The School District of Palm Beach County

Pleasant City Elementary School

2016-17 Schoolwide Improvement Plan

Pleasant City Elementary School

2222 SPRUCE AVE, West Palm Beach, FL 33407

https://pces.palmbeachschools.org

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	98%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	C	D*	A	B

**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 11/16/2016.

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 a monitoring status of "Former F" (see page 4). 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.

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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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in section 1008.33, Florida Statutes, is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by Rule 6A-1.099811, Florida Administrative Code:

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Pleasant City Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Pleasant City Community Elementary School's mission is to surround students with highly qualified teachers capable of providing a quality education that will empower them to achieve their highest academic potential.

b. Provide the school's vision statement.

Pleasant City Community Elementary envisions a community of learners prepared to think critically, solve real-life problems and committed to using their academic skill-set to become future leaders capable of contributing positively to their communities.

2. School Environment

a. 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 in 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. A display of selected artifacts will be shown in the media center.
• 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. Students will share their findings and projects through a Living Museum housed in the media center.
• 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. Art projects will be on display in the media center and at the locations of local business partners.
• 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. Local women will featured in a mini Career Day with an emphasis on in the fields of Health, STEM and Government.
• 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) Prior to Veterans Day local Veterans will be invited to Pleasant City to share their stories and receive tokens of recognition from the students. Safety Patrols will host a flag rising ceremony in honor of Veterans Day the week of all planned activities.
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.
At the end of the school year a Multicultural Festival will be held to celebrate the cultures of all Pleasant City students ,staff and faculty. The festival will incorporate community holders and SAC business partners.

b. 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.

c. 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.

d. 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.

3. Early Warning Systems

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

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

Pleasant City Elementary is committed to the following guidelines:
Utilize data systems to identify students exhibiting concerns in attendance, behavior or academics
• Create data decision rules for excessive absence/tardy or "Out of School Suspensions" before School Based Team referral is submitted,
• Ensure teachers are aware of the notification regarding policies and procedures of students that are identified as meeting one of the data decision criteria.
• Utilize the Student Development Plan regarding 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, and college-career planning gaps.

Ensure that the School-Wide Positive Behavior Support plan (SWPBS) is to promote and support school readiness and success specifically for those students identified as "At-Risk".
School-Wide Positive Behavior Support team (SWPBS) will host a quaterly recognition celebration for those students who have met or exceeded their required attendance goal or met the ongoing Go to Grow Attendance initiative.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	9	10	14	13	5	8	0	0	0	0	0	0	0	59
One or more suspensions	0	4	3	11	11	8	0	0	0	0	0	0	0	37
Course failure in ELA or Math	6	16	24	36	30	23	0	0	0	0	0	0	0	135
Level 1 on statewide assessment	0	0	0	24	24	20	0	0	0	0	0	0	0	68

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

Indicator	Grade Level												Total
	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	7	9	28	27	20	0	0	0	0	0	0	0	91

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

• Active and effective multi-disciplinary teams to problem solve and create action plans;
• iReady, Supplemental Academic Instruction (SAI), iii, Academic Tutorials, LLI, and
. weekly Professional Learning Communities (PLC's)
• 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 systems. Targeted solution focused counseling (individual and/or group), and parent collaboration/education.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

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

2. 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.

2. 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 relevant information regarding EdLine, iReady and other forms of educational technology;
• Provide timely classroom and school information 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 engage in 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 time to develop, implement 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 education.

C. Effective Leadership

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

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Jones, Valarie	Principal
Griffin, Adrienne	Assistant Principal
Waddell, Edna	Teacher, ESE
Alexander, Cecelia	Instructional Coach
Buchanan, Camala	Other
Shelton, Ivey	Instructional Coach
Wood, Sharon	Other
allen, chelsea	Teacher, K-12

b. Duties

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

This Principal led group meets every Friday. The Principal begins with extensive knowledge of the instructional environment; Individual student needs, strengths, and staff member deficiencies as well as environmental matters of the school. The team meets every Friday to discuss the academic and environmental matters of the school.
The primary goal is to improve students' academic success, 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.

Effective leadership begins with extensive knowledge of the instructional environment: individual student needs, strengths and weaknesses of staff members, aspects of the instructional programs, student data, and schedules.

2. 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 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.

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 collaborate 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, Jewish Women's Center.

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 behavior matrix, and teaching expected behaviors, open line of communication with parents and closely monitoring SWPBS. We update our action plans during Professional Learning Community meetings.. Furthermore, we instill an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons, and implementation of SWPBS Programs.

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Valarie Jones	Principal
Nancy Finn	Business/Community
Katoya Finney	Parent
Ronald Jackson	Parent
Keirra Latson	Parent
Susan MacLean	Parent
Cecelia Alexander	Teacher
Ivey Shelton	Teacher
Sharon Wood	Teacher
Tenicee Edwards	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

The School Advisory Council is instrumental in supporting the mission, academic goals and environmental goals of the school. The council assists in monitoring the effectiveness of our school's actions and its direct relation to the School Improvement goals. Business and community are continuously sought after as support for the school.

b. 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.

c. 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.

2. 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.

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Jones, Valarie	Principal
coakley, charlann	Teacher, K-12
groover-harrell, jodi	Teacher, K-12
Waddell, Edna	Teacher, ESE
Griffin, Adrienne	Assistant Principal
Shelton, Ivey	Instructional Coach
allen, chelsea	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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.

D. Public and Collaborative Teaching

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

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

Pleasant City's encourages a positive working relationship between teachers, administrators and Academic Coaches' during Professional Learning Community meetings. The master schedule was built to ensure consistent time for teachers to meet collaboratively with leadership and regional support. Research-based protocols are utilized in order to focus the meetings on students' academic needs, ways to streamline instructional delivery which aligns to the state standards and opportunities to modify small group instruction to maximize student achievement.

