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

ELA

1. List prioritized needs statements.

On PM2 41.2% of 3rd-5th graders were proficient in English Language Arts. 37% of 3rd-5th grade students scored Level 1. On the FAST PM2 9% of 3rd-5th grade English Language Learners were proficient and 3% of Students with Disabilities were proficient. 31.8% of 2nd graders performed on or above grade level on the STAR PM2. 60% of 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.

Students need additional practice of foundational skills in phonics during core instruction and are challenged with grade level higher complexity tasks and skills A large number of students require tiered support Students require multiple exposures to master content Teachers need more support structuring a learning environment for differentiated instruction Teachers need more support managing behavior and implementing PBIS with fidelity Teachers need help planning more engaging lessons to meet the needs of struggling learners Teachers need support grouping and delivering more researched based interventions Teachers need support managing components of the literacy block Parents need support/strategies to help with reinforcing learning at home

3. Share possible solutions that address the root causes.

Increase opportunities to review, practice and master content through: - smaller class sizes - provide more intensive small group instruction - additional opportunities to practice (OOS tutors, tutorial and/or online programs) Instructional Coaches, Single school Culture Coordinator - Resources, Supplies and intervention materials for DI Teachers: - provide more standard based planning support during for teacher collaboration in PLCs - offer vertical planning sessions throughout the year - more walkthroughs and support with instruction including Classroom Management, tiered support and core instruction. Parents: - Literacy Night - support with phonics, question samples for reading (strategies/resources) - More resources to reinforce learning at home (take home books)

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 district approved social media platforms.

- Parent Training

Offer more sessions - am and pm, show parents how to use resources at home

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

Offer trainings earlier in the year to encourage more meaningful communications with parents - (Form 1051/SIS)

- Accessibility

Provide translation, Handouts and presentation - virtual recorded meetings whenever possible.

Math

1. List prioritized needs statements.

On FY24 PM2 31.1% of 3rd-5th grade students demonstrated proficiency in Math. 43% of 3rd-5th grade students scored at Level 1. 3rd-5th grade English Language Learners performed at 6.7% proficiency with 68.9% of ELL's scored at Level 1 in the FAST PM2. Students with Disabilities were challenged to make growth at 75.8% performing at Level 1 and 6.1% are proficient on the MATH FAST PM2. K-2 overall proficiency on PM 2 is 31.6%

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

Students need additional practice in foundational skills of basic facts such as multiplication, division, addition and subtraction with fluency, and are challenged with grade-level higher complexity tasks. A large number of students require tiered support Students require multiple exposures to master content Students who were promoted midyear missed early grade level instruction Subgroups -ELL and SWD students need additional scaffolding during core instruction and small instruction Teachers need more support structuring a learning environment for differentiated instruction Teachers need more support managing behavior and implementing PBIS with fidelity Teachers need help planning standard based lessons to meet the needs of struggling learners Teachers need support grouping and delivering more researched based interventions Teachers need support managing components of the math block Parents need support/strategies to help with reinforcing learning at home

3. Share possible solutions that address the root causes.

Increase opportunities to review, practice and master content through: - smaller class sizes - provide more intensive small group instruction - additional opportunities to practice (OOS tutors, tutorial and/or online programs) Instructional Coaches, Single school Culture Coordinator - Resources, Supplies and intervention materials for DI Teachers: - provide more support during for teacher collaboration in PLCs - offer vertical planning sessions throughout the year - more walkthroughs and support with instruction including Classroom Management, tiered support and core instruction. Parents: -Math Night to increase exposure to grade level content and complexity of tasks(strategies/resources)

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 district approved social media platforms.

- **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, handouts and presentation - virtual recorded meetings whenever possible.

Science

1. List prioritized needs statements.

On the Winter Diagnostic 21% of 3rd-5th graders were proficient in Science. 35% of 3rd-5th grade students scored a Level 1. 4% of English Language Learners were proficient. 0% of Students with Disabilities were proficient.

