The School District of Palm Beach County

Pleasant City Elementary School

2015-16 School Improvement Plan

Pleasant City Elementary School

2222 SPRUCE AVE, West Palm Beach, FL 33407

www.edline.net/pages/plesant_city_elementaryschool

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	99%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	100%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	D*	A	B	B

**Preliminary Informational Baseline School Grade*

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/17/2015.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

Purpose and Outline of the SIP 4

Differentiated Accountability 5

Current School Status 8

8-Step Planning and Problem Solving Implementation 21

- **Goals Summary** 21
- **Goals Detail** 21
- **Action Plan for Improvement** 24

Appendix 1: Implementation Timeline 30

Appendix 2: Professional Development and Technical Assistance Outlines 32

- **Professional Development Opportunities** 33
- **Technical Assistance Items** 34

Appendix 3: Budget to Support Goals 0

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F		**Turnaround Status**
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The overall mission of Pleasant City Community Elementary School is to provide students with a quality education that will inspire and empower them to achieve their highest potential academically, socially and professionally.

Provide the school's vision statement

Pleasant City Community Elementary envisions a community of learners who values the process or learning. Our students are critical thinkers, problem solvers and are committed to using these life skills to become future leaders and contributors of their communities.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Pleasant City Elementary will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:
• History of Holocaust-Pleasant City will infuse the history of Holocaust by inviting Maureen Hallacy Carter from the Department of Elementary Social Studies/K-12 Holocaust Studies Program Planner to our school to present books that focus on character lessons that teach valuable lessons about the participants of the Holocaust and their experiences.
• History of Africans and African Americans-Pleasant City will infuse the History of African Americans by having projects such as a Poetry Slam where students write poetry written about African Americans, a cereal box or a Power Point presentation project on famous African American inventors, or research and highlight in a creative way local African Americans that are doing well in our community. Students will first read literature in class which will equip them with the knowledge to complete their projects.
• Hispanic Contributions- Pleasant City will infuse Hispanic Contributions by incorporating art projects during Art class. Students will learn about various countries where Hispanic citizens live and learn about their creative art. Students will create their own art project as a product of their learning.
• Women’s Contributions-Pleasant City will infuse Women's contributions by incorporating lessons centered on Women studies. K-5 will use the website http://www.nea.org/tools/lessons/50850.htm to gather grade appropriate lessons to teach in class.
• Sacrifices of Veterans-Pleasant City will infuse sacrifices of Veteran's, what constitutes being considered a Veteran and how Veterans help and protect our country. Then students will show their appreciation by writing letters to local family member. (November 11th)
We will also ensure the following:
Ensure that relationship-building is a clear priority..
•Identify and engage school community stakeholders (i.e. parents, students, teachers, school counselors, etc.) in assessing the current state of the cultural awareness and student-teacher relationships (data-based decision making). Identify on-campus “relationship experts” to implement evidence-based strategies to develop cultural awareness, improve student-teacher relations, and close existing social justice / equity gaps;
•Select a method/variety of methods that faculty members will use in the first days of school to set a positive tone and clarify the values that will guide interpersonal interaction between students and between the teacher and students;

