Pine Jog Elementary School

2022-23 Schoolwide Improvement Plan

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Pine Jog Elementary School

6315 SUMMIT BLVD, West Palm Beach, FL 33415

https://pje.palmbeachschools.org

Demographics

Principal: Tarachell Thomas

Start Date for this Principal: 8/15/2015

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: B (57%) 2018-19: B (58%) 2017-18: A (62%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	[LaShawn Russ-Porterfield](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	87%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		B	B

School Board Approval

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SIP Authority

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

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Pine Jog Elementary is to develop a community of environmentally conscious learners who value and respect themselves, others and the world we share through integrating science, technology, nature, and art. This mission is accomplished through collaborative efforts with Pine Jog Environmental Education Center, Florida Atlantic University, and other community partners. We believe that every successful school is a community of learners and each member of the school community is a lifelong learner.

Provide the school's vision statement.

The vision statement of Pine Jog Elementary School is that every child can learn and will leave our school with an understanding that they are part of a global community. We believe that it is our responsibility to ensure that children have all they need to learn; set high expectations for them, express an unwavering belief in them, and challenge them. Our students will be equipped with the habits of mind necessary to succeed in the future and have a strong sense of personal responsibility to take actions needed to sustain our planet.

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Thomas, Tarachell	Principal	Monitors the implementation of the SIP, instructional practices, school-wide data for growth and performance of the SIP goals. Ensures the alignment of SIP goals with the Palm Beach Model of Instruction as they pertain to Professional Development, Parent Involvement, Title I Initiatives. Monitors the use of school-wide AVID and other strategies that focus on increasing learning gains for all learners. Ensures that the SIP goals and District Initiatives align and are communicated to all stakeholder groups. Builds community involvement through agendas and planning of each SAC Meeting. Creates business partnerships throughout the local community to further support the SIP and needs of students.
Moreira, Christian	Assistant Principal	Ensures the alignment of SIP goals with the Palm Beach Model of Instruction as they pertain to Professional Development, Parent Involvement, Title I Initiatives. Monitors the use of school-wide AVID and other strategies that focus on increasing learning gains for all learners.
Straker, Priscilla	SAC Member	Ensures that the SIP goals and District Initiatives align and are communicated to all stakeholder groups. Builds community involvement through agendas and planning of each SAC Meeting. Creates business partnerships throughout the local community to further support the SIP and needs of students.
Clarke, Tricia	Other	Promotes collegial collaboration amongst staff members, and builds confidence in instructional practices and planning.

Demographic Information

Principal start date
Saturday 8/15/2015, Tarachell Thomas

Number of teachers with a 2022 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 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
15

Total number of teacher positions allocated to the school
64

Total number of students enrolled at the school
852

Identify the number of instructional staff who left the school during the 2021-22 school year.
9

Identify the number of instructional staff who joined the school during the 2022-23 school year.
5

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	141	128	146	175	134	128	0	0	0	0	0	0	0	852
Attendance below 90 percent	41	40	39	30	40	31	0	0	0	0	0	0	0	221
One or more suspensions	3	5	3	3	7	5	0	0	0	0	0	0	0	26
Course failure in ELA	18	17	46	32	37	48	0	0	0	0	0	0	0	198
Course failure in Math	8	15	25	16	34	39	0	0	0	0	0	0	0	137
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	34	29	30	0	0	0	0	0	0	0	93
Level 1 on 2022 statewide FSA Math assessment	0	0	0	38	45	62	0	0	0	0	0	0	0	145
Number of students with a substantial reading deficiency	28	32	64	36	34	35	0	0	0	0	0	0	0	229

Using the table above, complete the table below with the number of students by current grade level who have 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	12	16	29	42	54	60	0	0	0	0	0	0	0	213

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	3	4	5	14	0	0	0	0	0	0	0	26
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated
Wednesday 9/7/2022