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

Students: Students have not mastered Fair Game Standard (limited exposure in previous grade levels) Inconsistent core instruction in previous grade levels Teachers: -Unpacking standards across grade level and planning for instruction, more time for collaboration for teacher across content -More time for teachers to increase their knowledge around standard resources and instructional practices -More support planning for various students needs planning for their disabilities and language needs. Parents: Parent need help with strategies they can use to reinforce standards that was taught at home

3. Share possible solutions that address the root causes.

More resources for hands on experiments (Resources, Manipulatives, and Supplies) More support PLC collaborations, planning for subgroup needs. More common planning opportunities with SMART Lab Teacher and STEM/Science Lab Teacher Earlier opportunity for tutoring Increase opportunities for Professional Development (Instructional adaptive technology resources) Parent: Training - 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 district approved social media platform.

• 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, handouts 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: \$59,029.75

Acct Description	Description								
Out-of-system Subs	Item	Quantity	Rate	Days	Hours	Weeks	Type	Total	
	Substitutes for .5 Resource Teacher	1	\$18.00	7	3.25	1	Original	\$398.00	
Online subscription	Item	Quantity	Rate	Type	Total				
	IXL site license will be used to provide remediation to 3rd - 5th grade students in Math & Science.	450	\$18.75	Original	\$8,437.50				
Resource Teacher	Resource Teacher will provide Science and Math intervention support to identified students on the wheel in Grades 3-5.								
Supplies	Item	Quantity	Rate	Supply Type	Type	Total			
	Copy paper	1	\$915.25	General Supplies	Original	\$915.25			
	Adjustment - benefits credit and final allocation.	1	\$4,904.00	General Supplies	Other	\$4,904.00			
Out-of-system Tutors	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	OOS tutor will provide double-down support for 2nd-5th grade students in the tiered process during small group instruction. Will begin October 2025.	1	\$18.00	2	5	6	Non-Certified w/ Degree	Original	\$1,080.00

Action Step: Professional Learning

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

Budget Total: \$304,343.00

Acct Description	Description
Coach	Reading/Literacy Coach will support teachers in grades 3-5 with implementing rigorous instruction through PLCs, professional learning, coaching, and modeling in the classroom.
Coach	K-2 Reading/Literacy Coach will support teachers in implementing rigorous instruction through PLCs, professional learning, coaching, and modeling in the classroom.
Single School Culture Coordinator	Single School Culture Coordinator (SSCC-260) will work with teachers and administration to build systems 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 professional learning.

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: \$5,548.50

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	School Mate Student Planners	825	\$3.65	General Supplies	Original	\$3,011.25
	Communication Folders	825	\$1.45	General Supplies	Original	\$1,196.25
	Refreshments for Parent Trainings	447	\$3.00	Program Supplies	Original	\$1,341.00

Mission Statement

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

Name	Title
Tarachell Thomas	Principal
Cindy Vega	Assistant Principal
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 (SSCC)/Title I Contact
Miredys Gonzalez-Portieles	Parent
Kristin Burstein	Parent
Tracy Peacock	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 2024-2025 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
Desreen Clarke	Single School Culture Coordinator (SSCC)/Title I Contact
Tarachell Thomas	Principal
Cindy Vega	Assistant Principal

Annual Parent Meeting

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

September 03, 2025. 5:00pm-6:00pm In person and Virtual Google Meet: meet.google.com/ezb-tfvm-dxz

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, Marquee (School)

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

1. Staff Training for Parent and Family Engagement #1

• Name of Training

Corrective Behavior Intervention Plan (CBIR)

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

Teachers will learn to implement appropriate interventions, document them in SIS, and communicate them to parents while conferencing.

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

To increase staff and parent capacity to discuss repetitive negative behaviors and share intervention strategies to improve behavior in school.

• What will teachers submit as evidence of implementation?

