PINE GROVE ELEMENTARY SCHOOL

2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan was approved by the Palm Beach County School Board on October 23, 2024.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://cims2.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and

2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. 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 instruction and strategies to meet state and national proficiency standards and/or make significant learning gains in all core academic areas.

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name
King, Shauntay

Position Title
Principal

Job Duties and Responsibilities

Shauntay King-Principal-Instructional leader, coaching and providing feedback for teachers, analyzing data to help drive instruction, and provides opportunity for professional development

Leadership Team Member #2

Employee's Name
Coi Lazier

Position Title
Assistant Principal

Job Duties and Responsibilities

Christina Caldovino-AP-Instructional leader, coaching and providing feedback for teachers, analyzing data to help drive instruction, and provides opportunity for professional development.

Leadership Team Member #3

Employee's Name
Jasmine Compere

Position Title
Single School Culture Coordinator

Job Duties and Responsibilities

School Based Team Leader, Reading coach and resource teachers-Provides guidance and support to the teachers and leads PLCs.

Leadership Team Member #4

Employee's Name
Meryn LeClair

Position Title
ELL Coordinator

Job Duties and Responsibilities

Provide support to ELL team and assist with small group instruction.

Leadership Team Member #5

Employee's Name
Moses-Brown, Stacey

Position Title

Instructional Coach

Job Duties and Responsibilities

Learning Team Facilitator,Lead PLC, and provide guidance and support to teachers.

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process. *(ESEA 1114(b)(2))*

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

-The School Behavior Health Professional (SBHP) supports the behavioral and mental health of students and
works along with the school counselors. The SBHP position started in 2019 as part of the Marjory Stoneman
Douglas High School Public Safety Act to have more mental health professionals in schools.

- Through Parent Trainings we support families with educational workshops facilitated by our school counselors,
Behavioral Health Professional, Co-located Therapist, Reading Coach and Learning Team Facilitator,
ESOL, ESE, and Single School Culture Coordinators and the Administrative Team.

- Our ESOL Coordinator, ESOL School Counselor and CLF's work in conjunction with the District's multicultural
department to ensure the fidelity of implementation of programs and services designed to improve the
outcomes of English Language Learners.

- A School District Officer is on campus every day for the safety and security of all students and staff. The school
has one point of entry for everyone. Fortify Florida Application is on every computer, and students are made
aware of this "App"in our assemblies. The "Raptor System" is used to sign parents/visitors before
they can go to a classroom, or school event on campus.

- Guidance Counselors work in partnership with families and the District McKinney-Vento liaison to
ensure the needs of these families and students are met. These supports are supplemental to school-wide supports for students and families. Our ESOL Coordinator and ESOL School Counselor work in
conjunction with the District's Multicultural Department to ensure the implementation with fidelity of
programs and services designed to improve the outcomes of our English Language Learners.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. *(ESEA 1114(b)(3))*

The School Improvement Plan (SIP) is a living document that memorializes the continuous improvement work we do at our school. The SIP is updated throughout the year to ensure proper documentation of what we do.

Continuous improvement at the forefront of what we do. We work collaboratively to review and analyze data to ensure all students receive the necessary support and accommodations during instruction. Our team works towards the following student achievement goals:

• Strategic visioning and planning
• Problem identification and root cause analysis
• Developing action steps towards improvement
• Creating and maintaining a culture of collaboration towards shared decision-making
• Supporting professional learning and improvement

Monitoring will take place throughout the year. We will monitor mastery of grade level benchmarks through the use of Unit Assessments, i-Ready Diagnostic, and FAST Progress Monitoring. The Unit Assessments will occur every 4 weeks. The i-Ready Diagnostic and the FAST/STAR assessments will occur three times a year. Student assessments include the new Progress Monitoring which occurs 3 times per year. In Kindergarten- Grade 2 there is Early Literacy/Star Reading, and Star Math. In Grades 3-5 there is FAST Reading and Math. Performance Matters Assessments, Florida Standards Assessments, iReady, and district diagnostics. The annual test administered for ELL students is ACCESS. In addition, the WIDA is used to assess ELL students proficiency in the areas of speaking, listening, reading, and writing. Teachers are trained by instructional coaches to assess data, modify, and implement differentiated instruction based on the results of data. Single school culture (Academics, Behavior, Climate) Academics: Collaborative Planning Communities and Professional Learning Communities occur every week per grade level. Grade level teachers meet with the academic coaches and administration to discuss and analyze data, modify instruction, and create standards-based learning goal scales. Student work and best practices are shared and analyzed. Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource on blender. This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum.