•Provide and demonstrate to faculty members simple strategies for gaining information about students' cultures;
•Assure all teachers will participate in the process of discussing climate guidelines along with their behavioral expectations;
•Provide Professional Development training or collegiate support for teachers who need help in devising methods and structures for expanding positive interpersonal interaction in classroom settings;
•Encourage the sharing of short, effective strategies for actualizing Marzano's Design Question 8: Establishing and Maintaining Effective Relationships with Students;
•Attend District provided Professional Development on multicultural offerings;
•Schedule and plan school wide multicultural projects;
•Embed cultural activities within curriculum and daily course work (e.g., reading selections, writing prompts);
•Form a representative student task force comprised of representative multicultural groups;
•Provide professional development to staff on increasing positive interactions with students;
•Collect data on ratio of positive interactions (RPI) with students;
•Writing Action Plan goals based on RPI data collected.
•Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time for the development of the social-emotional mindsets and behaviors that result in positive and supportive relationships between students and teachers.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Pleasant City Elementary provides professional development on social-emotional learning (i.e. learning strategies, social skills, and self-management skills) and its relationship to creating a positive, caring and supportive school community. Include examples of core (classroom guidance) and supplemental (solution focused small group counseling) supports;
•Develop and implement a differentiated system of school counseling services with dedicated time for the core social-emotional curriculum, supplemental (data driven small group counseling) supports based on identified student need, and intensive (brief individual counseling, referral) supports students to school-based and community resources;
•Create or enhance a college-minded culture through the Eight Components of College and Career Readiness (developing aspirations, academic planning, enrichment and extracurricular engagement, college and career exploration and selection, college and career assessments, affordability planning, admissions and transition to post-secondary);
•Articulate, demonstrate, and teach the specific practices that will reflect application of the school's SwPBS Universal Guidelines which reflect what students will encounter before/during/after school;
•Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/dating violence/ civil rights policies;
Involve non-instructional staff, including office staff, cafeteria personnel, and after-school personnel in the process of modeling and teaching interpersonal expectations in non-academic settings and providing students with instructions for reporting violations to appropriate supervisors;
•Provide professional development in methods of respectfully and effectively addressing disrespectful comments as well as methods for respectfully correcting misbehavior at the classroom and administrative levels;
•Create methods/formats where the characteristics of safety and respect can be assessed, monitored, and strategies for improvement can be created, discussed, and supported.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Pleasant City's School wide behavioral system includes the following:
• Universal Guidelines and behavior matrix taught throughout the year to ensure students are aware of school expectations.
• Ensure teachers are trained in Classroom management strategies (CHAMPS, etc.)
• SwPBS team reviews classroom data to ensure students are engaged while in class. Maintain a minimum of a 4:1 ratio of positive interactions (RPI) to ensure students remain engaged during instructional time.
• Ensure differentiation of instruction is taking place to meet the needs of all students. Teachers will convey and review expectations for each learning activity
• Make references to Universal Guidelines and behavioral expectations when providing students with positive feedback ("You were responsible when you returned your library book on time.")
• Class meetings will occur on a frequent basis to include student feedback.
• School-wide recognition system is in place;
• Develop and implement a differentiated system of school counseling services with dedicated time for the core classroom guidance instruction on developing the Behavior Standards: Learning Strategies, Self-Management Skills, and Social Skills (ASCA Mindsets and Behaviors for Student Success) that contribute to student engagement leading to improved academic achievement resulting in college-career readiness.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Our school ensures the social-emotional needs of all students are being met as follows:
• Operational school based team that meets weekly to discuss students with barriers to academic and social success;
• Mentors assigned to students identified with SEL concerns;
• Check-in/Check-out, Check and Connect utilized with students in need of positive adult interactions and positive feedback throughout the school day.
• Instruction and various campus activities that address social/emotional needs of students;
• Connect students to agencies who have Cooperative Agreements or are on campus (DATA, YSB, CHS, Care- Giving Youth. Also we are fortunate to receive support from Kathy Back from the Palm Beach County. Our students receive services in following topics: Anger Management, Grief/ Bereavement, Divorce, Peer Pressure, Bullying, Self Esteem, and Social Skills
• Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to: (1) Assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making), (2) Identify research based interventions to remove the barrier to success (Evidence-Based Intervention), and (3) Evaluate your intervention and evolve (Evaluation).
• Engage with identified staff (i.e. school counselor, school-based team leader) to provide a differentiated delivery of services based on student/school need. Include core (classroom guidance, workshop, assembly), supplemental (solution focused small group counseling), and intensive supports (individual counseling/advisement, referral to community resources). Utilize data-based decision making to close academic, social-emotional and college-career equity gaps by connecting all students with the services they need.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Pleasant City implements the following:
Utilize data systems to identify students who have attendance, behavioral or academic concerns
• Create data decision rules for number of absences or OSS before referral generated to SBT

• Ensure teachers are aware of policies and procedures of notification after students are identified as meeting one of the data decision rules;
• Utilize the Student Development Plan Data Driven Practices to assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making). For example: attendance, course failure, college-career planning gaps (FAFSA completion), etc.
. Implement School-Wide Positive Behavior Support plan (SWPBS) to promote and support school readiness and success specifically for those students identified as "At-Risk".

Provide the following data related to the school's early warning system

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	20	15	21	17	12	10	95
One or more suspensions	1	5	13	12	7	2	40
Course failure in ELA or Math	22	20	31	43	22	29	167
Level 1 on statewide assessment	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	10	10	18	25	11	7	81

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

• Effective multi-disciplinary teams in place to problem solve and create action plans;
• IReady, Istation, Supplemental Academic Instruction (SAI), iii, Academic Tutorials, LLI, and
. Weekly Common Planning Meetings
• Planned Discussions, Goal Setting for identified students;
• Notification procedures for parents, agency and community outreach;
• Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to develop, implement and evaluate supplemental (small group) and intensive (individual) interventions, connecting students and their families to school and community resources;
• Create evidence-based interventions to close student gaps related to early warning system. Targeted solution focused counseling (individual and/or group), parent collaboration/education.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

To increase awareness of the Parent Resource Center which provides appropriate information, materials and resources that allow parents to assist their child at home.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Pleasant City Community Elementary will continue to establish partnerships with the local community to assist in improving our overall student achievement. The steps below outline some of action steps to be implemented through these relationships.
• Provide surveys to parents to gauge their comfort level regarding teacher and administrative contact questions and/or problems;
• Ensure an introductory method is implemented for parents, teachers and administration which fosters a non-threatening communicative environment during Open House, curriculum night, and Parent Workshops which leads to productive relationships;
• Provide interactive parent tutorials which engage and provide pertinent information regarding EdLine and other forms of educational technology;
• Provide timely classroom and school news to parents;
• Conduct Professional Development training/workshops which provide effective strategies on how to engage in supportive and effective parent phone calls as well as face-to-face meetings;
• Establish protocols for soliciting parent participation in the academic process;
• Encourage ongoing positive notes, letters, and phone calls home;
• Develop and implement a comprehensive school counseling program (Individual Student Plan) which encompasses development time, implementation and ways to evaluate parent meetings/workshops. Topics will entail school success, eight components of College and Career readiness; (aspirations, academic planning, enrichment and extracurricular engagement, college and career exploration and selection, college and career assessments, future planning, admissions and transitions into post secondary).

