis to review and discuss expectations for the daily instructional block and progress monitoring of student goals. Administration will monitor the fidelity of Tiers 1,2,3 daily instruction through classroom walkthroughs and formal/informal observations. In addition, academic coaches will monitor tiered instruction through the implementation of the coaching model. School based team will meet on a bi-monthly schedule to discuss current data and provide interventions for at-risk students. The school day has been extended an additional hour for reading instruction and the following interventions have been put in place: intensive reading classes, iii and tutoring.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Role of administration: to ensure the use of data when making decisions, RTI Leadership team attends appropriate professional development and communicates with teachers/parents regarding RTI plans and strategies.
Guidance counselors: to coordinate school activities outside social agencies, provides small group group and individual counseling as needed.
Reading and mathematics coaches: to develop plans for interventions as needed, assist with data collection and support implementation of tiered 1,2,3 interventions.
SAI teacher: to develop plans for intervention, support implementation of tiers 2 and 3 interventions and assist with data collection.
ESE/ESOL Coordinators: to develop plans for intervention, assist with data collection and support the implementation of tiers 1,2,3.
Team Leaders/Classroom Teachers: to serve on the RTI team as appropriate, attends meeting with data provided to discuss student's needs, develops plans for interventions, assist with data collection and monitors the progress of student plans.
Learning Team Facilitator: to assist with data collection/analysis and increasing the capacity of instruction.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The core, intensive, and supplemental instruction is monitored by administration, academic coaches and the RTI coordinator on a regular basis. Formative assessments are frequently reviewed by administration and academic coaches for ongoing progress monitoring. In addition to the monitoring of daily instruction, district based assessments are monitored to ensure the the core instruction is meeting the needs of the students.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Progress monitoring is conducted through the use of FAIR-a state-wide web-based reading assessment, RRR-an individualized reading diagnostic tool, Think Central, an on-line mathematics intervention program, Florida Achieves/Core K-12-core instruction monitoring and state/district mandated formative and summative assessments. Additionally, EDW is utilized to monitor academic data, discipline issues and attendance.
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Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

During pre-school, the staff was provided an overview of the MTSS process. Teachers were given guided practice with analyzing EDW reports focusing on students in the MTSS process. Staff will given opportunities to utilize data to identify the curricular needs of their students.

Parents will be educated on the MTSS process in a variety of venues which include a curriculum night, SAC, school newsletter and by teacher referral to SBT

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Extended Day for All Students

Minutes added to school year: 10,800

Provide additional reading instruction using Leveled Literacy Intervention (LLI) by Fountas and Pinnell a researched based intervention. In addition to using LLI we will be providing individualized data driven instruction in the five areas of reading: phonics, phonemic awareness,vocabulary, comprehension, and fluency.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Data is collected and analyzed through progress monitoring of Reading Running Records, Diagnostics, FAIR, and mini-assessments.

Who is responsible for monitoring implementation of this strategy?

Administration and academic coaches will monitor the implementation of instruction based on data.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Gwen Seipel	Reading Coach
Courtney Kolb	Reading Coach
Kristin Menschel	SAI
Joseph Peccia Jr.	Principal
Allyson Manning	Assistant Principal
Pattyjoy Nagy	ESOL First and Second Grade
Cheanelle Exama	Second Grade
Randi Andreoni	Third Grade
Dominic Grasso	Fifth Grade
Alyssa Whitney	Fifth Grade

Name	Title
Deverly Grant	ESOL Second and Third Grade
Dashell Laster	Third Grade
Amoi Spence	Kindergarten
Sandra Brown	First Grade
Maureen Morris	Fourth Grade

How the school-based LLT functions

The Literacy Leadership Team (LLT) meets on a monthly basis to plan and discuss the literacy needs and activities in order to establish a culture of reading expectations within the school and community. The LLT will review data, student progress, program analysis, literacy strategies and devise a plan to support any reading deficiencies. The Literacy Coaches, SAI teacher, Media Specialist and LTF will lead the meetings.

Major initiatives of the LLT

The major initiatives of the LLT is to improve school-wide literacy and meet annual measurable objectives (AMOs).One of our initiatives will be to meet the needs of all students through Universal Design and small-group instruction. Progress monitoring will be conducted by administration, academic coaches, SAI teacher, ESE/ELL coordinators and classroom teachers. Differentiated small group instruction will consist of flexible student groupings based on current data analysis, tier 1,2,3 ,ESE/ELL in class small group instruction and instructional technology interventions/formative assessments. Small group instruction will target interactive read-alouds, shared reading, word study, test talk and the infusion of higher order questioning and rigorous performance tasks.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