Employing frequent monitoring will allow us to adjust the instructional focus for remediation,

remediating deficiencies before they become substantial. In addition, we will be able individualize instruction to best meet the needs of our students, thus increasing student achievement.
We strategically plan for a variety of monitoring techniques:

- Review of Lesson Plans
- Data Analysis, Classroom walks
- Student attendance, Data Chats
- Formal Observations, Professional Learning Communities attendance/participation
- Formative/Summative Assessments and Technology

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**ELEMENTARY** **PK-5**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2023-24 TITLE I SCHOOL STATUS	**YES**
2023-24 MINORITY RATE	**97.5%**
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	**100.0%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**YES**
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	**N/A**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)** **ENGLISH LANGUAGE LEARNERS (ELL)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2023-24: B** **2022-23: C*** **2021-22: B** **2020-21:** **2019-20:**

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 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	
Absent 10% or more school days		11	15	5	3	5				39
One or more suspensions		0	1	3	0	1				5
Course failure in English Language Arts (ELA)		26	36	20	26	21				129
Course failure in Math		12	29	24	17	17				99
Level 1 on statewide ELA assessment		13	20	25	10	11				79
Level 1 on statewide Math assessment		11	25	25	9	12				82
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		13	30	25						68
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		11	25	25	9					70

Current Year 2024-25

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators		18	37	27	17	19				118

Current Year 2024-25

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year		0	1	4	0	0				5
Students retained two or more times				0						0

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	19	13	10	8	8	5				63
One or more suspensions	2	3		1	4	6				16
Course failure in ELA	30	26	23	36	27	12				154
Course failure in Math	20	16	20	28	9	4				97
Level 1 on statewide ELA assessment				22	11	6				39
Level 1 on statewide Math assessment				16	14	6				36
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)				44						92

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	25	18	18	32	20	9				122

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year			1	8	6	1				16
Students retained two or more times										0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

> Data for 2023-24 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	59	58	57	43	53	53	56	59	56
ELA Grade 3 Achievement **	56	58	58	38	51	53			
ELA Learning Gains	59	63	60	60			70		
ELA Learning Gains Lowest 25%	57	60	57		57		57		
Math Achievement *	75	63	62	61	57	59	65	53	50
Math Learning Gains	64	65	62				73		
Math Learning Gains Lowest 25%	70	57	52				52		
Science Achievement *	46	57	57	38	54	54	22	59	59
Social Studies Achievement *								66	64
Middle School Acceleration								54	52
Graduation Rate								47	50
College and Career Readiness									80
ELP Progress	60	61	61	46	56	59	71		

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	61%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	546
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
61%	47%	58%	48%		48%	49%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

	2023-24 ESSA SUBGROUP DATA SUMMARY			
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	50%	No		
English Language Learners	54%	No		
Black/African American Students	60%	No		
Hispanic Students	65%	No		
Economically Disadvantaged Students	61%	No		

	2022-23 ESSA SUBGROUP DATA SUMMARY			
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	24%	Yes	1	1
English Language Learners	46%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Black/African American Students	50%	No		
Hispanic Students	40%	Yes	1	
Economically Disadvantaged Students	52%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	42%	No		
English Language Learners	58%	No		
Native American Students				
Asian Students				
Black/African American Students	62%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Hispanic Students	50%	No		
Multiracial Students				
Pacific Islander Students				
White Students				
Economically Disadvantaged Students	58%	No		

D. Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	59%	56%	59%	57%	75%	64%	70%	46%					60%
Students With Disabilities	25%		61%	73%	46%	52%	50%	27%					62%
English Language Learners	45%	43%	55%	53%	71%	62%	67%	26%					60%
Black/African American Students	61%	55%	57%	50%	79%	62%	73%	49%					57%
Hispanic Students	48%		71%	65%	65%	76%							65%
Economically Disadvantaged Students	63%	56%	59%	57%	76%	63%	69%	47%					63%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	43%	38%			61%			38%					46%
Students With Disabilities	18%	14%			22%								42%
English Language Learners	34%	33%			61%								55%
Black/African American Students	45%	41%			64%			47%					51%
Hispanic Students	22%	30%			43%								63%
Economically Disadvantaged Students	46%	49%			65%			45%					56%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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	ELP PROGRESS
All Students	56%		70%	57%	65%	73%	52%	22%					71%
Students With Disabilities	32%		57%	45%	35%	52%	43%	10%					63%
English Language Learners	52%		63%	45%	71%	83%		20%					71%
Native American Students													
Asian Students													
Black/African American Students	58%		78%	71%	67%	75%	53%	19%					73%
Hispanic Students	40%		38%	52%	56%								62%
Multiracial Students													
Pacific Islander Students													
White Students													
Economically Disadvantaged Students	56%		70%	57%	65%	73%	52%	22%					71%