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Jones, Valarie	Principal
Alexander, Cecelia	Instructional Coach
Wilkinson, Katrenia	Instructional Coach
Waddell, Edna	Teacher, ESE
montgomery, chakela	Teacher, K-12
groover-harrell, jodi	Teacher, K-12
Griffin, Adrienne	Assistant Principal
coakley, charlann	Teacher, K-12

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The leadership team is a Principal led committee. The team meets weekly to discuss the academic and environmental matters of the school. The primary goal is to improve students' overall achievement, motivation and behavior. The principal will provide the team with research-based strategies to will help the teachers to conceptualize the research into best practices and instructional strategies aimed at improving student achievement, student motivation, and student behavior. Additionally, the administration will frequently collaborate with teachers to analyze data and use the results to drive classroom instruction.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Part A
Services are provided to ensure students that require additional remediation are assisted through after-school programs or summer school. Math Coach will support instruction and student growth. Online subscriptions, printers and other classroom supplies purchased with Title One Funds will be utilized to support instruction.
Part B
Migrant Liaison will provide services to Pleasant City students and parents as needed. The liaison will coordinate with Title I and other agencies to ensure student needs are met.
Part D
District receives funds to support the Educational Alternative Outreach Program and provide services for Pleasant City as needed.
Title II
The District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students. Title II Funds at Pleasant City are used to support Marzano training for staff.
Title III
Services are provided through the district for educational materials and ELL support services to improve the education of immigrant and ELL students.
Title X: Homeless
District Homeless Social Workers provide resources (clothing, school supplies, social services, referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.
Supplemental Academic Instruction (SAI)
The district provides a SAI teacher to assist in literacy support and intervention. In addition, SAI funds will be coordinated with Title I funds to provide summer school for Level 1 readers. SAI funds will be used to expand the summer program to all Level 2 students.
Violence Prevention Programs
Safe and Drug Free Schools: District receives funds for programs (Red Ribbon Week, Mentors at Middle Schools, etc.) that support prevention of violence in and around the school. These programs prevent the use of alcohol, tobacco, drugs and foster a safe, drug free learning environment supporting student achievement.
District-wide implementation of Single School Culture as well as Appreciation of Multicultural Diversity.
Nutrition Programs
Pleasant City partners with school food services to coordinate free breakfast for all students
Housing Programs
n/a

Head Start
Pleasant City will work collaboratively with various entities of Children Service Council, School District Early Childhood Department and Title I to provide one to two preschool classrooms.
Adult Education
N/A
Career and Technical Education
N/A
Job Training
N/A
Business Partners and agencies
Pleasant City works closely with various businesses and agencies to meet the diverse needs of our students. They include but are not limited to the following: Bridges of West Palm Beach, West Palm Beach Rotary Club, Antioch MBC of Pleasant City, National Coalition of Black Women, Kiwanis Club of West Palm Beach, Heroines of Jericho, Daughters of Isis, and Big Brother Big Sisters.
The New Beginnings will provide a quality school aged childcare program for students at Pleasant City Elementary School.
In addition, our school integrates Single School Culture by sharing our Universal Guidelines for Success, following our behavioral Matrix, and teaching expected behaviors, communicating with parents and monitoring
SWPBS. We update our action plans during Learning Team Meetings. We also instill an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons, and implementation of SWPBS
Programs.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Valarie Jones	Principal
Katrenia Wilkinson	Teacher
Cecelia Alexander	Teacher
Latishia Rolle	Parent
Jenielle Nelson	Parent
Travelle Northern	Business/Community
Wendy Pearson	Education Support Employee
Barbara Rich	Teacher
Rochelle Williams	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The School Advisory Council are instrumental in supporting the mission, academic goals and environmental goals of the school. They assist in monitoring the effectiveness of our actions as it pertains to the goals. Business and community are continuously sought after as support for the school.

Development of this school improvement plan

SAC will provide feedback on the strategies and the support for overcoming our FY 16 barriers. They will also approve the final School Improvement Plan and continue to provide governance and support as needed.