The preschool program housed at Pine Grove and other preschool sites located in the community such as Head Start and VPK are invited to attend Kindergarten Round-Up. This is held for rising Kindergarten students and their parents. Rising Kindergarten students visit the school to tour the facility, meet the teachers, and visit the classrooms. The ESE coordinator and Speech and Language Pathologist attend preschool transition Individualized Education Plans (IEP) team meetings at local preschool sites to assist in the development of transition for prospective students. District-wide assessment tools such as F.A.I.R, are used by Kindergarten teachers to assess student readiness. The data is used to design instruction to meet students' needs. The data will also be used to determine if low readiness rates are associated with any particular program that feeds into our school. Efforts will be made to communicate with such programs and jointly develop a plan to address the concern. The quality and effectiveness of our efforts will be evaluated using parent/teacher surveys and an examination of assessment data over time.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	43%	29%	No	49%
American Indian				
Asian				
Black/African American	40%	28%	No	46%
Hispanic	56%	30%	No	60%
White				
English language learners	40%	20%	No	46%
Students with disabilities	32%	8%	No	39%
Economically disadvantaged	43%	29%	No	48%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	41	18%	25%
Students scoring at or above Achievement Level 4	21	9%	15%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		0%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		0%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	122	50%	55%
Students in lowest 25% making learning gains (FCAT 2.0)	120	56%	62%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	62	57%	60%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	43	59%	62%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	24	52%	55%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	45	55%	60%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		0%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	53%	44%	No	57%
American Indian				
Asian				
Black/African American	50%	41%	No	55%
Hispanic	63%	60%	No	67%
White				
English language learners	50%	38%	No	55%
Students with disabilities	36%	23%	No	42%
Economically disadvantaged	53%	44%	No	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	58	26%	32%
Students scoring at or above Achievement Level 4	39	18%	23%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		0%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		0%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	91	44%	50%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	21	56%	60%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	10	16%	25%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		18%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		0%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		0%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	3		4
Participation in STEM-related experiences provided for students	497	100%	100%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses			
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses			
Completion rate (%) for CTE students enrolled in *accelerated* courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

Area 7: Social Studies

U.S. History End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Civics End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	21	4%	3%
Students retained, pursuant to s. 1008.25, F.S.	15	3%	2%
Students who are not proficient in reading by third grade	62	74%	65%
Students who receive two or more behavior referrals	12	2%	2%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	23	4%	3%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Improve overall parental involvement regarding literacy. Increase parental awareness of school and district based resources regarding student achievement. Increase parental involvement through school based and community partnerships.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parent University	30	14%	17%
Publix Literacy NIght	100	25%	40%
Math Science/Literacy Night	150	35%	40%
Perfectly Punctual	125	100%	100%
PTO	30	14%	16%
SAC	30	14%	17%
		%	%

Area 10: Additional Targets

Additional targets for the school

Pine Grove Elementary will infuse the content required by Florida Statute 1003.43(2) and S.B. policy 2.09(8)(b), as applicable to appropriate grade levels, including but not limited to:
History of Holocaust
History of Africans and African Americans
Hispanic Contributions
Women's Contributions
Sacrifices of Veterans

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Pine Grove teachers will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b)		100%	100%

Goals Summary

G1. Improve reading performance school wide as evidenced by Palm Beach Literacy Assessment (K-2) and FCAT 2.0 (3-5).

G2. Improve mathematics student performance school wide as evidenced by Winter/Spring 2nd Grade Diagnostics and 2.0 FCAT.

G3. To increase the writing performance school wide as evidence by FCAT writing (4th grade), and Palm Beach Performance Assessments/ Units of Study published pieces (K-5).

G4. Improve Scientific literacy school wide, as well as improve Science proficiency as measured by FCAT 2.0.

Goals Detail

G1. Improve reading performance school wide as evidenced by Palm Beach Literacy Assessment (K-2) and FCAT 2.0 (3-5).

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)

Resources Available to Support the Goal

- District professional development, training and staff.

- Reading coach, resource teachers and literacy cohorts.

- Formative and summative assessments to drive individualized instruction.(IBMs, MBAs, RRR)

- Units of Study, and balanced literacy

- Instructional Focus Calendars

- Community involvement to include the City of Delray, Americorps, and Foster Grandparent Program

Targeted Barriers to Achieving the Goal

- Teachers lack adequate skills to be able to impact large numbers of ELL students

- Parental level of literacy and language proficiency

Plan to Monitor Progress Toward the Goal

RRR, Palm Beach Literacy Assessment, interim formative assessments, FAIR, Diagnostics, Florida Achieves, LLI, classroom walk throughs, LTM data analysis, benchmark assessments

Person or Persons Responsible
Administration and District/Area Support

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Student growth as evidenced by Palm Beach Literacy Assessment (K-2) and FCAT 2.0 (3-5). Marzano teacher evaluation

G2. Improve mathematics student performance school wide as evidenced by Winter/Spring 2nd Grade Diagnostics and 2.0 FCAT.

Targets Supported
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)

Resources Available to Support the Goal
- Mathematics Coach, District Mathematics Specialist
- FASTT Math
- Go Math and Think Central
- Florida Achieves and Core K-12

Targeted Barriers to Achieving the Goal
- High percentage of students not proficient in Mathematics and teachers lack adequate skills to impact large numbers of ELL students.

Plan to Monitor Progress Toward the Goal

Chapter Assessments, MBA and IBMs, Florida Achieves, and data from district/state mandated formative and summative assessments

Person or Persons Responsible
Teachers, Administration, Coach, and District Personnel

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Chapter Assessments, MBA and IBMs, Florida Achieves, data from district/state mandated formative and summative assessments, and EDW reports

G3. To increase the writing performance school wide as evidence by FCAT writing (4th grade), and Palm Beach Performance Assessments/ Units of Study published pieces (K-5).