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

		2023-24 SPRING				
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	41%	54%	-13%	55%	-14%
Ela	4	48%	52%	-4%	53%	-5%
Ela	5	53%	57%	-4%	55%	-2%
Math	3	63%	59%	4%	60%	3%
Math	4	37%	50%	-13%	58%	-21%
Math	5	70%	58%	12%	56%	14%
Math	6	100%	60%	40%	56%	44%
Science	5	39%	53%	-14%	53%	-14%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

When looking at the State assessment data comparison from FY23 to FY24 we see:

	Fy23	Fy24	
ELA overall	43%	59%	+16
Math overall	61%	74%	+13
Science	38%	46%	+8

This has contributed to the teachers being more aggressive in their daily monitoring of the student's achievement of the ELA standards. Students had access to grade-level or above-grade-level texts. We provided opportunities to collaborate with students about the text and receive tasks that are aligned. Teachers follow up by providing students with specific feedback to address their thinking and learning needs. During PLCS, teams collaboratively planned small-group instruction to target deficits. Data chats with instructional staff to monitor progress and also identify the lowest 25 percent in the content areas. To ensure an equitable and equal opportunity for all our students, we positively influence student growth and achievement.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

When looking at the State assessment data comparison from FY23 to FY24 we see that our area of lowest improvement was within Science.

	Fy23	Fy24	
Science	38%	46%	+8

Based on this data trend our focus will be to increase student proficiency in Science. Our data trends show additional support is needed in the Science content area.

Our instruction will focus on remediation of standards, foundational skills, and scaffolding instruction using research-based strategies. We will also focus on identified subgroups- SWDs and ELLs who will continue to receive strategic, targeted support through various modes of instruction, including technology, small groups, tutorials, data chats, and student monitoring.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

When looking at our data from Power BI, we see our greater decline is in FY24's second grade. FY23 they were at 42% and in FY24 the students were at 31%.

A contributing factor may be that the students in K-2 require additional instruction and support within phonics and phonemic awareness to develop reading fluency.

Another contributing factor maybe a lack of teacher capacity as well as standards being new. In FY24, scheduling and personnel were considered in grouping students for targeted instruction. In FY23, 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.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

When looking at the school-to-state data comparison from CIMS section 2-A we see:

School   State

ELA Achievement	59%	
3rd	56%	55%
4th	58%	53%
5th	53%	55%
Math Achievement	75%	
3rd	82%	60%
4th	61%	58%
5th	83%	56%
Science	46%	53%

The data shows that we performed higher than the state in ELA 3rd & 4th grade, but lower than the state in 5th grade by 2%. In Math we surpassed the state between 3% and 27% points within 3rd-5th. In Science we were lower than the state 7% percent points.

This has contributed to the teachers being more aggressive in their daily monitoring of the student's achievement of the ELA standards. Students had access to grade-level or above-grade-level texts. We provided opportunities to collaborate with students about the text and receive tasks that are aligned. Teachers follow up by providing students with specific feedback to address their thinking and learning needs. During PLCS, teams collaboratively planned small-group instruction to target deficits. Data chats with instructional staff to monitor progress and also identify the lowest 25 percent in the content areas. To ensure an equitable and equal opportunity for all our students, we positively influence student growth and achievement.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Ensuring student success is at the forefront of our focus. If we address the areas of concern below, we are ensuring our students receive the support needed for growth and achievement. When looking at our Early Warning System indicators our two potential areas of concern are:
10% or more Absences
Course Failure in Reading and Math.