Preparation of the school's annual budget and plan

SAC will ensure that our budget is aligned with the mission of the district and the needs of the school and students. They will also monitor and approve all SAC expenditures to ensure proper alignment utilization.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Miscellaneous items pertinent to student achievement as well as enhancing student motivation and childcare for parents who attend SAC.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Jones, Valarie	Principal
Wilkinson, Katrenia	
montgomery, chakela	Teacher, K-12
wilkerson, claudette	
coakley, charlann	Teacher, K-12
groover-harrell, jodi	Teacher, K-12
Waddell, Edna	Teacher, ESE
hollis, clothilde	Teacher, PreK
Griffin, Adrienne	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The leadership team will read, review and discuss the research and best practices in an effort to improve our students early literacy skills and comprehension and critical thinking skills. We will also discuss research relevant to our students' social needs. Our primary aim will be to turn research into action strategies in hopes of improving students' overall literacy achievement and love of literature.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Pleasant City's encourages positive working relationships with teachers when participating in Learning Team Meetings. The master schedule has been designed to provide consistent time for teachers to meet with colleagues. Research-based protocols are utilized to focus the meetings on students' academic needs and how students will be assessed. Student progress is monitored and instruction is modified as needed based on collaborative decisions.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Fair, equitable and positive relationships with staff by a supportive principal will ensure the retention of highly qualified individuals.
Principal will work with Florida Colleges and Universities to find teachers compatible to the needs of our students
Principal will attend district recruitment fair as needed
Teachers are encouraged to continue their professional growth by reading, and studying research and implementing research based strategies into the instruction
Monthly data meetings with principal
Pairing new teachers with highly effective teachers
New Teacher Network to create ongoing discussion about
• Student discipline
• Surviving the first year
• Parent Communication
• Completing teacher requirements; such as understanding the standards, item specifications and report cards
Lesson Delivery: Focused weekly meetings and Ongoing Coaching support

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

In the event that new staff are hired, they are paired based on subject area, and the mentor's skills. The following include a few of the practices that will be shared and discussed between the mentee and mentor
• The mentors will assist the mentees with the following:
• Building effective parent relationships
• Understanding and implementing the Common Core/FSA Standards
Planning for the Extended Day
How to use iPads with Fidelity
• RRR1, RRR2, Reading Strategies for struggling students
• Using Data to improve student achievement
• Marzano's Art and Science of Teaching Evaluation
• Monthly meetings to review walk through data
• Lesson Study

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Our school creates ongoing opportunities for teachers to unpack the Florida Standards, plan and discuss reading and writing curriculum that aligns to the standards. This level of planning will provide

a deeper level of comprehension. The conversations and learning opportunities promote dialogue that will decrease the misunderstanding and promote opportunities for growth in instructional practice, curriculum, and the standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

At the beginning of the year, all grade levels are administered a baseline assessment (iReady Diagnostics) in Literacy and TenMarks for Math. The results from these assessments are analyzed and reviewed in relation to the students other cumulative data sets. The students are then grouped based on a varied perspective of that data. The needs of the students are met during our extended hour of learning, also known as our
“Hour of Power.”
The structure of the "Hour of Power" extended hour of instruction addresses the needs of all students and aligns those needs to the skill sets of the instructional staff.
First, we review each student’s accumulated data (any data from previous years and their current year baseline data) in grades (2-5). Students are then placed in one of the following categories: Intensive support, Approaching, On Grade level or Enrichment
The rationale of the Student placement is the opportunity for students to transition to another category when progress is or isn't evident. It is vital that students are grouped by need because their needs were vast and diverse.
In addition to other mandated assessments, a gap analysis assessment was administered at the beginning of the year for grades K and 1. The teachers were able to identify individual strengths and deficiencies for each student as well as the grade and class trends. This data combined with information derived from other sources, provided the teachers with a clear snapshot as to how to form LLI placements and Gap analysis instruction aimed at closing the achievement gaps for student.
Student needs in grades 2-5 were addressed by assessing the talents and strengths of the instructional staff. Thus, all instructional staff instructed specific students based on their instructional strengths.
Once staff and students were placed together, the selection of additional student resources was a priority. Students that require intensive instructional support are placed in smaller groups where they can participate in LLI. The On Grade level and Enrichment groups were much larger in comparison. It was also vital that we understood the cognitive processing (thinking) for each child. Therefore, we also administered “Teacher assessments which measure students ability to conceptualize text. The resource aligns with the Continuum strategic action for thinking: “Thinking within the text, Thinking beyond the text, and About the text.” Students respond in writing rather than multiple choice answers. This measurement provided insight on students strengths and what teachers needed to do bridge the gap between instruction and the assessment.
Realizing that accelerated students need to see literacy from various angles to maintain curiosity and excitement, we utilized our Fine Arts Staff to use Art, Music, Reader’s Theater and physical movement to help our enrichment students to expound on expressions of literature. In addition, we are afforded Literacy, Math, Science and Writing District -level support from the Curriculum and Area 5 Teams.
Teachers in grades K-1 are scheduled an extra 30 minutes within their instructional day for III. During this time, teachers either address skill gaps via LLI or various resources aimed at reducing students’ specific skill gaps. The Literacy Coach provides consistent support to these teachers due to the importance of building a strong literacy foundation. During the extended day, this structure continues to reduce skill gaps and build a strong academic foundation.
For grades 2-5, the iii block is scheduled during the science block to accommodate the SAI schedule. Students will also receive additional support from various support personnel equipped to service their academic need.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 10,800

The utilization of the Question Answer Relationship (QAR)
The utilization of the Leveled Literacy Intervention Program
The utilization of Words Their Way
Close Reading across content areas
Writing and responding to a variety of text
The utilization of Story Works
The utilization of iStation

