

The School District of Palm Beach County

Pine Grove Elementary School



2022-23 Schoolwide Improvement Plan

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Pine Grove Elementary School

400 SW 10TH ST, Delray Beach, FL 33444

<https://pges.palmbeachschools.org>

Demographics

Principal: Shauntay King

Start Date for this Principal: 12/23/2016

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
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 Black/African American Students Hispanic Students* Economically Disadvantaged Students
School Grades History	2021-22: B (56%) 2018-19: C (45%) 2017-18: C (47%)
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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400 SW 10TH ST, Delray Beach, FL 33444

<https://pges.palmbeachschools.org>

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	96%

School Grades History

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

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SIP Authority

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The parents, staff, and community of Pine Grove will provide a safe, nurturing, and equitable educational environment that meets the social, academic and physical needs of each student so that all students will be successful learners and productive citizens. The student mission statement is: My mission at Pine Grove is for me to come to school every day and on time. I believe in learning and trying my best at what I do. I believe that I am a future leader. I believe my family, community and the nation is counting on me. Failure is not an option, being an average student is not an option. Therefore, when I enter the doors of Pine Grove, and enter the doors of my classroom, I expect nothing less of myself but greatness.

BECAUSE I AM GREAT! GOOD BETTER BEST! I WILL NEVER LET IT REST UNTIL MY GOOD BECOMES BETTER AND MY BETTER BECOMES MY BEST!

S – SAFETY FIRST

W – WORK HARD

I – I AM RESPECTFUL

M – MY RESPONSIBILITY

Provide the school's vision statement.

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

School Leadership Team

Membership

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
King, Shauntay	Principal	Shauntay King-Principal-Instructional leader, coaching and providing feedback for teachers, analyzing data to help drive instruction, and provides opportunity for professional development.
Caldovino, Christina	Assistant Principal	Christina Caldovino-AP-Instructional leader, coaching and providing feedback for teachers, analyzing data to help drive instruction, and provides opportunity for professional development.
Thomas, Kevaughn	Math Coach	Kevaughn Thomas-Math coach and resource teachers-Provides guidance and support to the teachers and leads PLCs.
Moses, Stacey	Instructional Coach	Stacey Moses Brown-Learning Team Facilitator,Lead PLC, and provide guidance and support to teachers.
Pierre Compere, Jasmine		Jasmine Compere-ELL Coordinator-Provide support to ELL team and assist with small group instruction.
Thicklin, Erica	School Counselor	Erica Thicklin-Guidance Counselor-Provide SEL to students and focus on character traits. Also to meet with groups and be available to students when needed.
Lamantia, Tyler	Teacher, ESE	Tyler Lamantia-ESE Coordinator- Coordinates and holds meetings for IEPs, also supports ESE students in the class through small groups.
Valentin, Alexis	Other	Alexis Valentin -Reading coach and resource teachers-Provides guidance and support to the teachers and leads PLCs.

Demographic Information

Principal start date

Friday 12/23/2016, Shauntay King

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.*

5

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.*

9

Total number of teacher positions allocated to the school

24

Total number of students enrolled at the school

345

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

2

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

1

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	64	43	48	67	58	30	0	0	0	0	0	0	0	310
Attendance below 90 percent	0	14	11	12	8	7	0	0	0	0	0	0	0	52
One or more suspensions	0	1	1	0	2	4	0	0	0	0	0	0	0	8
Course failure in ELA	0	9	14	34	27	8	0	0	0	0	0	0	0	92
Course failure in Math	0	7	10	18	3	5	0	0	0	0	0	0	0	43
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	5	9	8	0	0	0	0	0	0	0	22
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	6	8	0	0	0	0	0	0	0	14
Number of students with a substantial reading deficiency	0	0	0	37	14	28	0	0	0	0	0	0	0	79

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	0	9	12	20	12	10	0	0	0	0	0	0	0	63

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	0	7	6	1	0	0	0	0	0	0	0	14
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Thursday 8/18/2022