Targets Supported
- Writing

Resources Available to Support the Goal
- Lucy Calkins Units of Study and Mentor Text
- Literacy Cohorts, Area/ District Support
- Anchor Sets
- FY 13 FCAT Writing Results analysis for Pine Grove (CD)

Targeted Barriers to Achieving the Goal
- Teacher's understanding and implementation of the writing process K-4
- Teacher-scored formative Palm Beach Writes scores do not align with FCAT 2.0 actual scores

Plan to Monitor Progress Toward the Goal

Palm Beach Writes, Palm Beach Performance Assessments, writer's notebooks/portfolios, content area writing assignments, and EDW reports

Person or Persons Responsible
Teachers, Coaches, Administration and District/Area personnel

Target Dates or Schedule:
On a bi-weekly basis

Evidence of Completion:
Palm Beach Writes, Palm Beach Performance Assessments, writer's notebooks/portfolios, content area writing assignments, and EDW reports

G4. Improve Scientific literacy school wide, as well as improve Science proficiency as measured by FCAT 2.0.

Targets Supported
- Science
- Science - Elementary School

Resources Available to Support the Goal
- Science Fusion
- Scholastic News
- District Literacy adoption with exposure to Science based reading
- Gizmos

Targeted Barriers to Achieving the Goal
- Large number of students not proficient in science.

Plan to Monitor Progress Toward the Goal

Science data chats

Person or Persons Responsible

Teachers, School Based Administration and District personnel, Learning Team Facilitator

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Data from Science Fusion ChapterTests, Gizmos reports, Science Journals, and Hands on Lab reports

Action Plan for Improvement

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

G1. Improve reading performance school wide as evidenced by Palm Beach Literacy Assessment (K-2) and FCAT 2.0 (3-5).

G1.B1 Teachers lack adequate skills to be able to impact large numbers of ELL students

G1.B1.S1 Teachers will work with reading coaches, district staff and cohorts to implement balanced literacy through reading best practices in all content areas.

Action Step 1

Analyze performance data and look for patterns and trends in assessment data and design instruction to meet the needs of students.

Person or Persons Responsible

All instructional staff

Target Dates or Schedule

Ongoing; daily common planning, weekly Learning Team Meetings, and monthly literacy cohort meetings

Evidence of Completion

Formative and summative data should indicate growth on reading performance. Attendance at professional development. Planning documents and data feedback strategies from Learning Team Meetings (LTMs)

Facilitator:

Learning Team Facilitator and Administration

Participants:

All instructional staff

Plan to Monitor Fidelity of Implementation of G1.B1.S1

RRR, Palm Beach Literacy Assessment, Core assessments, FAIR, Diagnostics, Florida Achieves, LLI, classroom walk throughs, LTM data analysis, benchmark assessments

Person or Persons Responsible

Reading Coaches, Administration, District/Area personnel

Target Dates or Schedule

On a bi-weekly basis

Evidence of Completion

Student growth as evidenced by Palm Beach Literacy Assessment (K-2) and FCAT 2.0 (3-5).

Plan to Monitor Effectiveness of G1.B1.S1

RRR, Palm Beach Literacy Assessment, Core assessments, FAIR, Diagnostics, Florida Achieves, LLI, classroom walk throughs, LTM data analysis, benchmark assessments

Person or Persons Responsible

Administration and DistrictAarea support

Target Dates or Schedule

Ongoing

Evidence of Completion

Student growth as evidenced by Palm Beach Literacy Assessment (K-2) and FCAT 2.0 (3-5). Marzano teacher evaluation

G1.B1.S2 ESOL Coordinator will model strategies and provide support for teachers and students

Action Step 1

ESOL Coordinator will model strategies and provide support for teachers and students.

Person or Persons Responsible

ESOL Coordinator

Target Dates or Schedule

Ongoing; daily small group instructional support; learning team meetings and common planning meetings

Evidence of Completion

Agendas, lesson plans, iObservation, classroom walkthroughs, CWTs and data analysis

Plan to Monitor Fidelity of Implementation of G1.B1.S2

ESOL Coordinator will conduct small group instruction and provide appropriate instructional strategies to ELL students.

Person or Persons Responsible

Administration and District/Area personnel

Target Dates or Schedule

Ongoing

Evidence of Completion

iObservation, CWTs, lesson plans and progress monitoring of student proficiency

Plan to Monitor Effectiveness of G1.B1.S2

ESOL Coordinator will model best practices and provide classroom support to teachers and students.

Person or Persons Responsible

Administration and District/Area personnel

Target Dates or Schedule

Ongoing

Evidence of Completion

Agendas, IObservation, CWTs, lesson plans, coach's weekly logs, LTM/common planning meetings and data analysis

G1.B1.S3 Additional District ESOL support through Leveled Literacy Intervention (LLI)

Action Step 1

Additional District ESOL support provided through Leveled Literacy Intervention, (LLI)

Person or Persons Responsible

District ESOL personnel

Target Dates or Schedule

Ongoing

Evidence of Completion

Attendance, agendas,district ESOL support provided through Literacy cohorts, learning team meetings, common planning meetings and classroom support.

Action Step 2

Additional District ESOL support provided through Leveled Literacy Intervention, (LLI)

Person or Persons Responsible

District ESOL personnel

Target Dates or Schedule

Ongoing

Evidence of Completion

Attendance, agendas,district ESOL support provided through Literacy cohorts, learning team meetings, common planning meetings and classroom support.