Parent Conference Notes

• Month of Training

August - September

• Responsible Person(s)

Clarke & Vega

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Dojo Messaging vs. Conference

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

Staff will learn and practice examples of what should be communicated via Dojo message versus in person or phone conferences.

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

To increase parent and staff positive communication to focus on problem solving

- What will teachers submit as evidence of implementation?

Conference and Dojo Notes

- Month of Training

August - September

- Responsible Person(s)

Clarke & Vega

Parent Trainings

1. Parent and Family Capacity Building Training #1

- **Name of Training**

Building Connection between home and school with our technology and learning apps.

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

Parents will learn how to navigate different technologies iReady, SIS, Savvas, and Benchmark being used during daily instructions, activities and enrichment strategies to use at home.

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

Parents will use school computers to log on to iReady, SIS, Savvas, and Benchmark to learn how to find lesson, check students progress to find grades.

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

We hope to increase students achievement by bridging school and home learning strategies.

- **Date of Training**

August - September

- **Responsible Person(s)**

Coaches

- **Resources and Materials**

Agenda, Evaluation, presentation, invitations, Handout (QR) Codes

- Amount (e.g. \$10.00)

0.00

3. Parent and Family Capacity Building Training #2

- Name of Training

ESOL Multicultural Night

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

Families will learn about language acquisition at varying levels and what that looks like from the student and teacher perspective. Families will learn to use background knowledge and cultural experiences to enhance and increase vocabulary and comprehension activities.

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

Parents will engage in hands on activities presented by the ESOL Team and take home strategies.

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

Increase in multi-lingual student academic achievement

- Date of Training

October - November

- Responsible Person(s)

ESOL Team

- Resources and Materials

Presentation, Handouts, Invitation, Agenda

- Amount (e.g. \$10.00)

300.00

5. Parent and Family Capacity Building Training #3

- Name of Training

AVID & STEM Night

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

Parents will learn how students use AVID to organize themselves through note-taking and how to use the strategies at home to also help with homework and assignments

- 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?

Increase in student application of AVID strategies and implementation. We also hope to increase student achievement in literacy, math, and science achievement.

- Date of Training

December - January

- Responsible Person(s)

Instructional Coaches and AVID Leader

- Resources and Materials

Slides, Handouts, Activities

- Amount (e.g. \$10.00)

0.00

Coordination and Integration

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

- Name of Agency

McKinney Vento

- Describe how agency/organization supports families.

Ensure families have access to basic resources

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

Email communications

- 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

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.

Title I Annual Meeting, School Parent Compact, PFEP Summaries

- 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.

Conference notes from data chats, Curriculum night/open house powerpoint, sign in and invitation, Documentation from parent night training (dive into standards)

- 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 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.

Progress reports, report cards, assessment results (FSA, Diagnostic, iReady, RRR, etc.), SAC agendas and sign-in sheets

- 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.

Title I Annual meeting invitation and sign-in sheets, SAC meeting invitations and sign-in sheets, parent-teacher conference notes, IEP meeting notes,

- 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.

Schedule of different times for Title I Annual Meeting, letters asking parents to choose a time that is more convenient (parent-teacher conferences, IEP meetings, LEP meetings, data chata), Invitation for SAC Meetings (with google link)

Accessibility

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.

Provide CLF support at parent trainings, conferences & data chats (agenda, sign in sheet, 1051 with evidence the CLF sign in to support) Translated documents in different languages (PFEP, Evaluations, School-Parent Compact, Tutorial documents), as well as sign in sheets with translators. Compact and PFEP Summary, and translated messages from Parent Link and Dojo

- 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

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

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

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

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

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

1. Transition to Elementary School

Kindergarten Kickoff occurs every year to give parents the chance to meet the kindergarten team and discuss expectations. Our yearly Kindergarten Kickoff 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 kickoff 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

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 Learning 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 Learning will be advertised to our faculty to implement strategies school wide beginning from kindergarten to 5th grade, ensuring we have representation in each grade. Professional Learning 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 opportunists 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

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.