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	45	57	60	71	32	65	0	0	0	0	0	0	0	330
Attendance below 90 percent	0	11	14	14	4	16	0	0	0	0	0	0	0	59
One or more suspensions	0	1	0	0	3	4	0	0	0	0	0	0	0	8
Course failure in ELA	0	15	39	46	17	31	0	0	0	0	0	0	0	148
Course failure in Math	0	11	27	33	29	30	0	0	0	0	0	0	0	130
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	5	11	9	0	0	0	0	0	0	0	25
Level 1 on 2019 statewide FSA Math assessment	0	0	0	5	4	0	0	0	0	0	0	0	0	9
Number of students with a substantial reading deficiency	9	14	14	25	11	22	0	0	0	0	0	0	0	95
FY21 ELA Winter Diag Level 1 & 2	0	0	0	26	40	24	0	0	0	0	0	0	0	90
FY21 Math Winter Diag Level 1 & 2	0	0	0	26	37	18	0	0	0	0	0	0	0	81

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	12	30	32	21	30	0	0	0	0	0	0	0	125

The number of students identified as retainees:

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

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	45	57	60	71	32	65	0	0	0	0	0	0	0	330
Attendance below 90 percent	0	11	14	14	4	16	0	0	0	0	0	0	0	59
One or more suspensions	0	1	0	0	3	4	0	0	0	0	0	0	0	8
Course failure in ELA	0	15	39	46	17	31	0	0	0	0	0	0	0	148
Course failure in Math	0	11	27	33	29	30	0	0	0	0	0	0	0	130
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	5	11	9	0	0	0	0	0	0	0	25
Level 1 on 2019 statewide FSA Math assessment	0	0	0	5	4	0	0	0	0	0	0	0	0	9
Number of students with a substantial reading deficiency	9	14	14	25	11	22	0	0	0	0	0	0	0	95
FY21 ELA Winter Diag Level 1 & 2	0	0	0	26	40	24	0	0	0	0	0	0	0	90
FY21 Math Winter Diag Level 1 & 2	0	0	0	26	37	18	0	0	0	0	0	0	0	81

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	12	30	32	21	30	0	0	0	0	0	0	0	125

The number of students identified as retainees:

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

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	56%	59%	56%				36%	58%	57%
ELA Learning Gains	70%						48%	63%	58%
ELA Lowest 25th Percentile	57%						47%	56%	53%
Math Achievement	65%	53%	50%				51%	68%	63%
Math Learning Gains	73%						52%	68%	62%
Math Lowest 25th Percentile	52%						53%	59%	51%
Science Achievement	22%	59%	59%				26%	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	38%	54%	-16%	58%	-20%
Cohort Comparison		0%				
04	2022					
	2019	36%	62%	-26%	58%	-22%
Cohort Comparison		-38%				
05	2022					
	2019	23%	59%	-36%	56%	-33%
Cohort Comparison		-36%				

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	62%	65%	-3%	62%	0%
Cohort Comparison		0%				
04	2022					
	2019	43%	67%	-24%	64%	-21%
Cohort Comparison		-62%				
05	2022					
	2019	36%	65%	-29%	60%	-24%
Cohort Comparison		-43%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	24%	51%	-27%	53%	-29%

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	32	57	45	35	52	43	10				
ELL	52	63	45	71	83		20				
BLK	58	78	71	67	75	53	19				
HSP	40	38		52	56						
FRL	56	70	57	65	73	52	22				
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	22	56		12	26	30					
ELL	51	73		44	32		44				
BLK	49	68		44	53		32				
HSP	44	82		36	45						
FRL	49	74	62	43	50	31	36				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	13	42	50	24	42	60	7				
ELL	38	42	36	47	49	48	31				
BLK	35	50	48	50	52	57	27				
HSP	42	33		58	50						
FRL	36	48	47	51	52	53	26				

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	58
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	71
Total Points Earned for the Federal Index	466

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	42
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	58
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	62
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	50
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A

Multiracial Students	
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	58
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?