Strategy Rationale

The ability to understand student's level of thinking and how they process text
Build literacy foundation
Improve reading comprehension across content areas
Improve students overall writing
Focus rigor

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Jones, Valarie, valarie.jones@palmbeachschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Palm Beach Writing Performance Assessments
Winter District Diagnostic in all subjects
Florida Standards Assessment in all subjects
Various Classroom Assessments for Learning
Florida Standards Quizzes
Person(s) responsible for monitoring implementation of the strategy are: Valarie Jones, Principal; Adrienne Griffin, Assistant Principal, Katrinia Wilkinson, Reading Coach,and Cecelia Alexander, Math Coach.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Pleasant City will continue to operate two Preschool units with funding from the Head Start and the School District of Palm Beach County . The School District's Early Learning Program will assist us in providing a quality learning environment. The students residing in the Pleasant City SAC area will have priority. This quality preschool aged program provides a continuum of academic support and a

foundation for exceptional literacy achievement.
1. Best Practices in foundational skills will be shared with parents during our Kindergarten round up.
2. The Pre-K and Kindergarten teachers have discussed the continuum of sustained growth.
3. The Pre-K and Kindergarten teachers will meet with local Head start Program and local daycare centers to share best practices and discuss a transition plan.
4. Packets of instructional materials are provided to parents to work with their children during the summer.
5.A classroom tour schedule will be implemented to provide prospective parents and new parents with an opportunity to visit the classroom. Parents will be encouraged to volunteer.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

n/a

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

n/a

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

n/a

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report, as required by section 1008.37(4), Florida Statutes

n/a

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal **B** = Barrier **S** = Strategy

1 = Problem Solving Step S123456 = Quick Key

Strategic Goals Summary

G1. If we provide our students with structured and balanced instruction, as well as make instructional modifications to meet their individual academic needs, reading proficiency will increase by at least 5% and reading growth will increase by at least 10%.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. If we provide our students with structured and balanced instruction, as well as make instructional modifications to meet their individual academic needs, reading proficiency will increase by at least 5% and reading growth will increase by at least 10%. 1a

G069986

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	60.0
FSA English Language Arts - Achievement	55.0

Resources Available to Support the Goal 2

- Highly Qualified Teachers
- Guidance Counselor
- Reading Coach
- SAI Program
- Leveled Literacy Intervention (LLI) Kits
- Question Answer Relationship (QAR) Kits
- Time For Kids Publication (K-5)
- Various Novels (culturally relevant) that are motivational for students
- I-Pad integration
- Performance Enhancement Clickers for immediate Feedback
- Technology Specialist
- Student Attendance with Family Engagement (SAFE)
- Response to Intervention
- Data Chats
- Learning team meetings
- Copy paper for assessments, homework and class work
- Folders for students for organization
- Binders and dividers for students to help students with organization
- Electric Pencil sharpeners
- various classroom supplies for teachers including but not limited to: sharpies, sticky notes, pens and pencils
- Attend Reading Conference
- Extended school day

Targeted Barriers to Achieving the Goal 3

- Students may be deficient or lack the foundational literacy skills that are necessary to comprehend text.

Plan to Monitor Progress Toward G1. 8

Students' progress will be monitored towards meeting grade level Florida Standards. We will then determine if adequate growth is being made in the foundational skills area; thus, increasing reading levels on various district assessments and determine if they are making growth in writing and responding to various text.

Person Responsible
Valarie Jones

Schedule
Monthly, from 8/17/2015 to 7/2/2016

Evidence of Completion
EDW Reports, Diagnostics Report, Florida Standards Assessment Quizzes, District's K-4 Assessment , Assigned Performance Matters Assessments, Various School-based and District Performance Writing Task, and 2016 Florida Standards Assessment

Plan to Monitor Progress Toward G1. 8

Instructional delivery will be monitored to ensure fidelity.

Person Responsible
Valarie Jones

Schedule
Weekly, from 8/17/2015 to 7/2/2016

Evidence of Completion
Classroom rosters, lesson plans, Common Planning agenda, and student notebooks

Plan to Monitor Progress Toward G1. 8

Instructional delivery will be monitored to ensure fidelity.

Person Responsible
Adrienne Griffin

Schedule
Daily, from 11/16/2015 to 4/29/2016

Evidence of Completion
Classroom rosters, lesson plans, student notebooks, FSQ data, Winter Diagnostics and FSA data

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** = Barrier **S** = Strategy

1 = Problem Solving Step S123456 = Quick Key

G1. If we provide our students with structured and balanced instruction, as well as make instructional modifications to meet their individual academic needs, reading proficiency will increase by at least 5% and reading growth will increase by at least 10%. 1

G069986

G1.B2 Students may be deficient or lack the foundational literacy skills that are necessary to comprehend text. 2

B182156

G1.B2.S1 Provide rigorous differentiated whole and small group instruction. Provide students with timely and effective feedback for continuous growth. 4

S193849

Strategy Rationale

When instruction is linked to student's needs and they are given timely and constructive feedback linked with that need, they will be more successful and make growth.

