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**Title I Comprehensive Schoolwide Plan**  
**PINE JOG ELEMENTARY SCHOOL (0051)**

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# ELA

Using your recording templates from your CNA discussions respond to each item in detailed.

## 1. List prioritized needs statements.

For the PM2 Reading FAST, female ELLs scored at the bottom at 14%, wt females scored the highest at 67% ELL Students scored significantly lower than the rest of the student population on FAST & STAR PM2 FAST PM2, READING, ELL females, 14%; ELL males, 18 % STAR PM2, READING, ELL females, 36%, ELL males, 25% According to the FY23 FAST PM1 and PM2 scores, the percentages of ELL Female and ELL Male students on track to meet the end of the year grade level expectations decreased between the first assessment and the second progress monitoring assessment. ELL Female students on track to meet grade level expectations for PM1 was 19% and for PM2, only 14% were on track to meet grade level expectations. For Reading PM1, 28% of Male ELL students were on track to meet grade level expectations. However, for PM2 the percentage of students of ELL Males on track to meet grade level expectations decreased to 18%. Grades 3-5 (FAST) Overall drop from 53% to 48% SWD Females went from 12% to 0% from PM1 to PM2. Every subgroup dropped from PM1 to PM2 with the exception of White Females who stayed the same from 67% to 67% 5th Grade with highest percentage of Level 1's at 64% percent after PM2 3rd Grade/4th Grade smallest decrease of Level 1s at 11% SWD Females with lowest Proficiency Levels at 0%, ELL Females are second with 14% Grades K-2 (STAR) ELL Make largest decrease from PM1 to PM2 from 32% to 25% SWD Female and SWD Male with lowest proficiency percentages at 25%

## 2. List the root causes for the needs assessment statements you prioritized.

Primary ELL and SWD students are not given enough practice with computer-based programs prior to testing. Teachers struggle with having differentiating instruction yet still have to give grade level assessments. Employ classroom management to ensure student engagement. Not enough engagement and participation for Parents of ELL And SWD students. Lack of Professional Development to support reaching and working with students with IEP.

## 3. Share possible solutions that address the root causes.

Teachers and specialists will vary interventions to elevate fluency, comprehension and automaticity for said ELL students, using RTI strategies. PDs on ELL best practices Identify additional resources for new non English speaking immigrants. PD to support teacher strategies for behavioral and instructional support for ESE students specific to their IEPs. Increased personalized engagement for our ELL families, through personalized calls from the school to increase attendance for parent workshops specific to ELA.

#### 4. How will school strengthen the PFEP to support ELA?

Continue to communicate with parents in preferred language via meetings, email, call, class dojo.

- **Parent Training**

Parent Trainings that may be offered to support parents/families as they work with their students at home (ELA) ELL Parent Leadership Council meetings twice per school year

#### 5. How will each stakeholder group strengthen the School-Parent Compact to support ELA?

- **School**

Provide opportunities for families to learn how to support their children. School will...ensure families are aware of all platforms and how to access them to pull student reports and monitor progress.

- **Students**

Students will...Share passwords with partners

- **Parents**

Parents will...ask teachers for reports and detailed test breakdowns.

- **Staff Training**

Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (ELA)

- Accessibility

Vary Hours for working families for example having meetings and trainings after 5:00pm. Receive feedback on ensuring translators and providing accommodations. Give Options for Virtual and Face to Face.

## Math

Using your recording templates from your CNA discussions respond to each item in detailed.

### 1. List prioritized needs statements.

From PM1 to PM2, Male SWD decreased in both reading and math, from 26% to 19% and 35% to 30% respectively. Overall Decrease from 44% to 43% Hispanic Male and Hispanic Female largest decrease from PM1 to PM2 with 5% Percent. Population makes up 43% of school demographic. ELL Females with lowest PM2 proficiency scores with 8% SWD Females with second lowest PM 2 proficiency scores at 12% Grades K-2 SWD Females with lowest proficiency scores at 50% from PM2 SWD Males and ELL Males both at 52% proficiency, second to SWD Females with PM2 Black female with largest decrease from 71% to 68%

### 2. List the root causes for the needs assessment statements you prioritized.

At Pine Jog Elementary, 19% of the population are ELL students. During classroom instruction, teachers struggle to meet the needs of their ELL students. The teachers that service the SWD, service many students and many classes. Teachers are in need of support to deal with different learning styles and specific IEP's, especially in regards to engaging students in content.

### 3. Share possible solutions that address the root causes.

Teachers are need of support/training/coaching in regards to maintaining a positive environment and building relationships with students from diverse backgrounds. School wide PBIS in support to incentivized positive behavior. Trainings to support teacher parent rapport building to collaborate with families. Training to support attendance and follow district policy to support students who are truant. Teacher ensure that Five E Model follows a rotational model. Classroom walkthroughs to identify the rotational model and implementation of the Five E and evidence of Science Centers. Possible trainings for parents for helpful strategies for vocabulary and how to apply it at home including Science into our Curriculum Nights as well as Literacy Night. Professional Development for teachers to incorporate Science across the curriculum. Increased personalized engagement with parents of SWD students including progress monitoring, invitations to parent workshops via homeroom teacher, call outs, flyers, and social media.

### 4. How will school strengthen the PFEP to support Math?

- Communication

Continue to communicate with parents in preferred language via meetings, email, call, class dojo.