Highest Priorities

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

Our Highest Priorities for School Improvement in the upcoming school year

Professional Learning Communities focused on data analysis, planning for instruction, and best practices to ensure student growth and achievement for all students. We plan to ensure that teachers are provided with uninterrupted collaborative planning time focused on standards-based instruction. Ongoing professional development in the Benchmark Reading Series(ELA), using iReady Data Results(ELA/Math) and Science for teachers in grades K-5.
We will utilize various data results(iReady, USAs, FSQs, STAR and FAST) to create fluid instructional groups.
ELA Achievement Growth for our Hispanics and Science Achievement for our Blacks. We will analyze the data and monitor students for progress and receive additional support from teachers ensuring lessons are planned based on the specific needs of the students. In addition, we will thoroughly review ELL student data and provide data support as needed.

In addition, we will adhere to the expectations of Policy 2.09 and the Required Instruction of Florida State Statute 1003.42. Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b)(ii), as applicable to appropriate grade levels and ensure a single school culture of excellence and appreciation of multicultural diversity for all. 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. Stakeholders play a key role in school performance and addressing equity.

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA required by RAISE (specific questions)

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

If we focus on Standards-based instruction to increase overall 3-5 proficiency school-wide in ELA, then we will increase student proficiency in all students to ensure alignment to the District Strategic Plan, Theme 1 Academic Excellence and Growth. Our instructional priority is to monitor student understanding and provide
corrective feedback aligned to the benchmark and intended learning. Our focus this year is to ensure all classrooms throughout K-5 will be focused on standards-based instruction utilizing strategically targetted best practices. We will also ensure teachers are developing higher-order questioning to develop students thinking around the standards and ensure students demonstrate evidence od content and benchmark knowledge.

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

When looking at our K-2 assessment data within Power BI from FY24, we see:

	Fy23	FY24
K:	37%	50%
1st	51%	47%
2nd	43%	31%

The focus for our K-2 students is to continue to provide and support standards-based instruction in our classrooms. Ensuring the support of our teachers and guidance should help reach the goal of increasing overall K-2 proficiency school-wide in ELA. By creating a master schedule to provide this

support in K-2, the result will also be an increased student proficiency in 3rd grade and ensure alignment to the District Strategic Plan, Theme 1 Academic Excellence and Growth. Our instructional priority is to monitor student understanding and provide corrective feedback aligned to the benchmark and intended learning.

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

When looking at the State assessment data comparison from FY23 to FY24 we see:

	Fy23	Fy24	
ELA overall	43%	59%	+16
3rd		56%	
4th		58%	
5th		53%	

If we focus on Standards-based instruction to increase overall 3-5 proficiency school-wide in ELA, then we will increase student proficiency in all students to ensure alignment to the District Strategic Plan, Theme 1 Academic Excellence and Growth. Our instructional priority is to monitor student understanding and provide corrective feedback aligned to the benchmark and intended learning.

Grades K-2: Measurable Outcome(s)

The measurable outcomes for our K-2 students will be:
Continuous growth monitored through iReady and PM assessments
Measurable outcomes by May 2025:
60% proficiency for ELA
70% learning gains

Grades 3-5: Measurable Outcome(s)

The measurable outcomes for our 3-5 students will be:
Continuous growth monitored through iReady and PM assessments
Measurable outcomes by May 2025:
60% proficiency for ELA
70% learning gains

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Monitoring will occur through ELA PLC for each grade level weekly. At PLC we will review iReady diagnostic and growth monitoring checks, oral records, and end-of-unit assessments from the Benchmark Series.

We will also use grade-level USAs to track growth within standards.

We will also go over lesson plans, implementation of lessons, classroom walks, student evidence samples, data chats, and formal observations.

Person responsible for monitoring outcome
Shauntay King

Evidence-based Intervention:
Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
1. Small group instruction: Teachers as well as supplemental support teachers will provide strategically, differentiated instructional support for all student learners. In K-2 there will be a strong phonics based system utilizing Benchmark and Heggerty Phonics. In addition to Benchmark, 3-5 grade will also utilize i Ready Comprehension from the consumables during small group. 2. Professional Development: Teachers and support staff will attend ongoing professional development to collaborative plan, support and strengthen data analysis and small group lesson implementation. 3. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies. PD will support the development of teacher expertise and instructional strategy success and focus. This work will be supported by our SSCC and reading coaches.