Our FY22 overall ELA proficiency was up from 49% in FY21 to 56.2% in FY22. In math we saw a similar trend where in FY21 overall math proficiency was up from 43.1% in 2021 to 65% in FY 22. In 2021 our SWD population had the lowest proficiency in both reading and math. In FY21 the ELA proficiency for SWD was 22% and FY22 it was 31.8% which was an improvement. The low 25% gains were down for SWD from 62.5% in FY21 to 45.5% in FY22. In math there was an upward trend for our SWD. In FY21 math proficiency was 11% and FY22 it was 35%, which is a great increase. For ELA proficiency for ELL students in FY21 was 47% and increased to 47.5% in FY22. The learning gains were at 73% in FY21 and down to 62% in FY22. In Low 25% in FY21 it was 80% and in FY22 it dropped to 50%. In math our ELL students trended upward with proficiency of 41% in FY21 and 68% in FY22. Our FRL students also saw some gains. In FY21 the proficiency was 48% and increased to 56.2% in FY22. In ELA gains there was a drop from 74.1% in FY21 to 70.2 in FY22. There was also a decrease in ELA Low 25% in FY21 it was 61.5% and in FY22 it was 56.5. Our Science data declined this year as well from 37.2% proficiency in FY21 to 22.4 in FY22.

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

Our SWD and our ELL students showed the greatest gap in ELA gains and our Low 25%. The contributing factor for the gap was a lack of teacher capacity. In FY22, scheduling and personnel was considered in grouping students for targeted instruction. In FY22, modeling and coaching were provided

during ELA blocks. In addition, the master schedule provided time for our reading club. This is in addition to iii and allows ESE, ELL, SAI, and other specialized teachers to provide differentiated instruction and target our Low 25% that are moving through SBT. Students are placed in groups based on their needs and provided foundational skills lessons, Oral Language, SPIRE or LLI. They are monitored and assessed on their growth. We also utilized iReady and Benchmark assessments to make decisions from the District decision tree to ensure fidelity and correct intervention for students. The schedule was designed to provide small groups in order to differentiate instruction and increase student engagement. We have a large ELL population and we believe that we have to continuously provide professional development around supporting them. In 1st and 2nd grade there was an increase in ELA from winter to spring. In 3rd and 4th grade there was a decrease in ELA, but an increase in 4th grade math. In 5th grade there was an increase in ELA and a decrease in math.

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

The contributing factor for the decline was a lack of teacher capacity/consistency in our 4th/5th grade. Strategic planning of the master board to create opportunities for students to have targeted instruction in small groups contributed to this increase in addition to increasing teacher capacity through PLC, PD, and coaching. We also amped our intervention program along with the District to ensure all students not performing on grade level were receiving supplemental instruction either during iii or reading club. We also utilized the schedule to provide additional support of ESE/ESOL teachers during the iii time. In FY22 school year we restarted small group instruction and rotations, focus in on our supplemental services for our decision tree and SBT students. This is something that will be continued through the FY23 school year as well.

All professional development will be focused around how best to engage our students to ensure they are being active learners. To address improvement in math, our math coach will continue to provide ongoing PD and utilized PLC time to review the standards based instruction and how it would be presented for students especially during small group time. A progress monitoring tracking tool will be implemented to assist teachers during instruction and will be a guide to help make informed decisions about the type of instruction that will best suit each individual student.

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

Our ELA showed -56.2% in FY22 and 49% in FY21. Strategic planning of the master board to create opportunities for students to have targeted instruction in small groups contributed to this increase in addition to increasing teacher capacity through PLC, PD, and coaching. We also amped our intervention program along with the district to ensure all students not performing on grade level were receiving supplemental instruction. In FY 22 school year we will restarted small group instruction, focus in on our supplemental services for our decision tree and SBT students. All professional development will be focused around how best to reengage our students to ensure they are being active learners. To address improvement in math, our math coach will continue to provide ongoing PD and utilized PLC time to review the standards based instruction and how it would be presented for students especially during small group time. A progress monitoring tracking tool will be implemented to assist teachers during instruction and will be a guide to help make informed decisions about the type of instruction that will best suit each individual student.