- Parent Training

Parent workshops to hep parents utializ applications like kahoot to engage students

### 5. How will each stakeholder group strengthen the School-Parent Compact to support Math?

- School

School will...remove "take out and establish limits." Engage in more off campus experiences(example : field trips.)

- Students

Students will.... Remove be on time at 8am, students have no control.

- **Parents**

Parents will...engage in Science evenings.

- **Staff Training**

Having workshops to help with students with basic fundamentals so students can work towards standards instead of catching students up.

- **Accessibility**

Vary Hours for working families for example having meetings and trainings after 5:00pm. Receive feedback on ensuring translators and providing accommodations. Give Options for Virtual and Face to Face.

## **Science**

Using your recording templates from your CNA discussions respond to each item in detailed.

### **1. List prioritized needs statements.**

As a school with an emphasis on science, we currently have 55% below proficiency on the Winter Diagnostic for 5th grade science. The majority of that percentage (not listed, roughly 75%) are scoring on a level 1. When compared to 5th grade ELA, we are 63% below proficiency on their 2nd FAST Diagnostic, which has reduced 5% for all students scoring a 1 or 2, but has actually increased 6% for students scoring a 1 while decreased by 11% for students scoring a 2. 55% of Students below Proficiency 48% proficiency from FY22 school year FCAT

## 2. List the root causes for the needs assessment statements you prioritized.

During the time the test was administered, teachers were behind on the district pacing calendar. When doing informal polls of all grade level classrooms (K-5), there were several classes that responded to the question "What are you learning about in your class in science right now?" with "We aren't learning science." I have no knowledge of anyone implementing the rotational model or hybrid model that was provided by PBCSD Science Leader Tom Salinsky and his team. Students are not being catered to different learning styles, and I believe a core aspects of the Five E model is often neglected, that being the Engage and Explore. Teachers are also cognitive that their performance in grades K-4 is contingent on reading, writing, and math, with science and social studies the first to be neglected. Lack of professional development to support science rotation and addressing fairgame standards. Professional Development need to support science teachers in reading standards that align with non fiction literacy.

## 3. Share possible solutions that address the root causes.

Ensure accountability that the Five E model, rotational models, and science instruction is actually being administered. Have a small group of science support teachers who are proficient in both models to mentor and guide teachers who need proper assistance. Mr. Fulmer has provided PD on these models, has recognized the reluctances and concerns that deter teachers from trying the model. However, while Mr. Fulmer felt productive in his meeting, very few of the teachers who attended continued to implement this model. When arriving in classroom for PLC, I do not see evidence of "science centers" in any classrooms, nor is there tangible resources on display to indicate that science is being taught kinesthetically or even observationally. I believe that there are ways we might be able to switch the behaviors, which will eventually switch the mindset. We can create an accountability system where science lesson plans are being constructed on a document that shows a rotational model. (I am willing to construct such document). The document needs to be checked both on paper and needs evidence of its existence during science blocks with informal walkthroughs. Those walkthroughs can be done by the principal, vice principal, reading coaches, or even a designated science administrator or small team of teachers. These individuals can provide assistance and feedback in reorganizing lesson planning, classroom structure, and provide sample lessons for teachers to begin. In the past, I believe teachers who began these models gave up because it was out of both the routine of the students and themselves, which made them less comfortable and confident with the format. I believe that there will be slight regression in knowledge retention and behavioral expectations in the beginning, but as students are more aware of their groups and expectations, I have seen its effectiveness with students performing below proficiency on past ELA assessments, students with disciplinary issues, and especially from the ELL population, who has much better retention of knowledge when being shown tangibly or being kinesthetically involved themselves. Students may benefit from more support in reading instruction. Students have 45 minutes for science instruction that is broken into two parts - 30 minutes and then 15 minutes. Professional Development to support ELA integration with Science Block. Teacher Training to implement an effective rotational model. Parent Engagement workshops to support at home hands on activities to support fair game standards.

## 4. How will school strengthen the PFEP to support Science?

- **Communication**

Reminding teachers that when they meet with families for conferences, they'er encouraged to arrive at the conferences ready to share with families how they can help and support their children at home in the evenings for Science.

- **Parent Training**

A Family Science Fair Project night, where students and parents can come together and display their project and share with others.Host science nights where both students and teachers can create science activities to present and do with attending families, reach out to businesses and members of the community that could come to the school to host science demonstrations or events both during the school day and afterschool. Send home things like science scavenger hunts that families can do in the outdoors.

## 5. How will each stakeholder group strengthen the School-Parent Compact to support Science?

- **School**

School will provide detailed reports from all assessments and platforms with details strength and weaknesses.

- **Students**

Students will.....come to school on time and motivated to learn.

- **Parents**

Ensure that their children complete homework and check SIS for updates on their child's progress.

- **Staff Training**

Training to support parents with at home hands on lesson that can be done with at home items which are aligned with standards.



- Accessibility

Vary Hours for working families for example having meetings and trainings after 5:00pm. Receive feedback on ensuring translators and providing accommodations. Give Options for Virtual and Face to Face.

## Action Step: Classroom Instruction

Provide students with the individualized supports necessary to ensure success in all content areas.