Plan to Monitor Fidelity of Implementation of G1.B1.S3

District ESOL personnel will provide additional support through Leveled Literacy Intervention, (LLI.)

Person or Persons Responsible

Administration, District/Area personnel

Target Dates or Schedule

Ongoing

Evidence of Completion

Agendas, attendance and school support.

Plan to Monitor Effectiveness of G1.B1.S3

Effective ESOL instructional strategies will be determined through progress monitoring and by analyzing formative and summative student data.

Person or Persons Responsible

Administration, District/Area personnel and ESOL Coordinator

Target Dates or Schedule

Ongoing

Evidence of Completion

iObservation and formative/summative assessment data are reflective of student proficiency.

G1.B2 Parental level of literacy and language proficiency

G1.B2.S1 Parent University will be used to improve the quality of the interaction from the adult to the child. This will improve the the quality of the learning environment by providing English language support.

Action Step 1

Parent University Curriculum (provided)

Person or Persons Responsible

All parents of ELL students, target K-1

Target Dates or Schedule

October-February

Evidence of Completion

Agendas, sign-in sheets and certification of completion

Plan to Monitor Fidelity of Implementation of G1.B2.S1

Attendance, walk throughs and parent feedback

Person or Persons Responsible

Multicultural guidance counselor and school based community resource person

Target Dates or Schedule

October-February

Evidence of Completion

Agendas, sign-sheets and parent feedback forms

Plan to Monitor Effectiveness of G1.B2.S1

Attendance, walk throughs and parent feedback

Person or Persons Responsible

Multicultural guidance counselor and school based community resource personnel

Target Dates or Schedule

October-February

Evidence of Completion

Agendas, sign-in sheets, and certification of completion

G2. Improve mathematics student performance school wide as evidenced by Winter/Spring 2nd Grade Diagnostics and 2.0 FCAT.

G2.B1 High percentage of students not proficient in Mathematics and teachers lack adequate skills to impact large numbers of ELL students.

G2.B1.S1 Progress monitor the Instructional Focus Calendar during common planning and learning team meetings

Action Step 1

Development of an instructional focus calendar, math scales

Person or Persons Responsible

Teachers, Coach, Administration, and District Personnel

Target Dates or Schedule

On a bi-weekly schedule

Evidence of Completion

Agendas, learning goal scales, resources/manipulatives from common planning and learning team meetings

Plan to Monitor Fidelity of Implementation of G2.B1.S1

Development of an instructional focus calendar, Math scales

Person or Persons Responsible

Teachers, Administration, Coach, and District Personnel

Target Dates or Schedule

On a bi-weekly basis

Evidence of Completion

Agendas from common planning and learning team meetings

Plan to Monitor Effectiveness of G2.B1.S1

Development of an instructional focus calendar, Math scales

Person or Persons Responsible

Teachers, Administration, Coach, and District Personnel

Target Dates or Schedule

On a bi-weekly basis

Evidence of Completion

Agendas from common planning and learning team meetings

G2.B1.S2 Lesson Modeling

Action Step 1

Mathematics Lesson Modeling

Person or Persons Responsible

Mathematics Instructional Coach

Target Dates or Schedule

Mathematics Coach will continually monitor through the coaching cycle.

Evidence of Completion

Common Planning/ LTM agendas and weekly coaching diary entries

Plan to Monitor Fidelity of Implementation of G2.B1.S2

Mathematics Lesson Modeling

Person or Persons Responsible

Adminstration and District/Area personnel

Target Dates or Schedule

Ongoing

Evidence of Completion

Common Planning/ LTM agendas and weekly coaching diary entries

Plan to Monitor Effectiveness of G2.B1.S2

Mathematics Coach will utilize best instructional practices and the coaching cycle when modeling.

Person or Persons Responsible

Administration, District/Area personnel

Target Dates or Schedule

Ongoing

Evidence of Completion

Common Planning/ LTM agendas and weekly coaching diary entries

G2.B1.S3 Common Planning

Action Step 1

Mathematics Common Planning Meetings

Person or Persons Responsible

Mathematics Instructional Coach

Target Dates or Schedule

Bi-weekly Basis

Evidence of Completion

Agendas, learning scales, lesson plans and weekly coaches diaries

Plan to Monitor Fidelity of Implementation of G2.B1.S3

Fall/Winter Diagnostics, Florida Achieves, Core K-12, Think Central and Chapter tests. Formative and summative assessment data will reflect student learning and achievement.

Person or Persons Responsible

Administration.District/Area personnel, Mathematics Coach and Teachers

Target Dates or Schedule

Bi-weekly meetings and monthly mathematics coaches cohort meetings

Evidence of Completion

Fall/Winter Diagnostics, Florida Achieves, Core K-12, Think Central and Chapter tests.

Plan to Monitor Effectiveness of G2.B1.S3

Fall/Winter Diagnostics, Florida Achieves, Core K-12, Think Central, Chapter tests and EDW reports.

Person or Persons Responsible

Administration, District/area personnel and Mathematics Coach

Target Dates or Schedule

Bi-weekly basis

Evidence of Completion

Fall/Winter Diagnostics, Florida Achieves, Core K-12, Think Central, Chapter tests and EDW reports.

G2.B1.S4 Professional Development

Action Step 1

Provide professional development of Universal Design and small group instruction to increase student achievement.