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

There was a heavy focus on the use of assessments, progress monitoring, remediating and enriching students. Teachers held all students to high expectations. Our math coach provided ongoing PD and utilized PLC time to review the standards based instruction and how it would be presented for students especially during small group time. During distance learning, new technology was modeled for the

teachers during PLC's that could be used to increase student engagement and allow them to practice skills in a virtual setting.

Our reading coach and Single School Culture Coordinator provided ongoing PD and utilized PLC time to review the standards based instruction and how it would be presented for students especially during small group time. During distance learning, new technology was modeled for the teachers during PLC's that could be used to increase student engagement and allow them to practice skills in a virtual setting.

Improve attendance - School wide incentives have been put in place: pep rallies each month showcasing academic achievements, dolphin point system for school prize, names put up on bulletin boards for everyone to see, etc.

Success with SEL (Morning Meeting) - During FY22 the goal was to continue to grow in this area by utilizing harmony lessons for K-2 and also incorporating the signature practices in K-5, as well as, with our faculty.

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

We will continue to focus on core action two and three, which will provide more opportunity for student engagement and accountable talk. We will specifically focus on all our students with strategic, targeted support through various modes of instruction, including technology, small group, tutorials, data chats and student monitoring. Coaches will lead PLC's that will provide the support necessary to equip teachers. The rollout of the new BEST standards. Rather than remediating we will use different data to determine the critical skills and concepts that students are missing and providing scaffolds that will bridge gaps while teaching the missing skills with precision and efficiency. Common practices will be shared and reviewed at PLCs. We will also continue to support the rollout of Benchmark for 3rd-5th grade so that the teachers are successful with implementation of the lessons. This will ensure the accountability and commitment of every staff to ensure that instruction and materials are planned and focused. In K-2 there will also be a focus on a strong implementation of our Benchmark Literacy Program. Making sure that the teachers are prepared and planned in order to deliver instruction and monitor their students learning. We will also continue to focus on our SWPBS system and strengthen it.

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

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

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

In the area of ELA we have taken the masterboard and personnel into consideration when placing students in groups K-5. This is incorporated into the Master Schedule outside of the 90 minute reading block. Our K-2nd ELL and ESE push-in support teachers provide foundational skills through guided reading lessons. Our 3rd-5th grade classes utilize District area support, coaches, and PLCs to plan and also review the content before it is presented to students. Small group instruction which is focused on the core actions - high quality text, rigorous tasks, and academic talk along with reading club and tutorial will aide in improvement of proficiency.

Continue to increase math scores through hands on materials, discussion-based teaching, using the

CRA intervention (concrete, representational and abstract), after school and Saturday tutorial, increase teacher's content knowledge in all grades, track data through assessments for all levels, especially 3rd-5th and display for teachers, coaches and administration to see and use during PLC's. Coaches will lead PLC's that will provide the support necessary to equip teachers. Rather than remediating we will use different data to determine the critical skills and concepts that students are missing and providing scaffolds that will bridge gaps while teaching the missing skills with precision and efficiency. We will also be introducing AMP math for our 4th graders.