**Budget Total: \$87,050.25**

Acct Description	Description												
Resource Teacher	Teacher Resource Science - The K-5 Resource Teacher will push-in/pull out targeted science students for small group instruction and enrichment.												
Supplies	<table border="1"> <thead> <tr> <th>Item</th> <th>Quantity</th> <th>Rate</th> <th>Supply Type</th> <th>Type</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Allocation differential based on survey 3 data - may be itemized or moved on or after July 1, 2023</td> <td>1</td> <td>\$457.75</td> <td>General Supplies</td> <td>Original</td> <td>\$457.75</td> </tr> </tbody> </table>	Item	Quantity	Rate	Supply Type	Type	Total	Allocation differential based on survey 3 data - may be itemized or moved on or after July 1, 2023	1	\$457.75	General Supplies	Original	\$457.75
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## Action Step: Parent Engagement

Support student achievement by developing strong school-home partnerships through communication, outreach, parent capacity building, and accessible resources.

Budget Total: \$6,690.00

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	School Mate Student Planners	950	\$3.65	General Supplies	Original	\$3,467.50
	Food & Beverages for Parent Engagement Training	615	\$3.00	Program Supplies	Original	\$1,845.00
	Communication Folders	950	\$1.45	General Supplies	Original	\$1,377.50

## Action Step: Professional Development

Conduct ongoing job-embedded professional development opportunities that will build expertise in standards, curricula, implementation of best practices, and utilization of data to drive instruction.

Budget Total: \$301,298.00

Acct Description	Description
Single School Culture Coordinator	Single School Culture Coordinator will work with teachers and administration to build systems of support in academics, behavior and climate to further student achievement. SSCC will provide PLC support, participate in SBT/MTSS processes, monitor instruction and deliver literacy PD.
Coach	Coach Reading (3-5) - Literacy coach will support teachers in implementing rigorous instruction through PLCs, PDD, coaching, and modeling in the classroom.
Coach	Coach Reading (K-2) - Literacy coach will support teachers in implementing rigorous instruction through

Acct Description	Description
	PLCs, PDD, coaching, and modeling in the classroom.

## Mission Statement

Create one statement that communicates the vision for parent and family engagement in a motivating way. The mission statement should:

- reflect the beliefs or values the school holds regarding the importance of family engagement;
- explain the purpose of the school's Parent and Family Engagement Plan;
- be written in parent-friendly language; and
- inspire stakeholders to be engaged and supportive of the program.

### 1. Mission Statement

Pine Jog Elementary understands the importance of collaborating and building a strong rapport with parents and community members in order to provide the best holistically for our students. We encourage parents to attend important meetings and functions in order to provide feedback and jointly make decisions as equal partners in their children's educational future.

## Involvement of Stakeholders

Describe how the school will engage stakeholders (parents, families, school personnel, District staff and community) in the planning, development, review, implementation and improvement of the Title I Schoolwide Plan. Include decisions regarding how funding will support parent and family engagement. All SAC meetings should have Title I as a standing agenda item and discussion of such is reflected in the minutes to ensure compliance is met. (Note: Evidence of stakeholder input during the CNA process is available in the CNA Launcher.)

Name	Title
Tarachell Thomas	Principal
Galo Christian Moreira	AP/Title I Contact
Teasha Fuller	Reading Coach
Priscilla Straker	SAC Chair/Reading Coach
Lydia Jimenez	3rd grade teacher
Tara Schultz	ESOL Coordinator
Victoria Maloney	5th Grade Teacher
Anne Henderson	FAU Pine Jog Enviromental Center
Wendy Diazgranado	FAU After Care Director

**2. What are the procedures for selecting members representing all stakeholders? Describe the process for electing members.**

The process included selecting members who lead initiatives or were representation of different aspects of our school community. All stakeholders are invited to attend meetings and communicated through Parentlink, Classdojo, Emails, Flyers and social media.

**3. How will stakeholders be involved in jointly developing the Schoolwide Plan (CNA/SWP/PFEP)? Include details of meeting dates and times.**

The outcome was done through a series of meeting stakeholders identified the key findings across ELA, MATH, and SCIENCE and areas of concerns for specific subgroups. Then stakeholders were given a chance to address the barriers and root causes then recommend solutions. Stakeholders included the need for a Reading Coach, Resource Teacher, and Science Resource Teacher as well as Single School Culture Coordinator. Funds for Parent Engagement will be used to support school-home communication (agendas, communication folders)

4. How did stakeholders provide input as to how Title I funding will support parent and family engagement? Include the outcome.

The outcome was done through a series of meeting stakeholders identified the key findings across ELA, MATH, and SCIENCE and areas of concerns for specific subgroups. Then stakeholders were given a chance to address the barriers and root causes then recommend solutions. Stakeholders included the need for a Reading Coach, Resource Teacher, and Science Resource Teacher. Funds for Parent Engagement will be used to support school-home communication (agendas, communication folders)

Name	Title
Galo C Moreira	AP/Title I Contact
Tarachell Thomas	Principal

## Annual Parent Meeting

All parents and families are invited and encouraged to attend the Title I Annual Meeting, at a convenient time, to learn about the school's Title I programs, requirements and the rights of Title I parents.

Describe the steps the school will take to conduct an effective Annual Meeting. The meeting should inform parents about:

- What it means to be a Title I School;
- The school's Title I Schoolwide Plan;
- Parent and Family Engagement Plan, including the School-Parent Compact;
- Special programs such as Migrant Education and McKinney-Vento;
- Parent's Right-to-Know; and
- Other opportunities for parents.

