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

ELA

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

1. List prioritized needs statements.

On the FAST PM2 39.1% of our 3-5 graders are proficient in English Language Arts and 39% of our 3-5 students are scoring a Level 1. On the FAST PM2 only 9% of our 3-5 English Language Learners are proficient and 0% of our Students with Disabilities are proficient. 48% of our 2nd graders performed on or above grade level on the STAR PM2. 34% of our K-2 English Language Learners demonstrate a need for Urgent Intervention on the STAR PM2.

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

Ratio of veteran vs. new teachers - New teachers lack the experience with the content, curriculum and instructional practices. A need for additional instructional coaching A need for additional training and planning time with the changes in curriculum & mandates The need for substitute teachers to cover for planning and trainings. A need for an increased number of support teachers for push-in or pull out Positive behavior support is impacting learning A need for additional Parent Trainings & Engagement Opportunities The need for books for students to read at home

3. Share possible solutions that address the root causes.

Single School Culture Coordinator Reading Resource Teacher Content specific Instructional Coaches Teacher collaboration opportunities Classroom Management and Positive Behavior Training Tutorial Resources and Supplies for Tutorial & Classroom Academic Tutors Intervention Materials: Voyager, RISE, SPIRE, UFLI Positive Behavior Assemblies -Professional Development is needed to effectively teach and address the rigor of the BEST Standards -Small group instruction, lower teacher-to-student ratios -Teacher training and collaboration/planning Books for Students to take home Instructional adaptive technology resources - Rally Reading; Reading Plus; IReady Magnetic Lessons Intervention Training - Voyager, FastBridge, UFLI Teacher & Student Incentives - Award Ceremonies & Awards Parent trainings - Literacy Night - support with phonics, question samples for reading; Tech Support & SIS Access

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

- Communication

Pine Jog Elementary will engage and communicate with parents and families using Parent Link, our school website, Class Dojo, and Facebook.

- Parent Training

Literacy Night: Parents will learn strategies for supporting all areas of literacy including phonics, vocabulary, and comprehension.

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

- School

The school will provide relevant training for staff and families.

- Students

Students will actively participate in learning activities in school and at home.

- Parents

Parents will attend and in engage in school provided trainings and activities.

- Staff Training

Who are our students? Understanding our students' needs to communicate effectively with families.

- Accessibility

Provide translation, flexible times and presentation - virtual recorded meetings whenever possible

Math

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

1. List prioritized needs statements.

On PM2 only 27% of our 3-5 graders are proficient in Math and 46% of our 3-5 students are scoring a Level 1. Our 3-5 Grade English Language Learners are performing at 9% proficiency with 70% of ELL's scoring at a Level 1 in the FAST PM2. Our Students with Disabilities are struggling to make growth at 90% performing at a Level 1 and 0% proficient on the MATH FAST PM2.

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

Ratio of veteran vs. new teachers - New teachers lack the experience with the content, curriculum and instructional practices. Lack of instructional coaching Lack of training and planning time with the changes in curriculum & mandates Lack of subs to cover for planning and trainings. Lack of push-in support teachers Lack of Positive behavior support is impacting learning Lack of Parent Trainings & Engagement Opportunities Lack of student manipulatives in the classroom and at home

3. Share possible solutions that address the root causes.

-Professional Development is needed to effectively teach and address the rigor of the BEST Standards -Small group instruction, lower teacher-to-student ratios -Teacher training and collaboration/planning Instructional Coaches & Single School Culture Coordinator Math Resource Teacher Teacher collaboration opportunities Classroom Management and Positive Behavior Training Tutorial Resources, Manipulatives, and Supplies for Tutorial & Classroom Academic Tutors Math Intervention Materials Positive Behavior Assemblies Math Manipulatives & Supplies Instructional adaptive technology resources - Rally Math; IReady BEST Math Lessons Teacher Training - IReady Math , Voyager Math, FastBridge Math Teacher & Student Incentives - Award Ceremonies & Awards Parent trainings - Math Night - support with technology, math games and manipulatives, and SIS access

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

• Communication

Pine Jog Elementary will engage and communicate with parents and families using Parent Link, our school website, Class Dojo, and Facebook.

• Parent Training

Math & Technology Training: Parents can participate in learning about the math resources that are available at home and online. They will also access their Gateway and see how to see student reports available through SIS.

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

- School

The school will provide relevant training for staff and families.

- Students

Students will actively participate in learning activities in school and at home.

- Parents

Parents will attend and in engage in school provided trainings and activities.

- Staff Training

Technology Math Resources that can be shared with families for home support.

- Accessibility

Provide translation, flexible times and presentation - virtual recorded meetings whenever possible

Science

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

1. List prioritized needs statements.

On the Winter Diagnostic 16% of our 3-5 graders are proficient in Science and 39% of our 3-5 students are scoring a Level 1. Only 5% of our English Language Learners were proficient with 55% of them scoring below grade level. 0% of our Students with Disabilities are proficient and 75% of them are scoring below grade level.