Action Step 1 5

Integrate the writing process into reading

Person Responsible

Katrenia Wilkinson

Schedule

Weekly, from 8/17/2015 to 7/2/2016

Evidence of Completion

Lesson plans, Diagnostics Report, Florida Standards Quizzes, Florida Standards Assessment, FLKRS, Reading Running Records (RRR) data

Action Step 2 5

.5 resource teacher will provide interventions, small group instructions, and extended learning opportunities

Person Responsible

Valarie Jones

Schedule

Daily, from 8/17/2015 to 6/2/2016

Evidence of Completion

Lesson plans, Schedule and class roster

Action Step 3 5

Standards based- web programs

Person Responsible

Valarie Jones

Schedule

Weekly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Usage Reports and classroom observations

Action Step 4 5

To increase proficiency in Reading, Math, Science and Writing, students will be provided with tutorial support to ensure mastery of the Florida Standards Assessment.

Person Responsible

Adrienne Griffin

Schedule

Daily, from 11/16/2015 to 4/29/2016

Evidence of Completion

Lesson Plans, Diagnostic Data, FSQ results, Classroom Observations, iReady, LLI, and FSA data

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Administration will conduct classroom walk-thru's to ensure lessons are being taught with fidelity.

Person Responsible

Valarie Jones

Schedule

Daily, from 8/17/2015 to 6/2/2016

Evidence of Completion

Observation Notes, Lesson Plans, Student Notebooks

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Administration will conduct classroom walk-thru's to ensure lessons are being taught with fidelity. Also, Administration will observe common planning meetings to ensure teacher collaboration and lesson study is evident.

Person Responsible

Valarie Jones

Schedule

Weekly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Observation Notes, Lesson Plans, Student Notebooks, Common Planning Agenda/Minutes, Sign-in sheets

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Administration will conduct classroom observations to ensure small group instruction is differentiated and aligned to data to meet the needs of the students.

Person Responsible

Adrienne Griffin

Schedule

Daily, from 11/16/2015 to 4/29/2016

Evidence of Completion

Tutorial roster, sign-in sheets, FSQ data, FSA data, Winter Diagnostics, Classroom Oobservations

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Foundational Skills and student growth

Person Responsible

Valarie Jones

Schedule

Monthly, from 8/17/2015 to 7/2/2016

Evidence of Completion

EDW Report listing cumulative LLI and K-4 Data, Performance Matter Data , and Classroom Assessment Data

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Observe instructional delivery, monitor lesson plans and student engagement

Person Responsible

Valarie Jones

Schedule

Weekly, from 8/17/2015 to 7/2/2016

Evidence of Completion

EDW Report listing cumulative LLI and K-4 Data, Performance Matter Data , and Classroom Assessment Data

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Observe instructional delivery, monitor lesson plans, attendance and student engagement

Person Responsible

Adrienne Griffin

Schedule

Daily, from 11/16/2015 to 4/29/2016

Evidence of Completion

FSQ data, lesson plans, classroom observations, FSA data, Winter Diagnostics, sign-in sheets

G1.B2.S2 Provide ongoing professional development and training based on the new Florida Standards and various content area strategies. 4

S193850

Strategy Rationale

Increase teacher effectiveness regarding rigorous instruction across all content areas.

Action Step 1 5

Literacy Instructional Coach will model lessons and provide ongoing teacher training on the Florida Standards Assessment and various content area strategies.

Person Responsible

Katrenia Wilkinson

Schedule

Weekly, from 8/17/2015 to 6/2/2016

Evidence of Completion

PDD Agendas, Learning Team Meetings Agendas and sign-in sheets

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Determine the effectiveness of professional development and how the information is disseminated and transferred into instructional delivery

Person Responsible

Cecelia Alexander

Schedule

Weekly, from 8/17/2015 to 7/2/2016

Evidence of Completion

Coaches' log, Professional Development Team Agenda, Sign-in sheets, classroom walk-thru's, lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Student's foundational gap skill progress and mastery of the reading standards

Person Responsible

Katrenia Wilkinson

Schedule

On 7/2/2016

Evidence of Completion

EDW Report listing cumulative LLI and k4 Data, Performance Matters Data and Classroom Data

G1.B2.S3 In an effort to build the capacity of parents, parent workshops which provide hands-on strategies will be held once every trimester. 4

S193851

Strategy Rationale

When parents are prepared with practical strategies for supporting their children, they are more successful.

Action Step 1 5

School Based Team, Academic Coaches and ESOL Support Person will be provided with printers to print reports and various correspondence for parents to keep them informed of students' progress.

Person Responsible

Edna Waddell

Schedule

Monthly, from 8/17/2015 to 7/2/2016

Evidence of Completion

1051 conference notes

Action Step 2 5

Conduct parent workshops, parent conference fairs and other events in an effort to increase parents' knowledge of Florida Standards and resources available to support their children at home

Person Responsible

Valarie Jones

Schedule

On 6/2/2016

Evidence of Completion

Sign-in sheets, parent surveys, and agendas

Plan to Monitor Fidelity of Implementation of G1.B2.S3 6

Establish a schedule which encompasses student rosters and assessment send-home dates

Person Responsible

Edna Waddell

Schedule

Monthly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Schedule, rosters, and assessment data

Plan to Monitor Effectiveness of Implementation of G1.B2.S3 7

School Based Team, Academic Coaches and ESOL Support Person will engage in data chats and set dates for parent information to be disseminated.