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

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. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Our SWD and our ELL students showed the greatest gap in ELA gains and our Low 25%. The contributing factor for the gap was a lack of teacher capacity. In FY22, scheduling and personnel was considered in grouping students for targeted instruction. In FY22, modeling and coaching were provided during ELA blocks. In addition, the master schedule provided time for our reading club. This is in addition to iii and allows ESE, ELL, SAI, and other specialized teachers to provide differentiated instruction and target our Low 25% that are moving through SBT. Students are placed in groups based on their needs and provided foundational skills lessons, Oral Language, SPIRE or LLI. They are monitored and assessed on their growth. We also utilized iReady and Benchmark assessments to make decisions from the District decision tree to ensure fidelity and correct intervention for students. The schedule was designed to provide small groups in order to differentiate instruction and increase student engagement. We have a large ELL population and we believe that we have to continuously provide professional development around supporting them. In 1st and 2nd grade there was an increase in ELA from winter to spring. In 3rd and 4th grade there was a decrease in ELA, but an increase in 4th grade math. In 5th grade there was an increase in ELA and a decrease in math.
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Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Although our SWD data did not fall under the ESSA category it was only be a point. Our measurable goals for FY23 would have to increase from 42% to a 60% in ELA SWD population. To align ourselves with the strategic plan of 75% of 3rd graders reading on grade level, our ELA proficiency as a school, would need to be at 60%.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

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

Person responsible for monitoring outcome:

Shauntay King (shauntay.king@palmbeachschools.org)

Evidence-based Strategy:
Describe the evidence-based

1. Students will be remediated and enriched during ELA through use of Benchmark, i-Ready, LLI, SPIRE, and differentiated instruction to include double downs (phonemic awareness, guided reading, strategy groups, close reading).
2. ESE and ESOL teachers will participate in PLCs around planning and providing relative instruction to all students including our SWDs and ELLs.

strategy being implemented for this Area of Focus.

Specifically, the FCIM Model:

1. How to teach effectively and ensure that students are learning (utilizing the programs listed above).
2. How do we know students are learning (monitoring and aggressive monitoring training)?
3. What to do when students are not learning (SSCC and coaches)?

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

1. The Fountas & Pinnell Leveled Literacy Intervention program provides daily, intensive, small-group instruction. LLI turns struggling readers into successful readers with engaging leveled books. SPIRE addresses foundational skills in order to close gaps.
2. iReady adjusts its questions to suit the students' needs. Each item a student sees is individualized based on their answer to the previous question.
3. The Florida Benchmark Advance curriculum is grounded in the science of reading. Foundational skill standards are covered in systematic lessons that develop essential background knowledge and content vocabulary.
4. Double Down is a co teaching strategy that supports students learning at their ability with the guidance and facilitation of a variety of educators. It can be ESOL, ESE resource teachers or led by any the Gen Ed classroom teachers.

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

Person Responsible

Shauntay King (shauntay.king@palmbeachschools.org)

#2. 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.

Our FY22 overall ELA proficiency was up from 49% in FY21 to 56.2% in FY22. In 2021 our SWD population had the lowest proficiency in both reading and math. In FY21 the ELA proficiency for SWD was 22% and FY22 it was 31.8% which was an improvement. The low 25% gains were down for SWD from 62.5% in FY21 to 45.5% in FY22. For ELA proficiency for ELL students in FY21 was 47% and increased to 47.5% in FY22. The learning gains were at 73% in FY21 and down to 62% in FY22. In Low 25% in FY21 it was 80% and in FY22 it dropped to 50%. Our FRL students also saw some gains. In FY21 the proficiency was 48% and increased to 56.2% in FY22. In ELA gains there was a drop from 74.1% in FY21 to 70.2 in FY22. There was also a decrease in ELA Low 25% in FY21 it was 61.5% and in FY22 it was 56.5. Our Science data declined this year as well from 37.2% proficiency in FY21 to 22.4 in FY22. By analyzing the data there is a need to continue with our ELA instruction to not only to reach our goal of 60%, but to also increase the students abilities to read and comprehend the science content and assessments as well.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Our measurable goals for FY23 would have to increase from 56.2% in ELA to at least 60% proficiency. This would align our students with the strategic plan of 75% of 3rd graders reading on grade level. Our Science proficiency as a school, would need to be at least 45% FY23.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

Monitoring will take place in the classroom during classroom observation. Teachers (ESE and ELL included) will also monitor during their push in support and adjust planning as needed in order to reach the scaffold for the students and help them be successful. The teachers will also monitor formative and summative data to help plan and adjust teaching. Data will be reviewed and analyzed during PLC (Principal, AP, Coaches) in order to adjust questioning and ensure the rigor of the standard is being reached during instructional time. There will be science PLC as well to ensure teachers of all grade levels are able to implement science lessons with fidelity.