1. What is the actual date, time and location of the Annual Meeting?

September 13, 2023 5:00pm. Cafeteria

2. How will you notify parents, teachers and the community of the Annual Meeting? Be specific (school website, marquee, call-out, newsletter, invitations, etc.).

Marquee, Classdojo, Facebook, Twitter, Website.

3. What resources will be prepared for the Annual Meeting? List materials or supplies needed to host the meeting.

Access to Google Meet, Agenda, Digital Sign in Sheet, Title I Annual Meeting Slides, PFEP Summary, and Parent Compact.

## Staff Trainings

Describe the professional development trainings you will provide to build the capacity of teachers and other support personnel to understand the value and contribution of parents/families, build ties between parents and school staff, effectively reach out to, communicate with and work with families as equal partners in order to improve student achievement.

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Parent Communication to support families whose Home Language is Not English

- What specific strategy, skill or program will staff learn to implement with families?

Training for staff to utilize different modalities to communicate with families, specifically in areas to support translations. Also to build parent reports for families who are proficient in other languages instead of English to ensure parents are also clear of student progress.

- What is the expected impact of this training on family engagement?

Increased involvement of our ELL families as well as increasing modes of communication between teacher and families.

- What will teachers submit as evidence of implementation?

Call Logs, Screen shots of translations, use of tools in

- Month of Training

September 2023

- Responsible Person(s)

ESOL Coordinator

## 2. Reflection/Evaluation of Training #1

- Name and Brief Description

TBD

- Number of Participants

TBD

- What were teachers able to do as a result of the training?

TBD

- Have you seen evidence that teachers are implementing the strategy, skill, or program they learned through this training?

on

- How do you know?

TBD

- What went well with the training

TBD

- What improvements would be made and what steps will you implement to make the training more effective

TBD

### 3. Staff Training for Parent and Family Engagement #2

- Name of Training

Supporting ESE families in regards to Academic Progress

- What specific strategy, skill or program will staff learn to implement with families?

Staff Members will be able to align IEP needs and ensure families are able to see the whole scope of progress for student's periodically throughout the year.

- What is the expected impact of this training on family engagement?

Families would be able to speak clearly on current progress and goals of students.



- What will teachers submit as evidence of implementation?

Parent Conference notes

- Month of Training

October 2023

- Responsible Person(s)

ESE Coordinator

#### 4. Reflection/Evaluation of Training #2

- Name and Brief Description

TBD

- Number of Participants

TBD

- What were teachers able to do as a result of the training?

TBD

- Have you seen evidence that teachers are implementing the strategy, skill, or program they learned through this training?

on

- How do you know?

TBD

- What went well with the training

TBD

- What improvements would be made and what steps will you implement to make the training more effective

TBD

## Parent Trainings

Describe the trainings you will offer parents and families that will build their capacity to support learning at home to improve student academic achievement. Trainings must focus on skills that parents and families can use to extend learning at home, support students in meeting challenging state standards and monitor their child's academic progress.

### 1. Parent and Family Capacity Building Training #1

- Name of Training

ELL Parent University/Leadership Council

- What specific strategy, skill or program will parents learn to implement with their children at home?

Training to help our ELL families learn to access platforms such as SIS, resources from multicultural department, pull reports in regards to FAST and STAR progress monitoring. As well as resources to help with at home literacy.

- Describe the interactive hands-on component of the training.

Parents will be able to log into SIS and also work through their child's portal to review key academic programs and applications.

- What is the expected impact of this training on student achievement?

ELL parents will be able to gage student progress in regards to major content areas as well as take home key resources and strategies to help student acquisition of English.

- Date of Training

September 2023

- Responsible Person(s)

ESOL Coordinator

- Resources and Materials

SIS Access codes, Print out of reports per platform, books and strategies to support at home literacy.

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

TBD

## 2. Reflection/Evaluation of Training #1

• Name of Training

ELL Parent University/Leadership Council

• Number of Participants

TBD

• What were parents able to do as a result of the training?

TBD

• Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

on

• How do you know?

TBD

• What went well with the training?

TBD

• What improvements would be made and what steps will you implement to make the training more effective?

TBD

3. Parent and Family Capacity Building Training #2

- **Name of Training**

Kahoot Training

- **What specific strategy, skill or program will parents learn to implement with their children at home?**

Parents will be able to utilize Kahoot Platform to create engaging games to address areas of Science and Math.

- **Describe the interactive hands-on component of the training.**

Parents will participate in activities geared to standards and their specific age group.

- **What is the expected impact of this training on student achievement?**

Increased proficiency in Math and Science.

- **Date of Training**

November 2023

- **Responsible Person(s)**

Reading Coaches/SSCC

- **Resources and Materials**

Chromebooks, handouts, and student accounts.

- **Will use funds for refreshments as noted in SWP:**

on

- Amount (e.g. \$10.00)

TBD

#### 4. Reflection/Evaluation of Training #2

- Name of Training

TBD

- Number of Participants

TBD

- What were parents able to do as a result of the training?

TBD

- Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

on

- How do you know?

TBD

- What went well with the training?

TBD

- What improvements would be made and what steps will you implement to make the training more effective?

TBD

### 5. Parent and Family Capacity Building Training #3

- Name of Training

Science at Home

- What specific strategy, skill or program will parents learn to implement with their children at home?

Parents will be able to take at home labs to address Science standards specifically in regards to fair game standards.