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

Ratio of veteran vs. new teachers - New teachers lack the experience with the content, curriculum and instructional practices. Lack of hands on practice and experiences Lack of instructional coaching Lack of training and planning time Lack of push-in support teachers Lack of Positive behavior support is impacting learning Lack of Parent Trainings & Engagement Opportunities Lack of student manipulatives in the classroom and at home

3. Share possible solutions that address the root causes.

-Professional Development is needed to effectively teach and address the rigor of the BEST Standards -Small group instruction, lower teacher-to-student ratios -Teacher training and collaboration/planningInstructional Coaches & Single School Culture Coordinator Science Resource Teacher Teacher collaboration opportunities Classroom Management and Positive Behavior Training Tutorial Resources, Manipulatives, and Supplies for Tutorial & Classroom Manipulatives Instructional adaptive technology resources - IXL, and other Science Software Teacher Training Parent trainings - Science and STEAM Night connecting Science and STEAM projects to home.

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

- Communication

Pine Jog Elementary will engage and communicate with parents and families using Parent Link, our school website, Class Dojo, and Facebook.

- Parent Training

Science / STEAM Night - Hands on learning that support science at home.

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

- School

The school will provide relevant training for staff and families.

- Students

Students will actively participate in learning activities in school and at home.

- Parents

Parents will attend and in engage in school provided trainings and activities.

- Staff Training

Using the new science curriculum/resources to support science at home.

- Accessibility

Provide translation, flexible times and presentation - virtual recorded meetings whenever possible

Action Step: Classroom Instruction

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

Budget Total: \$99,132.50

Acct Description	Description
Resource Teacher	This Resource Teacher will provide Science and Math intervention support to targeted students in Grades 3-5

Acct Description	Description									
Out-of-system Tutors	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	Non-Certified Tutor (with degree) to provide RTI Intervention in ELA & Math to students in Grades 3-5.	1	\$17.00	5	6	22	Non-Certified w/ Degree	Original	\$11,220.00	
Supplies	Item	Quantity	Rate	Supply Type			Type	Total		
	Copy Paper	1	\$675.00	General Supplies			Original	\$675.00		
	Binders	1	\$598.00	General Supplies			Original	\$598.00		
	Markers	1	\$16.50	General Supplies			Original	\$16.50		

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: \$304,390.00

Acct Description	Description
Coach	The K-2 Reading/Literacy Coach will support teachers in implementing rigorous instruction through PLCs, PDD, coaching, and modeling in the classroom.
Coach	The Grades 3-5 Reading/Literacy Coach will support teachers in implementing rigorous instruction through

Acct Description	Description
	PLCs, PDD, coaching, and modeling in the classroom.
Single School Culture Coordinator	The Single School Culture Coordinator (SSCC) 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.

Action Step: Parent Engagement

Engage parents to increase and maximize the home to school connection, Increase publicity and communication in all native languages for all school events.

Budget Total: \$6,390.00

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	School Mate Student Planners	900	\$3.65	General Supplies	Original	\$3,285.00
	Communication Folders	900	\$1.45	General Supplies	Original	\$1,305.00
	Refreshments for 3 Parent Trainings (in the PFEP)	600	\$3.00	Program Supplies	Original	\$1,800.00

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
Cindy Vega	AP/Title I Contact
Teasha Fuller	Reading Coach
Priscilla Straker	SAC Chair/Reading Coach
Lydia Jimenez	3rd grade teacher
Victoria Maloney	5th Grade Teacher
Anne Henderson	FAU Pine Jog Enviromental Center
Wendy Diazgranado	FAU After Care Director
Desreen Clarke	Single School Culture Coordinator
Miredys Gonzalez-Portieles	Parent
Kristin Burstein	Parent
Rosita Salazar	Parent

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. SAC members (parents, community, and school staff) are selected to reflect the diverse community the school serves.

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

Stakeholders were involved in jointly developing the Schoolwide Plan (CNA/SWP/PFEP) through a series of meetings held during the second semester of school year 2023-2024. Cindy Vega (AP), Desreen Mahabeer Clarke (SSCC), Ann Henderson (FAU Business Partner), Miredys Gonzalez-Portieles (Parent), Kristen Burstein (Parent), Rosita Salazar (Parent), Tarachell Thomas (Principal).

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, Science Resource Teacher, and SSCC as well as deciding funds for Parent Engagement will be used to support school-home communication (agendas, communication folders).