Person or Persons Responsible

Administrators, District/Area personnel. Learning Team Facilitator, Mathematics Coach and Teachers.

Target Dates or Schedule

Professional development training, learning team meetings, common planning and coaching cycle

Evidence of Completion

Agendas, resources/materials, lesson plans, weekly coaches logs classroom walkthroughs, CWTs and data analysis

Plan to Monitor Fidelity of Implementation of G2.B1.S4

Observe classroom small group instruction and progress monitor student achievement.

Person or Persons Responsible

Administration and District/Area personnel

Target Dates or Schedule

Weekly classroom walkthroughs and coaching cycle

Evidence of Completion

iObservation, weekly coach's logs and data collection to monitor student proficiency

Plan to Monitor Effectiveness of G2.B1.S4

Observe/monitor the development of planning lessons/activities for small group instruction through the support of learning team meetings and common planning.

Person or Persons Responsible

Administrators, District/Area personnel, Mathematics Coach and LearningTeam Facilitator

Target Dates or Schedule

Weekly classroom walkthroughs, lesson plans and coaching cycle

Evidence of Completion

iObservation, coach's weekly log and data analysis to monitor student proficiency

G2.B1.S5 Professional Development

Action Step 1

Mathematics Common Planning and Learning Team Meetings

Person or Persons Responsible

K-5 mathematics classroom teachers will work with administration, mathematics coach, LTF and district staff to implement best practices.

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Agendas, instructional focus calendars, lesson plans and student work product

Plan to Monitor Fidelity of Implementation of G2.B1.S5

School-wide Professional Development Opportunities

Person or Persons Responsible

Administration, District/Area Support Personnel and Mathematics Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Agendas and appropriate documentation

Plan to Monitor Effectiveness of G2.B1.S5

Progress monitoring and frequent data analysis of formative student assessments

Person or Persons Responsible

Administration, District/Area support personnel, Mathematics Coaches and Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Progress monitoring of Fall/Winter Diagnostics, Florida Achieves, Core K-12, Think Central and Chapter Tests

G3. To increase the writing performance school wide as evidence by FCAT writing (4th grade), and Palm Beach Performance Assessments/ Units of Study published pieces (K-5).

G3.B1 Teacher's understanding and implementation of the writing process K-4

G3.B1.S1 Teachers will work with Literacy Cohorts and area/district support through writing best practices in all content areas.

Action Step 1

Analyze performance data, conference notes, writing portfolios/ notebooks and look for patters and trends in assessment data and design instruction to meet the needs of students. Attend professional development on literacy.

Person or Persons Responsible

All instructional Staff

Target Dates or Schedule

Ongoing; daily common planning, weekly learning team meetings, and monthly literacy cohort meetings

Evidence of Completion

Formative and summative data should indicate growth on writing performance.

Facilitator:

District School Based

Participants:

All instructional Staff

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Palm Beach Writes, Palm Beach Performance Assessments, writer's notebooks/portfolios, content area writing assignments

Person or Persons Responsible

Administration, District/Area personnel, and Literacy Coaches

Target Dates or Schedule

On a bi-weekly basis

Evidence of Completion

Palm Beach Writes, Palm Beach Performance Assessments, writer's notebooks/portfolios, content area writing assignments

Plan to Monitor Effectiveness of G3.B1.S1

Palm Beach Writes, Palm Beach Performance Assessments, writer's notebooks/portfolios, content area writing assignments, and EDW reports

Person or Persons Responsible

Administration, District/Area personnel, and Literacy Coaches

Target Dates or Schedule

On a bi-weekly basis

Evidence of Completion

Palm Beach Writes, Palm Beach Performance Assessments, writer's notebooks/portfolios, content area writing assignments, and EDW reports

G3.B1.S2 Lucy Calkins Units of Study

Action Step 1

Monthly small group Literacy in Action Cohort Meetings

Person or Persons Responsible

Lead grade level teacher

Target Dates or Schedule

Monthly for each grade level

Evidence of Completion

Look fors within Units of Study, Pre-post assessments

Plan to Monitor Fidelity of Implementation of G3.B1.S2

Pre & Post assessments for Units of Study, learning team meetings, common planning, professional development

Person or Persons Responsible

Administration, District/Area support personnel, Teachers

Target Dates or Schedule

During the 2013-2014academic school year

Evidence of Completion

Student writing samples, agendas, and other appropriate documentation

Plan to Monitor Effectiveness of G3.B1.S2

Pre & Post Assessments for Units of Study, Palm Beach Writes, Area 1 Writes, Student writing portfolios

Person or Persons Responsible

Administration, District/Area support personnel, Teachers

Target Dates or Schedule

During the 2013-2014 academic school year

Evidence of Completion

Student writing scores and feedback

G3.B1.S3 Teachers will implement ELL strategies within their classrooms.