Person responsible for monitoring outcome:

Shauntay King (shauntay.king@palmbeachschools.org)

Evidence-based Strategy: Describe the evidence-based strategy being

1. Students will be remediated and enriched during ELA through use of Benchmark, the i-Ready, LLI, SPIRE, and differentiated instruction to include double downs (phonemic awareness, guided reading, strategy groups, close reading).
2. ESE and ESOL teachers will participate in PLCs and PD around planning and providing relative instruction to all students including our SWDs and ELLs. Specifically, the FCIM model:
 1. How to teach effectively and ensure that students are learning (utilizing

implemented for this Area of Focus.	<p>the programs listed above).</p> <p>2. How do we know students are learning (monitoring and aggressive monitoring training).</p> <p>3. What to do when students are not learning (SSCC and coaches)?</p>
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	<p>1.The Fountas & Pinnell Leveled Literacy Intervention program provides daily, intensive, small-group instruction. LLI turns struggling readers into successful readers with engaging leveled books. SPIRE addresses foundational skills in order to close gaps.</p> <p>2. iReady adjusts its questions to suit your the students needs. Each item a student sees is individualized based on their answer to the previous question. The program has an online toolbox that teachers can access to pull specific materials that address the individual needs of the students.</p> <p>3. The Florida Benchmark Advance curriculum is grounded in the science of reading. Foundational skill standards are covered in systematic lessons that develop essential background knowledge and content vocabulary.</p> <p>4. Double Down is a co teaching strategy that supports students learning at their ability with the guidance and facilitation of a variety of educators. It can be ESOL, ESE resource teachers or led any the Gen Ed classroom teacher.</p>

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

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

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Strategic planning of the masterboard to create opportunities for students to have targeted instruction in small group contributes to the ELA increase in proficiency as well as builds the capacity of teachers. This work is done during PLC, PD, and coaching with corrective feedback in grades K-2. If we focus on standards-based instruction to increase the overall K-2 proficiency, then we will increase student proficiency in 3rd grade. This will also ensure the alignment to the District's Strategic Plan, Theme 1 Academic Excellence and Growth. Our FY22 K-2 data shows that more than 50% of our students are proficient according to our iReady data.

Kindergarten- 95%

First Grade- 56%

Second Grade-52%

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

Our FY22 data shows our 3rd grade students were 52% proficient, which is just over the cusp of 50%. This data shows that over 48% of our students entering 3rd grade are unprepared for the rigor of the state assessment and standards. By focusing on our K-2 ELA students, we can continue to support the foundational skills necessary for students that would better prepare them for 3rd grade. Strategic planning of the masterboard to create opportunities for students to have targeted instruction in small group contributed to the ELA increase as well as building the capacity of teachers during PLC, PD, and coaching in grade 3-5.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

Our goal for this year, FY23 in K-2 ELA is 60% proficiency as shown through PM STAR, Benchmark, and iReady assessments. In FY 22 K-2 proficiency was at 65% and had overall 69% growth. Our 1st grade overall proficiency was at 56% for FY 22 and overall growth of 57%. In 2nd grade, the proficiency was 66% in FY22 and overall growth of 52%. The goal is staying at 60% for K-2 this year since this will be a baseline year for the STAR assessment.