Name	Title
Cindy Vega	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 4, 2024. 5:00 - 6:00 PM Google Meet See link for recording...https://drive.google.com/file/d/10jfuf1O766G5QeU_0WGcDCJ-kO5BLelA/view?usp=sharing

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

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

Bridging the Home to School Connection with Positive Behavior Support

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

The Staff will learn to use SLL Practices during their instruction and select a practice to share with families. The purpose of this training is to support a positive learning environment at school that can be implemented at home.

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

We hope to increase positive behavior among students in school and at home. We also hope to give parents some tools they can use at home to build positive relationships and connections with students.

- What will teachers submit as evidence of implementation?

Class Dojo Screenshots of the SEL practices they shared with their families, with any feedback from families.

- Month of Training

August 2024

- Responsible Person(s)

Cindy Vega, Kristin Burstein, Aimee Trier

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

- 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

Conferencing Gone Right

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

Staff will engage in activities to support a positive parent conference that helps build the trust of families and increase their capacity to keep track of their student's academic progress. Staff will learn how to share student data in a manner understandable for parents to implement support for student learning strategies at home. Staff will also learn how to teach students to advocate for themselves during conferences. Staff will learn how to help parents monitor and track student academic progress.

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

We hope to increase parents'/family's capacity to keep track of their student's academic progress and growth.

- What will teachers submit as evidence of implementation?

Parent Conference Notes which include student academic data and methods for monitoring data at home with students.

- Month of Training

November 2024

- Responsible Person(s)

Cindy Vega, Desreen Clarke

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

- 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

AVID Night

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

Parents will engage in activities that help them understand what AVID looks like in the classroom and how they can support AVID at home. Parents will engage in activity stations where they will learn AVID strategies to help them understand what AVID looks like in the classroom and how they can support it at home.

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

We will have AVID stations where parents may take home an AVID strategy that helps scaffold learning at home.

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

We hope to increase student achievement in literacy, math, and science achievement.

- Date of Training

November 2024

- Responsible Person(s)

Teasha Fuller, Priscilla Straker

- Resources and Materials

Slides, Handouts, Activities

- Amount (e.g. \$10.00)

300

3. Parent and Family Capacity Building Training #2

- Name of Training

Literacy BINGO Night

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

Parents will learn how to engage students in literacy activities that motivate students to read at home. The strategies will include looking for context clues, asking questions about content, key details, and highlighting texts and margin notes.

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

Parents will play Bingo and earn books for students. We will provide handouts sharing how they can engage students with the books they win. The handouts will provide questions they can ask, phonics, and vocabulary support. The literacy strategies/skills/tips contained in the handouts for parents will be reviewed/referenced/practiced during the training. Parents will have the opportunity to sit in small groups led by the classroom teachers who will demonstrate how to implement and apply the strategy at home.

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

Increase student achievement in literacy.

- Date of Training

January 2025

- Responsible Person(s)

Priscilla Straker, Teasha Fuller, Kristin Burstein

- Resources and Materials

Handouts, Slides

- Amount (e.g. \$10.00)

300

5. Parent and Family Capacity Building Training #3

- Name of Training

STEM Night

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

Parents will participate in hands on Science and STEM activities that they can also mimic at home.

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

Science and STEM experiments and observation activities.

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

We hope to increase student achievement in Math and Science.

- Date of Training

March 2024

- Responsible Person(s)

Teasha Fuller, Priscilla Straker, Desreen Clarke

- Resources and Materials

Handouts, take home kits

- Amount (e.g. \$10.00)

300

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 with behavioral and emotional interventions

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

Recorded slides presentation with parent feedback in Class Dojo, Collaboration Email and Facebook.

• Frequency

Annually

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

• Name of Agency

Palm Beach Public Library

• 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 & Collaboration Email.

- Frequency

Annually

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

October 14, 2024

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, Marquee.

- 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. Parents will be given access to SIS gateway access and also through parent conferences.

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

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

- Description

Parents will receive access to their SIS passcode, data reports from Performance Matters as well as growth reports from IREADY. Parents will be notified via Clasdojo, 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, STAR and FAST Reports as available for PM Windows.

- 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 and Sign-In Sheets.

- 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 the trainings. Whenever possible meetings and events can be hosted virtually.

- 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 receive 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. 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, home visit logs, distribution logs and Slides from Annual Meeting PowerPoint regarding Migrant Program and Migrant brochure.

- **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, and completed Student Housing Questionnaire.

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;
- Promote positive behavior;
- Address social/emotional needs;
- Develop students organizational skills;

- Foster a growth mindset;
- Teach resilience and persistence;
- Promote healthy habits;
- 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 an 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 Skills for learning and Life 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 Skills for Learning and Life 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, Benmark 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) 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
- On-site school tours for new kindergarten families
- Early school year start/summer program for incoming Kindergarteners
- Staggered start
- Meet the teacher

- Kindergarten Round-up
- Pre-K parent trainings throughout the school year to provide Kindergarten readiness strategies
- 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). 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.