- Describe the interactive hands-on component of the training.

Parents will be able to use household items to create labs addressing fair game standards.

- What is the expected impact of this training on student achievement?

Increased Science Proficiency.

- Date of Training

January 2023

- Responsible Person(s)

Science Resource/ SMART Lab Resource Teacher

- Resources and Materials

Basic home items, handouts to create each lab, list of all fair game standards parents can review, and translators

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

TBD

## 6. Reflection/Evaluation of Training #3

- Name of Training

Science at Home

- Number of Participants

TBD

- What were parents able to do as a result of the training?

TBD

- Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

on



- How do you know?

TBD

- What went well with the training?

TBD

- What improvements would be made and what steps will you implement to make the training more effective?

TBD

## Coordination and Integration

Describe how your school collaborates with other federal programs, District departments, the business community, library systems and other governmental and non-governmental organizations to provide integrated parent and family engagement opportunities. Identify the three (3) **most relevant agencies/organizations that support your school's parent and family engagement goal.**

1. Partnership #1 - List Federal Program such as Migrant, Homeless, Professional Development, ESOL/ELL, IDEA, Region Support, or Safe Schools

- Name of Agency

Safe Schools

- Describe how agency/organization supports families.

Ensure supports for students and families in regards to behavioral and emotional interventions

- Based on the description list the documentation you will provide to showcase this partnership.

Sign In Sheets, PD, Support for New Teachers

- Frequency

Monthly

## 2. Partnership #2 - List Department, Organization, or Agency

- Name of Agency

Palm Beach Public Librarys

- Describe how agency/organization supports families.

Involve local public libraries so families can have access to free literacy resources.

- Based on the description list the documentation you will provide to showcase this partnership.

Sign In, Pictures.

- Frequency

Yearly

## 3. Partnership #3 - List Department, Organization, or Agency

- Name of Agency

The Everglades Foundation

- Describe how agency/organization supports families.

Through our partnership with the Everglades foundation we will establish curriculum and extracurricular activities to support our school's vision of conservation.

- Based on the description list the documentation you will provide to showcase this partnership.

Club Meetings, Photos. Emails.

- Frequency

Monthly.

## Communication

After reflecting on the stakeholder input meeting, training evaluations and analysis of events, describe the process that your school will use to provide timely and easy to understand updates to parents and families on Title I programs, curriculum, assessments and student progress/proficiency level information.

1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.
2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.
3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.
4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.
5. Describe how the school will offer flexible meeting dates and times for trainings, activities and events to remove barriers for attendance.

- Description

Parents will be informed of information through Facebook, Classdojo, Twitter, Parentlink, Call outs, Marquees, flyers, and personalized phone calls through in the appropriate language.

- List evidence that you will upload based on your description.

Digital Screenshots, Call Logs, Flyers, phone logs,

- Description

Pine Jog Elementary will conduct a curriculum night to inform parents of the standards that will be reviewed as well as the expectations after completion of the grade, specifically in relation to the FSA. Parents will be given access to SIS gateway access and also through parent conferences, SAL-P reports.

- List evidence that you will upload based on your description.

SIS access gateway password access, parent conferences notes, SAL-P, agenda, PowerPoints, evaluations, and sign in sheets,

- Description

Parents will receive access to their SIS passcode, SAL-P with most recent information, data reports from Performance Matters as well as growth reports from IREADY. Parents will be notified via Classdojo, email, as well paper copies. Parents will also receive progress reports and trimester report cards. Also families will be provided reports per FAST and STAR Testing.

- List evidence that you will upload based on your description.

SIS Access gateway password access letters, Iready reports, PM reports, report cards, trimester reports, paper copies of SALp and paper reports.

- Description

Parents will be invited to SAC meetings and participate in the Comprehensive Needs Assessment of their child. Parents will be part of Parent-teacher conferences, LEP/IEP meetings to update individual plans based on teacher feedback and current data.

- List evidence that you will upload based on your description.

Agenda, Invites, Screenshots of digital invites.

- Description

Times will be given for afternoon/evening trainings and activities as well as prior to school beginning. If needed based on RSVP, we will offer childcare as well for parents to be able to address the needs of th trainings.

- List evidence that you will upload based on your description.

Screenshots of invites, flyers with indication of times.

## Accessibility

It is important to address barriers that hinder families' participation in activities. After considering information gathered at your parent input meetings, describe how you ensure parents and families in the special categories below are able to fully participate in school meetings, trainings, activities and events. Describe the accommodations the school will provide for each subgroup of parents listed below.

1. Parents and families with limited English proficiency

2. Parents and families with disabilities

3. Families engaged in migratory work

4. Families experiencing homelessness

- Description

Ensuring teachers have a process to reach out to out CLF for Spanish and Creole. Also working with multicultural to support in languages that are not available at the school site. Ensuring digital platforms have the ability to translate and ensuring all correspondence is translated for our families. Parents will also recieve Parent Compact and PFEP (School and District Level)

- List evidence that you will upload based on your description.

Screenshots, invites, agendas, and resources in different languages, as well as sign in sheets with translators. Compact and PFEP Summary

- Description

Ensure parents are asked if any accommodations are needed prior to any events, trainings, or school activities. School Building is ADA compliant for parents needing support. District will be conducted if additional support for parents is needed.

- List evidence that you will upload based on your description.

Pictures of ramps, handicap parking , and elevator access.