Action Step 1

Palm Beach Writes, Palm Beach Performance Assessments / Units of Study published pieces (K-5), student writing portfolios/notebooks

Person or Persons Responsible

ESOL Coordinator, K-5 writing teachers

Target Dates or Schedule

During the 2013-2014 academic school year

Evidence of Completion

Student writing samples and other appropriate documentation

Plan to Monitor Fidelity of Implementation of G3.B1.S3

Pre & Post assessments for Units of Study, learning team meeting, common planning, professional development

Person or Persons Responsible

Administration, District/Area support personnel, Teachers

Target Dates or Schedule

During the 2013-2014 academic school year

Evidence of Completion

Student writing samples, agendas, and other appropriate documentation

Plan to Monitor Effectiveness of G3.B1.S3

Pre & Post Assessment for Units of Study, Palm Beach Writes, Palm Beach Performance Assessments / Units of Study published pieces, FCAT Writing

Person or Persons Responsible

Administration, District/Area support personnel, ESOL Coordinator, Teachers

Target Dates or Schedule

During the 2013-2014 academic school year

Evidence of Completion

Student writing scores

G3.B2 Teacher-scored formative Palm Beach Writes scores do not align with FCAT 2.0 actual scores

G3.B2.S1 Train teachers on the accurate scoring of Palm Beach Writes

Action Step 1

Palm Beach Writes scoring professional development

Person or Persons Responsible

Teachers of writing in school

Target Dates or Schedule

by October 1, 2013

Evidence of Completion

Teachers are accurate with sample writing at the conclusion of the training

Plan to Monitor Fidelity of Implementation of G3.B2.S1

Palm Beach Writes scoring professional development

Person or Persons Responsible

Teachers of writing in school

Target Dates or Schedule

After each Palm Beach Writes administration

Evidence of Completion

Teachers are accurately scoring student writing

Plan to Monitor Effectiveness of G3.B2.S1

Palm Beach Writes, Area 1 Writes

Person or Persons Responsible

Administration, District/Area support personnel, Teachers of writing in school

Target Dates or Schedule

After each Palm Beach Writes administration

Evidence of Completion

Teachers are accurately scoring student writing.

G3.B2.S2 Use multiple scorers for the Palm Beach Writes and remove student names from the writing

Action Step 1

Palm Beach Writes scoring seminars

Person or Persons Responsible

Teachers of writing, partner school, Area/Cohort Administrators and Coaches

Target Dates or Schedule

After every Palm Beach Writes assessment

Evidence of Completion

Increase of interater-reliabilty among scorers

Plan to Monitor Fidelity of Implementation of G3.B2.S2

Double-scoring of student essays will determine if teachers are scoring accurately.

Person or Persons Responsible

Administration, Area/Cohort Administrators and Teachers of writing

Target Dates or Schedule

After every Palm Beach Writes assessment

Evidence of Completion

Student essays have two scores with no more than a 1-point difference between them.

Plan to Monitor Effectiveness of G3.B2.S2

Palm Beach Writes assessments, FCAT Writing

Person or Persons Responsible

Teachers of writing, Area/Cohort Administrators and Coaches

Target Dates or Schedule

After every Palm Beach Writes assessment; after FCAT Writing results are returned (FY14)

Evidence of Completion

Accurate prediction of students' FCAT Writing scores compared to Palm Beach Writes assessment scores

G4. Improve Scientific literacy school wide, as well as improve Science proficiency as measured by FCAT 2.0.

G4.B1 Large number of students not proficient in science.

G4.B1.S1 Hands on labs and science based field trips K-5

Action Step 1

Science Fusion, Scholastic News, Science Journals, Gizmos, Science based reading materials included within the Scholastic Literacy Adoption, Hands on Labs

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Science Fusion, Scholastic News, Science Journals, Gizmos, Science based reading materials included within the Scholastic Literacy Adoption, Hands on Labs

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Classroom walk through

Person or Persons Responsible

School Based Administration and District personnel

Target Dates or Schedule

Ongoing

Evidence of Completion

Science Fusion chapter tests, Gizmos reports, Science Journals, and Hands on Labs

Plan to Monitor Effectiveness of G4.B1.S1

Classroom walk through

Person or Persons Responsible

School Based Administration and District personnel

Target Dates or Schedule

Ongoing

Evidence of Completion

Science Fusion, Scholastic News, Science Journals, Gizmos, Science based reading materials included within the Scholastic Literacy Adoption, Hands on Labs

G4.B1.S2 Increase the usage of science related texts during the reading block

Action Step 1

Classroom teachers will increase the utilization of science based reading texts during the instructional reading block.

Person or Persons Responsible

Reading Coaches, SAI teacher and teachers

Target Dates or Schedule

Daily and ongoing

Evidence of Completion

iObservation, CWTs, coaching cycle, lesson plans, student journals and data analysis

Plan to Monitor Fidelity of Implementation of G4.B1.S2

Science reading texts infused within the reading block will be monitored through the use of the Science Fusion textbook, Scholastic News, Science Literacy Adoption resources and science-based reading materials.

Person or Persons Responsible

Administration, District/Area personnel, Learning Team Facilitator and Science Coach

Target Dates or Schedule

Daily and ongoing

Evidence of Completion

iObservation, CWTs, lesson plans, LTM agendas, coach's weekly logs and formative/summative assessment data to monitor student progress.

Plan to Monitor Effectiveness of G4.B1.S2

Data from Science Fusion Chapter Tests, Gizmos reports, Science Journals, and Hands on Lab reports and EDW reports

Person or Persons Responsible

Administration, District/Area personnel, Instructional Coaches and Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Data from Science Fusion Chapter Tests, Gizmos reports, Science Journals, Hands on Lab reports, formative/summative assessment data and EDW reports.