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	121	131	167	143	139	165	0	0	0	0	0	0	0	866
Attendance below 90 percent	0	17	22	25	26	19	0	0	0	0	0	0	0	109
One or more suspensions	0	1	1	0	0	1	0	0	0	0	0	0	0	3
Course failure in ELA	29	57	63	49	80	50	0	0	0	0	0	0	0	328
Course failure in Math	11	38	45	49	70	44	0	0	0	0	0	0	0	257
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	7	22	29	0	0	0	0	0	0	0	58
Level 1 on 2019 statewide FSA Math assessment	0	0	0	5	12	17	0	0	0	0	0	0	0	34
Number of students with a substantial reading deficiency	0	23	56	63	40	73	0	0	0	0	0	0	0	255
FY21 ELA Winter Diag Level 1 & 2	0	0	0	64	89	60	0	0	0	0	0	0	0	213
FY21 Math Winter Diag Level 1 & 2	0	0	0	79	102	73	0	0	0	0	0	0	0	254

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	11	41	51	40	63	0	0	0	0	0	0	0	206

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	3	7	5	16	0	0	0	0	0	0	0	31
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

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	121	131	167	143	139	165	0	0	0	0	0	0	0	866
Attendance below 90 percent	0	17	22	25	26	19	0	0	0	0	0	0	0	109
One or more suspensions	0	1	1	0	0	1	0	0	0	0	0	0	0	3
Course failure in ELA	29	57	63	49	80	50	0	0	0	0	0	0	0	328
Course failure in Math	11	38	45	49	70	44	0	0	0	0	0	0	0	257
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	7	22	29	0	0	0	0	0	0	0	58
Level 1 on 2019 statewide FSA Math assessment	0	0	0	5	12	17	0	0	0	0	0	0	0	34
Number of students with a substantial reading deficiency	0	23	56	63	40	73	0	0	0	0	0	0	0	255
FY21 ELA Winter Diag Level 1 & 2	0	0	0	64	89	60	0	0	0	0	0	0	0	213
FY21 Math Winter Diag Level 1 & 2	0	0	0	79	102	73	0	0	0	0	0	0	0	254

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	11	41	51	40	63	0	0	0	0	0	0	0	206

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	3	7	5	16	0	0	0	0	0	0	0	31
Students retained two or more times	0	0	0	1	0	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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	57%	59%	56%				59%	58%	57%
ELA Learning Gains	71%						57%	63%	58%
ELA Lowest 25th Percentile	69%						58%	56%	53%
Math Achievement	48%	53%	50%				68%	68%	63%
Math Learning Gains	57%						58%	68%	62%
Math Lowest 25th Percentile	48%						48%	59%	51%
Science Achievement	49%	59%	59%				56%	51%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	53%	54%	-1%	58%	-5%
Cohort Comparison		0%				
04	2022					
	2019	56%	62%	-6%	58%	-2%
Cohort Comparison		-53%				
05	2022					
	2019	57%	59%	-2%	56%	1%
Cohort Comparison		-56%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	75%	65%	10%	62%	13%
Cohort Comparison		0%				
04	2022					
	2019	51%	67%	-16%	64%	-13%
Cohort Comparison		-75%				
05	2022					
	2019	63%	65%	-2%	60%	3%
Cohort Comparison		-51%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	54%	51%	3%	53%	1%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	33	69	61	29	56	53	16				
ELL	42	66	65	38	52	41	30				
ASN	86	100		86	82						
BLK	47	66	74	36	46	55	41				
HSP	56	70	65	48	60	39	43				
MUL	67			67							
WHT	72	78		58	57		79				
FRL	53	72	67	46	56	48	43				

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	36	31		33	27		33				
ELL	38	51	50	36	37	20	31				
ASN	80			70							
BLK	39	47	25	32	38	28	43				
HSP	50	55	55	44	42	7	39				
MUL	50			17							
WHT	77	77		56	62		54				
FRL	46	53	35	36	36	15	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	30	42	44	43	38	36	33				
ELL	49	58	58	62	65	57	45				
ASN	81	63		96	84		75				
BLK	49	54	59	61	55	38	55				
HSP	61	60	57	69	56	54	51				
MUL	64			73							
WHT	70	52		77	69		67				
FRL	57	58	58	67	57	48	53				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	40
Total Points Earned for the Federal Index	439
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	45
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	47
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	89
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	49
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	53

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	67
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	69
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	53
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

FY22 FSA21 VS. FSA22 results shows:
ELA: +16.1 pts in Gr 3, -2.2. Pts in Gr 4 +14.1, pts in Gr 5 +4.2
Math: pts in Gr 3, +12 pts in Gr 4, +11.0 pts in Gr 5 -3pts.
Science: with a gain of 5.7%