- Description

Ensure we offer times for trainings that will support their work schedule. We will ensure to have options for prior to school trainings as well as late evenings. If needed will make home visits for families who cannot make it to trainings or have one on one trainings following COVID CDC guidelines. District will be conducted if additional support for parents is needed. Resources such as free school supplies, uniforms, free or reduced lunch applications will also be provided.

- List evidence that you will upload based on your description.

Optional times for flyers and indication of early or late start times for our families. Call logs, emails, and home visit logs. Distribution Logs

- Description

Ensuring students are identified as McKinney Vento Programs, ensuring parents have transportation to meetings, as well as seeing if childcare or food is needed for the families to participate. Resources such as free school supplies, uniforms, free or reduced lunch applications will also be provided.

- List evidence that you will upload based on your description.

Emails, SBT meetings, Distribution Logs

## Other Activities

This is an optional step. List other activities, including additional parent and family trainings, which are planned to strengthen parent and family engagement at your school. Title I funds may not be used to purchase food for these activities.

### 1. Activity #1

- Name of Activity

Literacy Night

- Brief Description

Parent night to support at home literacy support.

### 2. Activity #2

- Name of Activity

AVID Night

- Brief Description

Discussion of college readiness strategies as well as choice programs in the district after elementary.

### 3. Activity #3

- Name of Activity

Spring into Summer

- Brief Description

Gathering of all families to support literacy and prevent summer slide.

## Building Non-Academic Skills

How do you build students' skills outside of academic subject areas? Include descriptions of:

- Build coping skills;
- Address social/emotional needs;
- Foster a growth mindset;
- Teach resilience and persistence;
- Promote healthy habits;
- Promote positive behavior;
- Develop students organizational skills;
- Build strong study habits;
- Build character; and/or
- Develop a sense of service for others.

### 1. Building Students' Non-Academic Skills

Students have fine arts on the wheel and all grade levels are given the opportunity to work with emotional and social needs. Counselors build upon the Social and Emotional Standards as well as meeting with children on a individual basis based on teacher or parental recommendations. Information on Free Mental and Health Services are also provided to families to assist those who do not have access to such services. We assist/help built up Self-Esteem, Focus on the Well-Being of Self, Confidence, Trust, and Opportunities to Growth in Every Level. Guidance implements Mind Up curriculum and will also implement academic strategies with AVID Elementary such as growth mindset, writing, inquiry, and collaboration. Teachers work with students to establish positive relationships that exhibit several indicators such as high absenteeism, low academic performance, and/ or behavioral issues. Clubs that address athletic and the arts are also ongoing to include students outside the academic subject matters. To document implementation, our school will collect pictures and student artifacts as evidence. This year we have embedded a SEL block for each grade so that students may participate in a positive check in virtually and brick and mortar. This year we have embedded a SEL block for each grade so that students may participate in a positive check in virtually and brick and mortar.

## SBT/MTSS Implementation



Describe your implementation of a tiered model of support (SBT/MTSS):

- Identify students for tiered support;
- Determine supports needed;
- Implement support; and
- Track students' progress.

### 1. SBT/MTSS Implementation

Students will be identified based on teacher recommendations, attendance, behavioral concerns, and poverty and data will be collected to determine appropriate interventions as well as entrance to higher or lower tiers of interventions. School will meet as teams, consisting of the Assistant Principal, ESE Contact, Guidance Counselor, and General Education Teacher. Tier 1/all students receive social and emotional support through guidance on our fine arts as well as needed triple i based on academic data. Tiered support is based on baseline data (Behavior and Baseline Data) or also be included in tiered levels of interventions in cases involving ESE students. Teams will look at behavior and or academic interventions when designing plans to increase student achievement. All students receive Tier 1 core instruction. Pine Jog Elementary School is providing daily Tier 2 and Tier 3 support for a duration of 30 minutes through push-in or pull-out model based on the needs of students. Students will also receive Academic Tutor Push in based on needs of the child. Teachers are using I-Ready -Tools for Instruction as the intervention for Tier 2. Students receiving Tier 2 services are grouped based on foundation skills that are missing according to their FSQ's, RRR, FSA data. Baseline data is collected and a goal developed for that child. After 8 data points are collected the School Based Team meets and determines next steps for the student. If a student is still struggling or not achieving small incremental growth, Tier 3 is provided through one on one instruction using LLI (Leveled Literacy Intervention) as the intensive intervention. Students get 30 additional minutes in Tier 3 through a push-in/pull-out model based on the needs of students. Data for Tier 3 is collected weekly using an Aims Web Maize. Through School Based Team Meetings teachers can communicate to parents behavioral and academic interventions in place. Students are monitored through SBT meetings and collection of data points, Iready, USA, FSQs, Teacher observations, and Diagnostic Results, LLI, and other pertinent data. To document implementation, our school will collect SBT meeting agendas and notes as evidence. Students in digital learning are being serviced through virtual small groups assigned with a interventionist. Creating distant learning intervention plan that includes print rich and visual rich text. Engaging strategies such as using the SMART Learning Suites.

## Provision of a Well-Rounded Education

How do you ensure all students are provided with a well-rounded education including enrichment opportunities? Describe:

- The process used to determine core instructional needs (data).
- How the school ensures instruction is aligned to standards.
- Courses/electives that are not considered core-content.
- Courses/electives that are focused on job skills.
- Opportunities to extend learning time.
- How the school connects classroom learning to real world applications
- How extra curricular opportunities enrich the students' education.