Rationale:
1. Utilize small group instruction, double downs, using i Ready/PM1 data to meet the students need for foundational skill practice and to identify potential areas of weakness for response to intervention. Continue to monitor the growth through assessments and make changes as needed. Small groups make it easy for teachers to provide students a one-on-one opportunity, to observe and provide immediate feedback. Students take personalized feedback and apply it during whole class instruction so that there are improved student outcomes. 2. Teachers will receive ongoing PD through District training to help them plan, organize, and implement consistent and differentiate learning for all students. Teachers will remediate and enrich their students. It also fosters a positive and inclusive learning culture, where students feel valued, respected, and motivated. By differentiating instruction and assessment, teachers can enhance the quality and effectiveness of your teaching and learning. 3. PLCs allow teachers and leadership an opportunity to collaborate, to analyze data, and to make decisions to improve student achievement and progress. It also supports teacher in collaboration with best teaching strategies. The process will allow teachers to match instructional resources to each students educational need. PLCs allow educators opportunities to directly improve teaching and learning. PLCs allow teachers an easy way to share best practices and brainstorm innovative ways to

improve learning and drive student achievement.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Literacy Leadership

Person Monitoring:	**By When/Frequency:**
Coi Lazier	August 2024 / Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1. The master schedule is created to allow for support in reading. 2. The SSCC and the reading coach are also an integral part of the planning and also provide small-group instruction for students. The SSCC and reading coach will create an ongoing PD session that consists of mandatory and voluntary sessions that teachers will attend. 3. We also utilize Double Downs, which 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 of the Gen Ed classroom teachers. 4. The leadership team, which includes the SSCC and reading coach, develop a plan to monitor the implementation, ensure compliance with the reading plan. They also have time in their schedules to conduct coaching walks to monitor and support reading instruction.

Action Step #2
Interventions (Assessment / Professional Learning)

Person Monitoring:	**By When/Frequency:**
Jasmine Compere	August 2024 / Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1. Our Multi-Tiered System of Support (MTSS) framework is in place to ensure students are provided with the specific instruction, resources, time, and intensity needed for success. The SBT team meets weekly to review data and make changes as needed. 2. The team uses the K-5 Reading intervention with guidelines for schools to determine students' needs. The team also takes into account the teacher's feedback and suggestions. 3. Students will be assessed using FAST K-2 STAR, FAST 3-5 Cambium iReady, Benchmark Unit Assessments and USAs in Language Arts. 4. Teachers will analyze student data to determine strengths and weaknesses in content area. This will help in planning for remediation.

IV. Positive Culture and Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

In alignment to the District's Strategic Plan, we enhance a sense of belonging, safety, and acceptance for all students. Our instructional priority is to use trends in student data to identify needs in order to support positive behaviors. We will focus on academics, attendance and our PBIS systems to continue to support and help our students to reach their full potential.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Based on our Area of Focus, we will reduce the the amount of suspensions by 10% by December 2024 and by another 10% by May of 2025.

The teachers will utilize our PBS systems and positive reinforcement tools such as the Dolphin Points. They will reteach expectations as well.

By December 2023, 80% of our teachers will positively reinforce student behaviors using Pine Grove systems.
By March 2024, 95% of our teachers will positively reinforce student behaviors using Pine Grove systems

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

We will monitor several data points for the desired outcome through: Classroom observation, Scheduled pulling of Tutorial data (attendance), Scheduled pulling of Attendance data, Scheduled pulling of Suspension data, student Formative Assessment results, pulling Dolphin points for positive reinforcements.

Person responsible for monitoring outcome
Shauntay King

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).
Description of Intervention #1:

1. Guidance will utilize character Development and traits through guidance classes. 2. School-wide attendance plan 3. School Wide Discipline Which consists of our SWIM expectations 4. PBIS systems 5. Parent Involvement

Rationale:
1. Guidance will utilize character Development and traits through guidance classes. 2. School-wide attendance plan 3. School Wide Discipline Which consists of our SWIM expectations 4. PBIS systems 5. Parent Involvement

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action Step #1
PBIS

Person Monitoring:	**By When/Frequency:**
Coi Lazier & Jasmine Compere	August 2024 / Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1. Provide teachers with professional development to understand CHAMPS/PBIS 2. Ensure all expectations are clearly explained and understood 3. Develop a buddy/peer support system of experienced and new teachers to ensure proper mentoring and coaching 4. Ensure the school has postings of the SWPBS expectations in all common areas and in classrooms Monitor executions and implementation with fidelity. Cafeteria assemblies are conducted to review expectations b. Teachers reinforce expected behaviors in and out of the class through positive rewards. c. Trimester celebrations are held in pep rallies.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

No Answer Entered

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESEA Section 1114(b)(7)ii))

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESEA 1114(b)(7)(iii)(I))

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESEA 1114(b)(7)(iii)(II))

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii(V)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00