G4.B1.S3 School wide usage of science journals and notebooks

Action Step 1

Science journals and notebooks will be utilized school-wide to increase student proficiency in science.

Person or Persons Responsible

Teachers and Science Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

iObservation, CWTs, lesson plans, science coach's weekly logs and student science journal/ notebook entry assignments..

Plan to Monitor Fidelity of Implementation of G4.B1.S3

Data from Science Fusion ChapterTtests, Gizmos reports, Science Journals, and Hands on Lab reports

Person or Persons Responsible

Administration, District/Area personnel, Science Coach, Learning Team Facilitator and Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Data from Science Fusion Chapter Tests, Gizmos reports, Science Journals, and Hands on Lab reports

Plan to Monitor Effectiveness of G4.B1.S3

Data from Science Fusion Chapter Tests, Gizmos reports, Science Journals, Hands on Lab reports

Person or Persons Responsible

Administration, District/Area personnel, Science Coach, Learning Team Facilitator and Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Data from Science Fusion Chapter Tests, Gizmos reports, Science Journals, Hands on Lab reports, formative/summative assessment data and EDW reports

G4.B1.S4 School wide participation Science Fair

Action Step 1

School-wide K-5 Science Fair student participation

Person or Persons Responsible

Administration, District/Area personnel. Science Coach, Teachers and Students

Target Dates or Schedule

January-March, 2014

Evidence of Completion

K-2 indiviual classroom completed projects and 3-5 individual student completed projects

Action Step 2

School-wide K-5 Science Fair student participation

Person or Persons Responsible

Administration, District/Area personnel. Science Coach, Teachers and Students

Target Dates or Schedule

January-March, 2014

Evidence of Completion

K-2 indiviual classroom completed projects and 3-5 individual student completed projects

Plan to Monitor Fidelity of Implementation of G4.B1.S4

The science fair student projects are developed from cumulative knowledge of science core content and scientific method learned throughout the year. Winners of the school science fair will enter into the School District Elementary Science Fair.

Person or Persons Responsible

Administration, District/Area personnel. Science Coach and Teachers

Target Dates or Schedule

January-March, 2014

Evidence of Completion

Completed classroom and individual student science project entries.

Plan to Monitor Effectiveness of G4.B1.S4

Administration and science coach will develop curriculum expectations and a time line for completion of the K-2 individual classroom and 3-5 individual student projects.

Person or Persons Responsible

Administration, District/Area personnel. Science Coach and Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

CWTs, science fair project time line, lesson plans and completed student projects

G4.B1.S5 Teachers will follow scope and sequence for instruction as on Learning Village

Action Step 1

Teachers will closely follow the district's curriculum department's K-5 science instructional scope and sequence located on Learning Village.

Person or Persons Responsible

Administration, District /Area personnel, Science Coach and teachers

Target Dates or Schedule

Daily and ongoing

Evidence of Completion

Data from Science Fusion Chapter Tests, Gizmos reports, Science Journals, Hands on Lab reports, formative/summative assessment data, lesson plans and EDW reports

Plan to Monitor Fidelity of Implementation of G4.B1.S5

Instruction and data collection will be monitored based on the Learning Village science scope and sequence.

Person or Persons Responsible

Administration, District/Area personnel

Target Dates or Schedule

Ongoing

Evidence of Completion

Data from Science Fusion Chapter Tests, Gizmos reports, Science Journals, Hands on Lab reports, lesson plans, formative/summative assessment data and EDW reports

Plan to Monitor Effectiveness of G4.B1.S5

Daily instructional best practices, resources/materials, chapter tests, formative assessments and instructional technology are easily accessible to all teachers on Learning Village. Increasing the utilization of Learning Village provides teachers with effective instructional strategies and the progress monitoring tools to increase student achievement.

Person or Persons Responsible

Administration, District/Area personnel and Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Data from Science Fusion Chapter Tests, Gizmos reports, Science Journals, Hands on Lab reports, lesson plans, formative/summative assessment data and EDW reports

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I, Part A
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, Saturday programming, incentives for student attendance, materials and supplies to supplement the curriculum, and field trips to build background knowledge for instruction. Title I funds support teachers by providing school-based coaches (primary reading, secondary reading, learning team facilitator, RtI support, mathematics coach, and science coach), materials and supplies, and funds for teachers to attend professional development. Title I funds support families by funding the Parent University program, evening dinner and data chats and publications for home use in multiple languages.
Supplemental Academic Instruction (SAI)
SAI funds provide a teacher to work with the lowest 25% of students to improve reading in Grades 2, 3, 4. The SAI teacher uses LLI to bring student reading levels up.
Violence Prevention Programs
Through Safe Schools, the CHAMPs program, and school counselors, the school addresses a non-violence approach to conflict resolution and bullying. An anti-drug message will be implemented through District-wide implementation of Single School Culture. The school will also participate in Appreciation of Multicultural Diversity.
Nutrition Programs
Child nutrition programs in the District shall comply with federal, state, and local requirements. Qualified child nutrition professionals shall provide healthful foods that are affordable, nutritious, appealing, and are accessible to all children. Child nutrition programs shall promote good health to foster student attendance and education. To the maximum extent practicable, all schools in the District will participate in available federal school meal programs: including the School Breakfast Program, National School Lunch Program.
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. Early Head Start provides early, continuous, intensive and comprehensive child development and family support services on a year-round basis to low-income families to enhance the physical, social, emotional ,and intellectual development of infants and toddlers from birth to age three and pregnant women.
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. (See the column on the right for a list of the schools that currently offer the VPK/Title I Enrichment Program.) The Title I funded enrichment portion of the day is offered at no cost to parents and there are a limited number of seats. Final enrollment is determined by a public lottery.
Single School Culture
The school integrates School Wide Positive Behavior system to influence academic, climate, and behavior in addition to the appreciation of multilingual diversity. A social skills behavior matrix has been developed and implemented with staff, parents, and students. The Pine Grove Community has developed universal guidelines and expectations: SWIM
S - Safe (Keep hands, feet and objects to yourself)
W- Work Hard (Be positive and always do your best)
I - I am respectful (Use appropriate language and behavior at all times)
M- My responsibility (I will be accountable for myself and actions)