Within the end of year adaptive technology data, we see the following percentages are on grade level:

iReady
Third: Math 56%, ELA 72%
Fourth: Math 53% ELA 43%
Fifth: Math 44% ELA 44%

Based on current ELA trends, we see overall increases in 4th and 5th grade levels per our FSA results. Looking at subgroups such as FRL, ELL, and ESE, all groups increased or remained the same, except the white demographic, which showed a 3.3 percent decrease in performance. We ensure a focus on our SWD and ELL groups beginning with support through our Master Schedule. Instruction will include a focus on standards based instruction, data driven PLCs, small group instruction, collaborative planning with support teachers to monitor all ELL and IEP plans.Tiered support will include all instructional staff, resources teachers and fine arts teachers with certifications that support intensive instruction. School Leadership will monitor progress through formative and summative assessment, classroom walkthroughs and collaborative standards based PLCs. PBIS will support student behavior and attendance to ensure maximum instructional exposure and a welcoming and inclusive environment.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based on data trends our focus will be to increase learning gains and achievement school-wide in addition to focusing on the needs of our students with disabilities and English Language Learners. When we focus on literacy, math and science with remediation of standards, foundational skills, while scaffolding instruction that meets the full intent and rigor of standards in all content areas we will support all learners, especially our identified subgroups SWD and ELL. iReady data results, K-5, indicate significant numbers of students were scoring below grade level in pre-reading skills. To address this problem, we implemented the Benchmark program in grades K-5 ensuring training of all teachers to effectively implement the strategies. Explicit vocabulary instruction is a school-wide initiative to occur in the context of all content area instruction. Additionally, high-level research-based texts provided for teachers to implement rigorous standards-based instruction using the three Core Actions.
Targeted support provided for all struggling learners with focus on our ELL and SWD students. Reading Resource Teachers and Coaches will assist teachers with small group strategy and skill based instruction. Progress monitoring of student achievement using formative assessment data will occur, with follow up action planning to address area(s) of deficiency. Student and teacher data chats scheduled by administration after analyzing student data. Implementation of small group differentiated instruction will occur to address the needs of our diverse learners. Resources and strategies aligned to grade level standards and scaffolding in place to support students who are not yet performing on grade level.

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

Contributing factors for the FY22 included many new teachers to our school and the profession along with 5 open positions. In FY22 we saw a record number of retirements and resignations. All instructional staff experienced the effects of the COVID19 pandemic loss of learning from the previous year of blended learning.
K- 2 Reading Coach has been assigned to coach our K-2 Teachers thru the literacy block with a focus on small group instruction and intervention. This process will be driven through our PLCs by analyzing student data from Benchmark Assessments and IReady. We are also utilizing a K-2 SAI teacher, to provide interventions for our K-2 students exhibiting early warning indicators.
3-5 Reading Coach has been assigned to coach our 3-5 Teachers through the literacy block with a focus on small group instruction and intervention. This process will be driven through our PLCs by analyzing student data from USAs and FSQs , FSA Diagnostics and IReady. We are also utilizing a 3-5 SAI teacher, to provide interventions for our 3-5 students exhibiting early warning indicators.
We hired a Learning Team Facilitator (LTF) to address the collaboration issues of our teachers during professional learning communities (PLC). Our LTF mentors, models instruction, reviews data, oversees tutorial for our neediest populations and facilitates PLCs which focus on data driven small group instruction and intervention.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Overall ELA Achievement scores increased by 5.75%. Overall Math increased 7.05% increase. 5th Grade Science achievement scores increased 5.7%

Overall ELL subgroup increased in ELA achievement, specifically our LY increased 12.8% and LF increased 16.7%. In Math Achievement our Male students in increased 7.8% in achievement followed by our Multi Ethnic subgroup increasing 52.5% .

4th Grade ELA increased 14.1% from 2021 to 2022 showing largest in creased among FSA tested grades. 3rd Grade Math Achievement increased by 11.94%. 4th Grade Math achievement as well increased 11.85%.

Actions taken in FY22 to support these improvements were our Science, Math and ELA tutorial, implementation of supplemental materials, and an increase in collaborative planning by teachers, and use of PLCs to provide PD support and analyzing of student data to drive our small group instruction.