*\*The term "well-rounded education" means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience. [ESSA, section 8101 (52)].*

## 1. Well-Rounded Education

The process to decide instructional needs depends on student observation, Iready diagnostics, parent conferences, FSQs, USA, Benchmark Assessments, FSA results (if applicable), and progress monitoring Through PLCs coaches work with teachers to ensure alignments to district scopes and demand of standard is met in instruction. Students depending on instructional needs will be invited to reading and math tutoring after the school day throughout the school year. All students partake in the Everglades curriculum and also STEM initiatives to apply standards based instruction with real world application. Students will be offered opportunities for extracurricular activities in the form of athletics (running club and sports club), service (OWL TEAM and Teamwork USA), arts curriculum (chorus and Pine Jog Art Club), and STEM (SECME). Students also take the following subjects in the Fine Arts Wheel with a 7 day rotation: Music, Art, Physical Education, Guidance, Media, Math Lab, and Science Lab. 5th Grade Students take part in the Safety Patrol Program, that allows for students to take on responsibilities and duties outside the classroom. AVID is taught alongside our Media fine Arts wheel and the school currently has at least two teachers fully trained in AVID in each grade to assist as resources for each grade. Pine Jog is a green school of excellence recognized by FAU, in implementing green initiatives in the classroom and outside the classroom. This includes implementing an Everglades curriculum as well as hands activities to achieve our green status. These activities include, recycling and sustaining our hydroponic gardens. To document implementation, our school will collect PLC agendas and notes and student artifacts from clubs as evidence. All Fine Arts are being delivered in real time through Google Virtual Meets. Students are also meeting virtually with their sponsors to engage in safety patrol, secme meetings, AVID, and Academic games outside of the instructional time of 8:00am - 2:00pm.

## Post-Secondary Opportunities and Workforce Readiness

How do you build students' awareness of and readiness for post-secondary opportunities and the workforce? Consider the following examples:

- College awareness/readiness curricula and programs;
- Building pathways to rigorous coursework;
- Accelerated course offerings (AMP, Honors, AP, AICE, IB);
- Dual enrollment opportunities;
- Career and technical courses;
- ACT/SAT prep programs;
- Project-based learning opportunities;
- Job skills development (collaboration, critical thinking);
- ROTC programs;
- Career Days or guest speakers; and
- Job shadowing, field experiences, clinicals.

### 1. Post-Secondary Opportunities and Workforce Readiness

Utilizing our AVID Strategies and growth mind set models will ensure skills that can cross over into college. College Fridays as a school initiative give students the opportunity to showcase and represent different universities. An AVID night where families can learn different WICOR strategies as well as information concerning post elementary opportunities. Avid Elementary implementation resources, trainings, and philosophy are all grounded in the idea that the growth mindset can be taught to students, and it is through the growth mindset that students succeed in following their dreams and fulfilling their aspirations. Avid Elementary incorporates the "best teaching practices" and research findings of Marzano, Gaddy, and Dean, which have become critical to the entire AVID College Readiness System. (excerpt from [www.avid.org](http://www.avid.org)) The AVID night will give families knowledge of choice programs as well as opportunities to understand Florida Bright Futures, the FAFSA, and types of High School Diplomas. A career day will introduce students to different fields through our Guidance Wheel. AMP (accelerated math Program) courses are being offered at 3rd and 4th grade to help students get into accelerated courses in middle school and high school. Current 4th Graders will be able to take on our first year implementation of 5th Grade AMP during FY19. Gifted is offered in each grade K-5. Teamwork USA scholarships are given to students for post secondary funding and selected by Pine Jog Committee. Working with FAU's Environmental Education Center, students are given the opportunity for exposure in Science curriculum such as Everglades, Agriculture, Green Initiatives, and Nature conservation. To document implementation, our school will collect pictures, sign in and agendas from events as evidence. AVID is being done through digital means using graphic organizers, collaborative projects, and WICOR lessons using google classrooms, SMART Learning Suites, and Google Meets. AVID night will be conducted digitally so that all parents can join in either brick and mortar or virtually exhibiting our college readiness program , choice options, and resources to enter college.

## Transition From Early Childhood to Elementary School

**Elementary Schools:** Describe the strategies used to assist preschool students in transitioning from early childhood education programs to elementary school. Consider:

- Headstart programs
- VPK on campus
- Bridges Program
- Meetings at local preschool programs to provide information to rising Kindergartners' parents
- Kindergarten Round-up
- Pre-K parent trainings throughout the school year to provide Kindergarten readiness strategies
- On-site school tours for new kindergarten families
- Early school year start/summer program for incoming Kindergartners
- Staggered start
- Meet the teacher
- Kindergartener for a day for pre-K students
- Looping from Pre-K to K
- Collaboration with local preschools to develop readiness skills

**Secondary Schools:** Click on the Exemption button above if this is not applicable to you.

#### 1. Transition to Elementary School

Kindergarten round up occurs every year to give parents the chance to meet the kindergarten team and discuss expectations. Our yearly Kindergarten round up will allow parents to get resources on early literacy. Strategies include identifying leveled readers and practice with site words. Working on math fluency and helping parents find resources from the school, online, and parent resources. A staggered start begins every school year to help new kindergarten students accumulate to the new school and teachers. The staggered start begins with half the students attending class on the first day of school. The second day, students who were not present the first day begin. Third day all students begin at the same time. Annual Meet the Teacher night gives families exposure to the classroom environment. The round up will have an overview of the standards, school expectations, and introduction of the administrative and instructional team. Resources for parents will be provided for literacy and helping students in reading comprehension. Translators will also be made available for our parents who do not Speak English. To document implementation, our school will collect pictures, sign ins and copies of the presentation as evidence.