Person Responsible

Edna Waddell

Schedule

Triannually, from 8/17/2015 to 6/2/2016

Evidence of Completion

Meeting notes, parent feedback and surveys

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A1	Integrate the writing process into reading	Wilkinson, Katrenia	8/17/2015	Lesson plans, Diagnostics Report, Florida Standards Quizzes, Florida Standards Assessment, FLKRS, Reading Running Records (RRR) data	7/2/2016 weekly
G1.B2.S2.A1	Literacy Instructional Coach will model lessons and provide ongoing teacher training on the Florida Standards Assessment and various content area strategies.	Wilkinson, Katrenia	8/17/2015	PDD Agendas, Learning Team Meetings Agendas and sign-in sheets	6/2/2016 weekly
G1.B2.S3.A1	School Based Team, Academic Coaches and ESOL Support Person will be provided with printers to print reports and various correspondence for parents to keep them informed of students' progress.	Waddell, Edna	8/17/2015	1051 conference notes	7/2/2016 monthly
G1.B2.S1.A2	.5 resource teacher will provide interventions, small group instructions, and extended learning opportunities	Jones, Valarie	8/17/2015	Lesson plans, Schedule and class roster	6/2/2016 daily
G1.B2.S3.A2	Conduct parent workshops, parent conference fairs and other events in an effort to increase parents' knowledge of Florida Standards and resources available to support their children at home	Jones, Valarie	8/17/2015	Sign-in sheets, parent surveys, and agendas	6/2/2016 one-time
G1.B2.S1.A3	Standards based- web programs	Jones, Valarie	8/17/2015	Usage Reports and classroom observations	6/2/2016 weekly
G1.B2.S1.A4	To increase proficiency in Reading, Math, Science and Writing, students will be provided with tutorial support to ensure mastery of the Florida Standards Assessment.	Griffin, Adrienne	11/16/2015	Lesson Plans, Diagnostic Data, FSQ results, Classroom Observations, iReady, LLI, and FSA data	4/29/2016 daily
G1.MA1	Students' progress will be monitored towards meeting grade level Florida Standards. We will then determine if adequate growth is being made in the foundational skills area; thus, increasing reading levels on various district assessments and determine if they are making growth in writing and responding to various text.	Jones, Valarie	8/17/2015	EDW Reports, Diagnostics Report, Florida Standards Assessment Quizzes, District's K-4 Assessment , Assigned Performance Matters Assessments, Various School-based and District Performance Writing Task, and 2016 Florida Standards Assessment	7/2/2016 monthly
G1.MA2	Instructional delivery will be monitored to ensure fidelity.	Jones, Valarie	8/17/2015	Classroom rosters, lesson plans, Common Planning agenda, and student notebooks	7/2/2016 weekly
G1.MA3	Instructional delivery will be monitored to ensure fidelity.	Griffin, Adrienne	11/16/2015	Classroom rosters, lesson plans, student notebooks, FSQ data, Winter Diagnostics and FSA data	4/29/2016 daily
G1.B2.S1.MA1	Foundational Skills and student growth	Jones, Valarie	8/17/2015	EDW Report listing cumulative LLI and K-4 Data, Performance Matter Data , and Classroom Assessment Data	7/2/2016 monthly
G1.B2.S1.MA2	Observe instructional delivery, monitor lesson plans and student engagement	Jones, Valarie	8/17/2015	EDW Report listing cumulative LLI and K-4 Data, Performance Matter Data , and Classroom Assessment Data	7/2/2016 weekly
G1.B2.S1.MA3	Observe instructional delivery, monitor lesson plans, attendance and student engagement	Griffin, Adrienne	11/16/2015	FSQ data, lesson plans, classroom observations, FSA data, Winter Diagnostics, sign-in sheets	4/29/2016 daily
G1.B2.S1.MA1	Administration will conduct classroom walk-thru's to ensure lessons are being taught with fidelity.	Jones, Valarie	8/17/2015	Observation Notes, Lesson Plans, Student Notebooks	6/2/2016 daily
G1.B2.S1.MA3	Administration will conduct classroom walk-thru's to ensure lessons are being taught with fidelity. Also, Administration will observe common planning meetings	Jones, Valarie	8/17/2015	Observation Notes, Lesson Plans, Student Notebooks, Common Planning Agenda/Minutes, Sign-in sheets	6/2/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	to ensure teacher collaboration and lesson study is evident.				
G1.B2.S1.MA5	Administration will conduct classroom observations to ensure small group instruction is differentiated and aligned to data to meet the needs of the students.	Griffin, Adrienne	11/16/2015	Tutorial roster, sign-in sheets, FSQ data, FSA data, Winter Diagnostics, Classroom Oobservations	4/29/2016 daily
G1.B2.S2.MA1	Student's foundational gap skill progress and mastery of the reading standards	Wilkinson, Katrenia	8/17/2015	EDW Report listing cumulative LLI and k4 Data, Performance Matters Data and Classroom Data	7/2/2016 one-time
G1.B2.S2.MA1	Determine the effectiveness of professional development and how the information is disseminated and transferred into instructional delivery	Alexander, Cecelia	8/17/2015	Coaches' log, Professional Development Team Agenda, Sign-in sheets, classroom walk-thru's, lesson plans	7/2/2016 weekly
G1.B2.S3.MA1	School Based Team, Academic Coaches and ESOL Support Person will engage in data chats and set dates for parent information to be disseminated.	Waddell, Edna	8/17/2015	Meeting notes, parent feedback and surveys	6/2/2016 triannually
G1.B2.S3.MA1	Establish a schedule which encompasses student rosters and assessment send-home dates	Waddell, Edna	8/17/2015	Schedule, rosters, and assessment data	6/2/2016 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If we provide our students with structured and balanced instruction, as well as make instructional modifications to meet their individual academic needs, reading proficiency will increase by at least 5% and reading growth will increase by at least 10%.