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

Contributing factors included creating a master schedule to make all SWD and ELL students a priority for intervention support. Provided onsite collaborative PD with ELL support and the general education teachers to address student needs. Within the Core, we focused on the use of formative assessments, teachers are able to consistently monitor student mastery of standards and have the ability to adjust to remediate and conduct small groups based on student needs. Data chats with instructional staff to monitor progress and also identify the lowest 25 percent in the content areas. Student data chats were conducted to review individual strengths, weaknesses and create SMART goals. During PLCs, teams collaboratively planned small group instruction to target deficits. Strategic PLCs implemented to analyze data, monitor student progress, and develop lessons plans to support all student learning. The teachers kept parents abreast of student achievement and underperformance through parent phone calls and conferences. In addition, they sent home progress reports that parents had to sign. All teachers held all students to high expectations. We dedicated time during the school day on the Fine Arts wheel for each student to experience Social Emotional Learning and Growth while attending our Guidance classes in hopes to produce a well rounded student. To ensure an equitable and equal opportunity for all our students, we positively influence student growth and achievement through AVID Programing which prepares students for college and career readiness. We implement AVID strategies of WICOR (Writing, Inquiry, Collaboration, Organization, and Reading).

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

Creating a Master Schedule that provides equity and access to all students. Teachers possessing training and certifications in accelerated coursework. Administrators participating in training which focus on the implementation of B.E.S.T. standards and Benchmark Curriculum, as well as Culturally Responsive Leadership.
Educating parents of the necessity of exposure to courses with higher rigor. Utilization of our AVID strategies to promote college readiness and life skills. During PLCs, we will focus on developing effective and relevant instruction through: unpacking standards, analyzing data, developing standards based lesson using vetted resources and materials from the District, share best practices, following/ participating with the coaching continuum model, incorporate research based strategies included GO-To Strategies, balanced literacy, small group instruction, and differentiated learning. Teachers will engage in common planning as well as lesson study to improve instructional capacity. Professional development opportunities include district support/training, in-school coaching opportunities, and independent study. Teachers are encouraged to share best practice implementation at PLCs and Common Planning as a

way of increasing grade level capacity as a whole. Early identification of our Low 25% will allow tracking and support to ensure their growth. Low 25% students will connect with a reading endorsed/certified interventionist to ensure closing of the achievement gap. In the past, the identified students were chosen based on their critical area of need and offered priority for afterschool tutorials. Extensive training on classroom managed behaviors and tracking practices will assist teachers in equitable support of classroom discipline.

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.

Professional Development/Professional Learning Communities: Teachers will engage in deep, focused professional development, collaborative planning, and data analysis to strengthen standards-based instructional practices to accelerate student learning in ELA, Mathematics, and Science. PLCs continue to be an active part of our school schedule; they receive embedded PD.
During the summer of FY22, the teachers received PD on the mental process students experience when learning, Florida Benchmark Literacy for K-5 teacher, Voyager for interventions, Reading Recovery training, BEST standards, and STEMscopes. Instruction on the understanding of the various levels of learning and the application of learning. Teachers will focus on various high-yield strategies to support student learning through; identifying similarities and differences, summarizing and note taking. In addition teachers will continue to reinforce efforts such, as, providing recognition, homework and independent practice, nonlinguistic representations, cooperative learning, setting objectives and providing feedback. Our will teachers will receive PD and training to enhance Environmental STEM and AVID focus.

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

Our primary focus will continue to be implementing standards-based instruction and differentiating that instruction by providing small group support. Resources and strategies aligned to grade level standards and scaffolds put in place to support students who are not performing at grade level. Teachers, including resource teachers (ESE, ELL), collaborate weekly to ensure the academic success of our students. As instruction implemented, it is key that the teacher ensures maximum student engagement. Increase Reading Proficiency in Grade 3: Continuing to Increase proficiency in 3rd grade ELA is one of our priorities. Efforts are in place to strengthen reading skills in K-2 so that achievement gaps in reading are closed. ELL and SWD students provided targeted instruction using WIDA data results and iReady results. In addition to these assessments, district formative assessments implemented in grade 2. All students provided small group instruction with additional teacher support (Reading Resource Teachers, ELL and ESE teachers) in grades 1-5. The goal is to close achievement gaps prior to entering grade 3. Extended learning opportunities provided for students performing below grade level in grades 2 and 3.Small Group Differentiated Instruction: Targeted small group instruction using rigorous texts designed to increase learning gains in ELA and Math. Data driven differentiated instruction planned to meet the needs of all students. Ongoing progress monitoring for all students.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