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Improve reading performance school wide as evidenced by Palm Beach Literacy Assessment (K-2) and FCAT 2.0 (3-5).

G1.B1 Teachers lack adequate skills to be able to impact large numbers of ELL students

G1.B1.S1 Teachers will work with reading coaches, district staff and cohorts to implement balanced literacy through reading best practices in all content areas.

PD Opportunity 1

Analyze performance data and look for patterns and trends in assessment data and design instruction to meet the needs of students.

Facilitator

Learning Team Facilitator and Administration

Participants

All instructional staff

Target Dates or Schedule

Ongoing; daily common planning, weekly Learning Team Meetings, and monthly literacy cohort meetings

Evidence of Completion

Formative and summative data should indicate growth on reading performance. Attendance at professional development. Planning documents and data feedback strategies from Learning Team Meetings (LTMs)

G3. To increase the writing performance school wide as evidence by FCAT writing (4th grade), and Palm Beach Performance Assessments/ Units of Study published pieces (K-5).

G3.B1 Teacher's understanding and implementation of the writing process K-4

G3.B1.S1 Teachers will work with Literacy Cohorts and area/district support through writing best practices in all content areas.

PD Opportunity 1

Analyze performance data, conference notes, writing portfolios/ notebooks and look for patters and trends in assessment data and design instruction to meet the needs of students. Attend professional development on literacy.

Facilitator

District School Based

Participants

All instructional Staff

Target Dates or Schedule

Ongoing; daily common planning, weekly learning team meetings, and monthly literacy cohort meetings

Evidence of Completion

Formative and summative data should indicate growth on writing performance.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Improve reading performance school wide as evidenced by Palm Beach Literacy Assessment (K-2) and FCAT 2.0 (3-5).	$27,456
G3.	To increase the writing performance school wide as evidence by FCAT writing (4th grade), and Palm Beach Performance Assessments/ Units of Study published pieces (K-5).	$76,370
G4.	Improve Scientific literacy school wide, as well as improve Science proficiency as measured by FCAT 2.0.	$89,282
	Total	$193,108

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Personnel	Evidence-Based Materials	Total
Title I	$27,456	$76,370	$89,282	$193,108
Total	$27,456	$76,370	$89,282	$193,108

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Improve reading performance school wide as evidenced by Palm Beach Literacy Assessment (K-2) and FCAT 2.0 (3-5).

G1.B2 Parental level of literacy and language proficiency

G1.B2.S1 Parent University will be used to improve the quality of the interaction from the adult to the child. This will improve the the quality of the learning environment by providing English language support.

Action Step 1

Parent University Curriculum (provided)

Resource Type

Evidence-Based Program

Resource

Community Resource Person ($26950.09) and materials such as copy paper, toner, chart paper, food, markers, books, etc. for parent trainings ($506.28).

Funding Source

Title I

Amount Needed

$27,456

G3. To increase the writing performance school wide as evidence by FCAT writing (4th grade), and Palm Beach Performance Assessments/ Units of Study published pieces (K-5).

G3.B1 Teacher's understanding and implementation of the writing process K-4

G3.B1.S1 Teachers will work with Literacy Cohorts and area/district support through writing best practices in all content areas.

Action Step 1

Analyze performance data, conference notes, writing portfolios/ notebooks and look for patters and trends in assessment data and design instruction to meet the needs of students. Attend professional development on literacy.

Resource Type

Personnel

Resource

0.5 Reading/Literacy Coach ($35536), collaborative planning session prior to start of school ($3141.25), 0.5 resource teacher ($32892.45), Common Core training ($250), Write Score PD and Materials ($1550), LLI ancillary materials such as chart paper, post its, easels, etc. ($3000).

Funding Source

Title I

Amount Needed

$76,370

G4. Improve Scientific literacy school wide, as well as improve Science proficiency as measured by FCAT 2.0.

G4.B1 Large number of students not proficient in science.

G4.B1.S1 Hands on labs and science based field trips K-5

Action Step 1

Science Fusion, Scholastic News, Science Journals, Gizmos, Science based reading materials included within the Scholastic Literacy Adoption, Hands on Labs

Resource Type

Evidence-Based Materials

Resource

Technology and materials for improved science labs such as books, manipulatives, chart paper, books, ink, journals, post its, markers, response boards, etc. ($6161.06); Math Coach to collaborate with Science Coach ($71073.75); tutors ($12047.75).

Funding Source

Title I

Amount Needed

$89,282