## Professional Development

In addition to Title I funded professional development listed in the CNA/Strategies section, what other opportunities are provided for teachers, tutors, paraprofessionals, and instructional coaches to improve the delivery of instruction and the use of data to support instructional decisions? Consider:

- Regional Support
- District Curriculum Support
- Conferences (AVID, content specific, STEM, AP/IB/AICE, etc)
- APTT
- Peer Observation Program using Palm Beach Model of Instruction
- Mentoring
- PAR Teacher
- Online workshops
- Professional book study
- Consultants
- Multicultural and ESE trainings

## 1. Professional Development

Utilizing our Math and Reading Coach, teachers will be given the opportunity to look at the effectiveness of PLCs and to ensure that teachers are utilizing data to inform instruction to re-mediate or enrich. SSCC coordinator will work with area specialists to give faculty meaningful reading and writing curriculum development. Included in these opportunities are effective PLCs, Writing and Scoring Workshops, gifted support, book studies, EDW and Performance Matter Trainings, Running Reading Record Training, Specialist from the district will provide training on writing and scoring based on the New Florida Standards. In our first year of implementing gifted across all grade levels, we will request the assistance of the district gifted department to provide classroom observations, actionable feedback, and professional development to implement a well rounded gifted curriculum from Kindergarten to Fifth Grade. Opportunities for our Coaches to model effective reading and math blocks. Professional Development opportunities will be offered using google meet break out sessions and ensuring all teachers have access to a school district chromebook, camera, and microphone. Assigning ESP Mentors to our new teachers, returning to the profession teachers, as well as new to the Palm Beach School District will help enforce the Palm Beach Model of Instruction and Marzano Growth Model. Opportunities for AVID Professional Development will be advertised to our faculty to implement strategies school wide beginning from kindergarten to 5th grade, ensuring we have representation in each grade. PD will be offered during normal school hours as well as on designated calendar days. AVID for Elementary Training will be offered to staff members interested to implement WICOR strategies and growth mindset. Leadership team will participate in book studies, beginning with the study of "Focus" and "A Mindset for Learning." Ensuring instructional practices are standards based and also personalized for each student. Utilizing our Math and Reading Coach to work with instructional staff to include a deeper understanding of the standard and project based learning. Teacher will be given embedded professional development with focus on reading comprehension and writing proficiency. Teachers have opportunities to work with the FAU Environmental Education center to implement. To document implementation, our school will collect agendas, sign ins and notes as evidence.

# Recruitment and Retention of Effective Educators

How do you recruit and retain effective teachers (particularly in high need subjects)? Consider:

## Recruitment:

- Job Fairs
- Collaboration with HR and Region Office
- Intern Teachers, Interim Teachers, Substitutes, Academic Tutors (Grow Your Own)
- Word of Mouth
- Glades Supplement
- Other Incentives such as signing bonuses and pay for performance

## Retention:

- Orientation
- Mentoring/Peer Teacher
- Teaching Team with Team Leaders
- Collaborative Planning
- Department Chairs
- Coaching Support
- School/Employee Morale
- Professional Development
- Open Door Policy
- Opportunities for part-time pay such as tutoring

## 1. Recruitment and Retention

Pine Jog Elementary utilizes several recruitment strategies. Participation in Teacher Fest allows for leadership to interview highly qualified and talented teachers. Pine Jog Elementary will also partner with FAU and the AIT program. The Accelerated Induction into Teaching (AIT) program is a collaborative program between FAU and the local school districts to address teacher shortages. AIT Student Teachers serve as full-time teachers during their final semester and have complete responsibility for their own classrooms (excerpt taken from [www.fau.edu](http://www.fau.edu)). Lastly, Academic Tutors will be hired based on their aspirations to be educators and work with our high need students. Teachers will be provided mentors as well to support in tier 1 interventions as well as curriculum support. To promote positive culture, our Hoot Committee, will recognize birthdays, celebrate educators, as well as build positive relationships among all staff members and administration. To retain teachers, newly hired teachers will be orientated to the school prior to the school year starting. Our ESP program for instructional practices and assigning mentors in the appropriate grade will assist new teachers in content and research base instruction. ESP teachers will be assigned mentors as well as enroll in the district's ESP course depending on their current status. Administration will have open door policies to allow teachers new to the school or district to request support, get direction on our campus experts and leaders, or get clarification on inquires. Our coaches will also model effective lessons. Coaches will model and provide actionable feedback on classroom observation. Leadership will have monthly meetings to address the needs of new teachers to ensure appropriate support systems are in place. To document implementation, our school will collect agendas, sign ins and coaching schedules as evidence. Ensuring we are touching base with all new hires through google meet and/or in a social distancing fashion to ensure morale positive and support is in place. Utilizing the ESP google classroom and district and school wide meetings, new hires will have the opportunity to access school mentors, instructional leadership, and collaborate with each other. Activities include working with our AVID site team on WICOR and growth mindset activities.