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#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	If we focus on ELA standards-based instruction to increase learning gains in school-wide ELA, then we will increase student achievement and ensure alignment to the District's Strategic Plan; This area of focus aligns directly with our District Strategic Plan, Theme A-Goal 3, Academic Excellence & Growth. Our first instructional priority is to deliver, content, concept, or skill that is aligned to the benchmark and intended learning. The results of our FY22 ELA showed a 2.21% decrease in proficiency levels when comparing the FSA scores from SY21 with the scores from SY22. Third grade proficiency went from 52.21% to 50%. Data indicates we need to review what is being taught, how it's being taught and make decisions to make the changes necessary to support all learners. Our second instructional priority is to ensure instructional practice will focus on supporting a teacher's ability to plan, implement, and assess high-quality, standards-based lessons that focus instructional delivery practices requiring students to do the cognitive lift. Our goal is to be strategic and focus on standard-based instruction to ensure best practices utilized throughout all content areas. We want to give all our students the opportunity to reach their potential and increase student achievement. We want to establish a culture of high expectations and continuous improvement by exposing our students to the rigor of the standard. Ensuring teachers receive the adequate training and supports towards great instruction will lead towards positive learning gains and improvements school wide.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By February 2023, we will increase the overall percentage of students making learning gains on the ELA Progress Monitoring by 5% bringing us to 76%. We will increase the low 25% by 10% an increase to 79%. By FY23 we will increase the overall percentage of black students from 44.4% to 54.4% in learning gains on ELA giving us a 10% increase in achievement. (FY22 data showed a 5.2% increase from 39.2% to 44.4%) By FY23 we will increase from 54.5% to 60%in ELA learning gains for Hispanics. FY19 data shows they achieved and increase in learning gains 6.3%) By FY23 we will increase from 72.7% to 80% in ELA learning gains for our White population. (FY21 data shows they achieved 76% learning gains). Our goal is incrementally increase our third grade reading achievement to 75% to align with our district's long term outcome.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Monitoring is a key detail in achieving student progress because it is an integral part of the continuous improvement of student achievement and student improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students. At Pine Jog Elementary monitoring will be conducted through classroom walkthroughs, data analysis of formative and summative assessments (FAST PM, I-Ready, FSQs, USAs, & district diagnostics), data chats, review of Lesson Plans, student work samples, student attendance, formal observations, and Professional Learning Communities attendance/participation. The monitoring will be supported by team members of the leadership team (Principal, Assistant Principal, Reading Coaches, and Learning Team Facilitator). Instructional staff members and teams will also self monitor during PLC during the time they are analyzing their assessment data. They will chart their progress toward each school and individual student goal by utilizing data chats.
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monitoring outcome:	
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	1. Incorporate small group instruction to support students learning at their ability with a variety of task, process and product. 2. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies. Also during PLCs teachers will collaboratively analyze data to differentiate whole/small group instruction. Teachers will participate in ongoing PDs to support the development of their expertise and instructional strategy for success and focus. 3. Tutoring programs to ensure learning supplemented with additional resources and teacher support. 4. Training on the use and implementation of the various adaptive technologies such as iReady, Benchmark and Voyager Literacy Programs to ensure the ELA Literacy block is taught with fidelity.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	1. Incorporate small group instruction utilizing USA and FSQ data to meet the students' need for standards based practice and to identify areas of weakness for targeted remediation. Both USA's and FSQ's have proven successful in preparing students for the ELA FAST PM. 2. Students who participate in the ELA tutoring program have demonstrated an increase in student achievement based on the most recent data from standardized assessments. 3. iReady, Benchmark, Voyager, Nearpod, and the incorporation of writing strategies that enable teachers to differentiate instruction based on a student's specific area of need, which will lead to increased comprehension, student growth and capacity. 4. PLC's and PD's allow teachers and leadership an opportunity to collaborate, to analyze data, and to make decisions to improve student achievement and progress.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Incorporate small group instruction utilizing USA's and FSQ's in both Language Arts and writing.
a. Teacher will utilize Differentiated Instruction strategies and small group instruction in all ELA and all content courses.
b. Teachers will analyze student data to determine strengths and weaknesses in content area.
c. Teachers will create all small group rotational cycles to ensure all students supported at their abilities.
d. Teachers will create lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners.
e. Teachers develop ongoing formative assessments to track student learning n make adjustments to instruction.