Grades 3-5: Measureable Outcome(s)

Our goal for this year, FY23 in 3-5 ELA is 60% proficiency as shown through PM FAST, Benchmark, and iReady assessments. Our 3rd-5th grade proficiency was at 56% in FY22, our learning gains were at 78%, and our Lowest 25% was at 59%. Our PYG for ESE was down from 1.31FY21 to 1.27FY22, our LEP was down from 1.78FY21 to 1.20FY22, and our Hispanic students were down from 1.69FY22 to .54FY23 so it is evident that some action and monitoring need to take place continuing to focus on our subgroups. The goal is staying at 60% for 3-5 this year since this will be a baseline year for the FAST assessment.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

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

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

King, Shauntay, shauntay.king@palmbeachschools.org

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

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

2. ESE and ESOL teachers will participate in PD around planning and providing relative instruction to all students including our SWDs and ELLs.

Specifically:

1. How to teach effectively and ensure that students are learning.(utilizing the programs listed above)
2. How do we know students are learning? (monitoring and aggressive monitoring training)
3. What to do when students are not learning?
(SSCC and coaches)

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

- 1.The Fountas & Pinnell Literacy Intervention program provides daily, intensive, small-group instruction. LLI turns struggling readers into successful readers with engaging leveled books. SPIRE addresses foundational skills in order to close gaps.
2. iReady adjusts its questions to suit the students needs. Each item a student sees is individualized based on their answer to the previous question. The program has an online toolbox that teachers can access to pull specific materials that address the individual needs of the students.
3. The Florida Benchmark Advance curriculum is grounded in the science of reading. Foundational skill standards are covered in lessons that develop essential background knowledge and content vocabulary.
4. Double Down is a co teaching strategy that supports students learning at their ability with the guidance and facilitation of a variety of educators. It can be ESOL, ESE resource teachers or led any the Gen Ed classroom teacher.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
<p>1. Teachers will receive PD from District or in-house coaches/mentors, which will build capacity of the teacher and broaden their knowledge base. ESE/ESOL teachers will participate in PD around planning and providing relative instruction to all students including our SWD.</p> <p>2. Resource teachers participate in rotational schedule of PLCs so that it builds their knowledge base and they can utilize strategies taught in their classes.</p> <p>3. Resources teachers participate in planning PD days to build their capacity.</p> <p>4. Monitoring will occur through classroom observations and data analysis of FSQ/USA, Benchmark assessments, iReady assessments, and PM assessments (Principal, AP, Coaches)</p>	<p>King, Shauntay, shauntay.king@palmbeachschools.org</p>

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.

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

- * History of Holocaust-Students will learn what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity.
- *African American Studies-The students will learn the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society.
- *Study of Hispanics and women in the US- Students will learn about notable contributions.
- *Sacrifices of Veterans serving the country-Students will learn about Veterans on or before Medal of Honor Day, Veterans' Day, and Memorial Day.

Our students participate in activities and studies including, but not limited to, art expos of different cultures and in music, our students study the music of different eras and countries, and in media, our library selection is filled with books related to the variety of cultures through in-class learning and through the various clubs offered at our school.

Content is more explicitly taught during guidance groups during Fine Arts. Guidance will also use Suite 360 to teach about substance abuse and sex trafficking.

The Guidance department will also focus on character education to include instruction on developing

leadership skills, interpersonal skills, organization skills, and research skills; creating a resume; developing and practicing the skills necessary for employment interviews; conflict resolution, workplace ethics, and workplace law; managing stress and expectations, and developing skills that enable students to become more resilient and self-motivated.

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

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

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

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

Head Start promotes school readiness of low-income children by enhancing 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. This program is supported by the Department of Early Childhood Education and helps students transition to Kindergarten.

The school integrates School Wide Positive Behavior system to influence academic, climate, and behavior. A social skills behavior matrix has been developed and implemented with staff, parents, and students. The Pine Grove universal guidelines and expectations:

S - Safety First

W- Work Hard

I - I am respectful

M- My responsibility

Community Partners

The Achievement Center for Children and Families (ACCF) is our after-school program. The Director and counselors work closely with the administrative staff to ensure that students are supported.

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

Parent Engagement

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

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

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

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