G1.B2 Students may be deficient or lack the foundational literacy skills that are necessary to comprehend text.

G1.B2.S1 Provide rigorous differentiated whole and small group instruction. Provide students with timely and effective feedback for continuous growth.

PD Opportunity 1

Integrate the writing process into reading

Facilitator

Administration, Reading Coach, SAI, Area Specialists, and Curriculum

Participants

Reading and Writing teachers

Schedule

Weekly, from 8/17/2015 to 7/2/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	**G1.B2.S1.A1**	**Integrate the writing process into reading**				**$12,388.36**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			2591 - Pleasant City Elementary School	Title I Part A		$12,388.36
			Notes: Binders, Composition Books, Anchor Chart Paper, Various literary Resources, science supplies (resources, journals,books), Scholastic News; Storyworks, Actions, copy paper, pencils, pens, highlighters, post-it notes, ink			
2	**G1.B2.S1.A2**	**.5 resource teacher will provide interventions, small group instructions, and extended learning opportunities**				**$47,745.40**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			2591 - Pleasant City Elementary School	Title I Part A	0.5	$39,945.40
			Notes: .5 Resource Teacher; Cecelia Alexander			
			2591 - Pleasant City Elementary School	Title I Part A		$7,800.00
			Notes: Extended Learning Opportunities			
			2591 - Pleasant City Elementary School	Title I Part A		$0.00
			Notes: Provide resources and supplies to support small group and intensive instruction.(including but not to limited, Time for Kids, Ink, paper, various other resources			
3	**G1.B2.S1.A3**	**Standards based- web programs**				**$15,877.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			2591 - Pleasant City Elementary School	Title I Part A		$14,877.00
			Notes: iReady and Tenmarks			
			2591 - Pleasant City Elementary School	Title I Part A		$1,000.00
			Notes: iPad repair and supplies			
4	**G1.B2.S1.A4**	**To increase proficiency in Reading, Math, Science and Writing, students will be provided with tutorial support to ensure mastery of the Florida Standards Assessment.**				**$13,831.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16

Budget Data

			2591 - Pleasant City Elementary School	Title I Part A		$13,831.00
			Notes: Other Personnel services; Classroom out-of-system tutor			
5	**G1.B2.S2.A1**	**Literacy Instructional Coach will model lessons and provide ongoing teacher training on the Florida Standards Assessment and various content area strategies.**				**$43,888.09**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			2591 - Pleasant City Elementary School	Title I Part A		$2,000.00
			Notes: Various professional Development supplies, ie. books for professional reading, paper, ink, anchor charts, folders, pens, markers, etc			
			2591 - Pleasant City Elementary School	Title I Part A		$4,000.00
			Notes: Professional conferences and trainings , ie. FSA trainings, IRA, and ASCD: Teaching and Learning Summer Institute			
			2591 - Pleasant City Elementary School	Title I Part A	0.5	$35,945.40
			Notes: .5 Math coach; Cecelia Alexander			
			2591 - Pleasant City Elementary School	Title I Part A		$1,942.69
			Notes: Substitutes for professional development			
6	**G1.B2.S3.A1**	**School Based Team, Academic Coaches and ESOL Support Person will be provided with printers to print reports and various correspondence for parents to keep them informed of students' progress.**				**$1,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			2591 - Pleasant City Elementary School	Title I Part A		$1,000.00
			Notes: Purchase printers to print data reports from Performance Matters, EDW and PMRN			
7	**G1.B2.S3.A2**	**Conduct parent workshops, parent conference fairs and other events in an effort to increase parents' knowledge of Florida Standards and resources available to support their children at home**				**$2,680.64**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			2591 - Pleasant City Elementary School	Title I Part A		$500.00
			Notes: Postage			
			2591 - Pleasant City Elementary School			$2,180.64
			Notes: Paper, ink, make and take supplies such as construction paper, glue sticks, folders, and refreshments			

Budget Data

Total:	**$137,410.49**