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2. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies.
a. During PLCs teachers will collaboratively analyze data to differentiate whole/small group instruction.
b. Teachers will participate in ongoing PDs to support the development of their expertise and instructional strategy for success and focus.

c. Instructional coaching: Learning Team Facilitator, K-2 reading coach & 3-5 reading coach will provide support for teachers.
d. Coaches will model, coach, and support teachers to ensure instruction is strategic data-driven and effective in meeting students needs for improving achievement during PLCs.

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3. Students who participate in the ELA tutoring program.
a. ELA tutoring will be offered to ELL students, student with disabilities, student who performed in the lower 25% on ELA state and district assessments and student demonstrating ELA deficiencies.
b. Tutoring will take place before and after school.
c. Students will be tutored by certified classroom teachers.
d. Research based ELA resources and adaptive technology will utilized to instruct students.
e. Instructors will monitor and track student progress to adjust instruction as needed.

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4. Training on the use and implementation of the various adaptive technologies such as iReady, Benchmark and Voyager Literacy Programs to ensure the ELA Literacy block is taught with fidelity.
a. Ongoing training throughout the school year will take place during PLCs by district support staff and content area coaches, which will focus on ELA instructional strategies to be implemented with the classroom.
b. Throughout the school year planning periods will be utilized to support teachers in the use of various adaptive technologies for growth, intervention and monitoring of students.
c. On professional development days, trainings will be facilitate by district support staff and school based content area coaches.

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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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

Our school integrates Single School Culture by sharing our Universal Guidelines for Success and communicating these expectations to parents via student protocols, and monitoring SwPBS through data. In alignment, to
school board 2.09 and Florida State statute 1003.42 our school highlights multicultural diversity within the curriculum and the arts. We also have parent/family multicultural nights. Pine Jog Elementary continues to maintain a Single School Culture of excellence and strives to improve climate in a variety of ways.
We continue to maintain a single school culture through PBIS quarterly celebrations and monthly character counts nominations. We also are implementing the mental health lessons mandated by the state of Florida

utilizing the Suite360 lessons which are delivered to the students from their school counselors teaching Guidance on the fine arts wheel. Suite 360 is the curriculum that the school district selected to implement the five-hour state mandated instruction related to youth mental health and awareness. Throughout the suite 360 curriculum, students participated in lessons on the following topics: Substance Abuse Prevention and Child Trafficking.

The School Behavioral Health Professional (SBHP) supports the behavioral and mental health of students. The SBHP position started for the 2019-2020 school year as part of the Marjory Stoneman Douglas High School Public Safety Act to have more mental health professionals in schools and is funded through local referendum dollars. All schools in Palm Beach County have a SBHP.

Using social media outlets such as Facebook and Twitter, stakeholders abreast of school activities. Translations are available/used for all methods of communication to families. Parent Workshops are available for ESE and ELL subgroups to build capacities in our families. Relevant professional development is provided to personnel to engage parents and work with diverse populations.

We implement school wide PBIS which is reinforced through school wide initiatives and incentives. Social emotional learning of K-5 students is part of the daily schedule. All students participate in Guidance Education through our Fine Arts Rotation. A behavior health professional supports the individual needs of students. Students with other behavior supports are addressed through our School Based Team.

A pre-registration presentation is made to all Kindergarten parents four months before school. Enroll of incoming Kindergarten students occurs and families receive information to assist in preparing their children with readiness skills for Kindergarten. Notice of this event is posted in community centers, feeder pattern Pre-K units, grocery stores and the local newspaper. Families visit classrooms at Meet the Teacher. Baseline data is collected once students enter Kindergarten. Data is used to plan daily academic and social/emotional instruction for students. Core Kindergarten academic and behavioral instruction includes daily explicit instruction, modeling, guided practice and independent practice of all academic curriculum. Screening tools are re-administered midyear and at the end of the year to identify student learning gains and the need for changes to the instructional/intervention programs.

The Leadership Teams meets with the School Advisory Council to review the development of the School Improvement Plan. The team will provide data on Tier 1, 2, and 3 targets; academic and social/emotional areas to be addressed; help set clear expectations for instruction; facilitate the development of a systemic approach to teaching; and aligned processes and procedures. Title I funded position work in collaboration with staff on the implementation of best practices. Title I support services are provided to ensure students requiring additional remediation are assessed through after-school programs.

Title II provides professional development in all content areas and funds support teams who monitor and support on campus instruction.

Title III services are provided through the district for educational materials and ELL district support services to improve the education of English Language Learners.

A bullying prevention program is implemented in our PBIS. Bullying Prevention is a focus in October in Guidance classes and schoolwide. Pine Jog has O.W.L. expectations for all settings which are posted in each classrooms. The PBIS committee meets throughout the year to discuss and review data. In alignment, to school board 2.09 and Florida State statue 1003.42 our school highlights multicultural diversity within the arts. 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 and contributions of black and African Americans, Latino and Hispanics and women with in US History.

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

Principal: Promoting collaboration among staff members, with proper focus and leadership, creates a positive environment in which teachers can share best practices that are responsive to student needs. Thus, principals can positively influence their school culture with strategies that encourage collaboration.

School Counselor: Supports a positive culture and environment through lessons that focus on character education, social emotional skills, and career exploration. Through the whole group interactions and experience our counselor ensure students feel safe, welcome, and included.

Teachers: incorporate SwPBS; a framework that brings together school communities to develop positive, safe,
supportive learning cultures. SWPBS assists schools to improve social, emotional, behavioral and academic outcomes for children and young people. To ensure all students have equitable and equal opportunity to learn in a positive environment. Tier 1: Universal Prevention (All) Tier 1 supports serve as the foundation for behavior and academics. Tier 2: Targeted Prevention (Some) support focuses on improving specific skill deficits students have. Tier 3: Intensive, Individualized Prevention (Few)

Custodial: Ensure its a clean and safe environment for learning.

Cafeteria Staff: Ensure students have healthy and nutritious meals.

Parents: Being actively involved in learning process on and off campus.
Community Members/Business Partners To provide support, funding, and insight on implementation of our PBIS goals.

Learning Team Facilitator: Promotes collegial collaboration amongst staff members, and builds confidence in instructional practices and planning.

In addition, as stipulated within Florida Statute & Policy 2.09 our school ensures all students receive equal access to the pillars of Effective Instruction: Students immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42. Continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09
Instruction applicable to appropriate grade levels including but not limited to:
(a) History of the Holocaust; the systematic, planned annihilation of European Jews and other groups by Nazi Germany.
A watershed event in the history of humanity to taught in a manner that leads to an investigation of human behavior. An understanding of the ramifications of prejudice, racism, and stereotyping. An examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of anti-Semitism, as described in s. 1000.05(7), and the prevention of anti-Semitism. The second week in November, designated as "Holocaust Education Week" in this state in recognition that November is the anniversary of Kristallnacht, widely recognized as a precipitating event that led to the Holocaust.
(b) History of African and African Americans including 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. Instructional materials shall include the contributions of African Americans to American society.
(c) Women's Contribution Standards prioritize listing women of accomplishment, which reflects the standards' overall tendency to celebrate individual leadership and achievement. Instructional materials shall include the contributions of Women to society.
(d) Sacrifices of Veterans and the value of Medal of Honor recipients In order to encourage patriotism, the sacrifices that veterans and Medal of Honor recipients have made in serving our country and protecting

democratic values worldwide. These integrated concepts introduced as stand-alone teaching points or into other core subjects: math, reading, social studies, science. Our goal is for our students to learn the content and curriculum taught through Florida State Statute 1003.42 to ensure inclusiveness for all. Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource blender. This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum. Additionally, topics addressed in greater depth through the school counselor during instruction and during

special events held throughout the school year. Students will also learn character development, the character development curriculum shall stress the qualities of patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.