2. 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 equipped with the educational

skill set to meet the diverse needs of our students
Principal will attend district recruitment fair as needed
Teachers are encouraged to continue their professional growth by reading, and studying educational research and implementing research based strategies which align to the standards into the instruction
Monthly data meetings with principal
Pairing new teachers with highly effective teachers
An effective Educator Support Program which creates ongoing discussion regarding
• School wide positive behavior
.Classroom Management
• Ways to have a successful first year
• Effective parent communication
• The completion of teacher requirements; such as understanding the standards, item specifications and the standards based report card. Standards based lesson delivery: Focused Professional Learning Community meetings and Ongoing Coaching support

3. 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 State Standards
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 classroom observation data
• Lesson Study

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Pleasant City provides ongoing opportunities for teachers to unpack the Florida Standards into digestible bites for planning, whole and small group instruction, and effective student talk which promotes relevance and rigor as well as directly align to the Florida standards.
This level of planning will provide a deeper level of student engagement and overall comprehension. The incorporation of planned student talk and ongoing professional learning opportunities will have an overall impact on the decrease of any academic misconceptions and promote opportunities for professional growth.

b. Instructional Strategies

1. 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 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 and are addressed in the 90 Literacy Block.

First, we review each student's 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 small group placement is the opportunity for students to transition to another group when progress is demonstrated. It is vital that are students are academically tiered by their needs.

In addition to other mandated assessments, a K-4 Fountas and Pinnell assessment are administered at the beginning of the year for grades K and 1. The teachers 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, provide the teachers with a clear snapshot as to how to form small groups, iii support, and Supplemental Academic Instruction groups. In addition, a "closing the achievement gap" analysis is prepared to curtail instruction to target individual student needs.

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.

Students that require intensive instructional support were 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. 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 and Writing level support from our Single School Culture Coordinator and Instructional Regional Specialists.

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 and Writing block to accommodate the SAI schedule. Students will also receive additional support from various support personnel such as ESE which are equipped to service their academic needs.

2. 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.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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 Pre-school 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 emerging Literacy skills will be shared with parents during our Kindergarten Round-Up.
2. The Pre-K and Kindergarten teachers will engage in ongoing discussion regarding 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 holiday season, Spring break and 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.

b. College and Career Readiness

1. 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

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

n/a

3. 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

4. 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

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

Pleasant City Elementary is indeed the most pleasant place on earth. This neighborhood school was constructed in 2002 in order to meet the academic needs of students that reside within a 3 mile radius of the school. The current enrollment is 343 which encompasses students in Pre-Kindergarten-Fifth grade.

304 students, or 88.1% of the student population at Pleasant City Elementary School identify as African-American, making up the largest segment of the student body. This ratio of the student population is in contrast to a typical school in West Palm Beach which is made up of 39.2% African-American students, so Pleasant City Elementary School has a drastically different ethnic distribution compared to other schools in the city
A large percentage of our students enter Kindergarten with no previous school experience. Therefore, our teachers must build their social awareness, phonemic awareness, phonics background and oral language.
Many of our students have social, emotional needs, therefore our guidance counselor works collaboratively with all teachers to ensure the academic success of all students.
Based on the 2015-2016 Florida Standards Reading data, Pleasant City showed significant growth therefore, we no longer appear on the “State’s Lowest 300 Performing Schools.” We no longer have an additional hour of reading which is unfortunate due to the fact that over 60% of our students are reading deficient according to the Florida Standards Assessment 2015-2016 data.
Our math teachers have demonstrated significant growth which equated to 60% of our students in grades 3-5 performing at or above grade level on the Florida Standards Assessment.
There is a “wait list” for Pre-Kindergarten due to the academic structure and need to ensure students are Kindergarten Ready.

B. 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"Â? 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.

A large percentage of our students are reading deficient. In addition, many have social and emotional needs which directly impacts their ability to master standardized assessments,
*We have new teachers in first and fourth grade teaching grade levels that they have never taught before who have vast and diverse teaching experience.
**In order to increase the number of students with strong literacy and math foundations, teachers in Grades K-2 are departmentalized. Departmentalization allows teachers to focus on and master no more than two subjects.
*We have community partnerships with Bridges at West Palm Beach, Rotary Club, the National Council of Jewish Women and Mandel Public Library of West Palm Beach

C. Strategic Goals

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 deliver effective and relevant instruction, then we will increase reading on grade level by 3rd grade.

Strategic Goals Detail

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

G1. If we deliver effective and relevant instruction, then we will increase reading on grade level by 3rd grade. 1a

G083781

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	75.0
FSA ELA Achievement	42.0
Literacy Rate - Grade 2	40.0
Literacy Rate - Grade 1	40.0

Targeted Barriers to Achieving the Goal 3

- There are a significant number of students with reading deficiencies
- Productive Professional Learning Communities
- Parents inability to support students at home has a direct impact on students ability to read at grade level.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Media Specialist
- Literacy Coach
- Single School Culture Coordinator
- Assistant Principal
- Principal
- IReady Technology
- Leveled Literacy Intervention (LLI)
- Guided/Skill reading groups
- Guidance Counselor working with Data Processor
- iPads
- IReady Lab

Plan to Monitor Progress Toward G1. 8

Conduct weekly effective Professional Learning Communities (PLC) designed to monitor student growth towards proficiency by analyzing student informal and formal data.

Person Responsible
Adrienne Griffin

Schedule
Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion
Analyze student growth towards proficiency through iReady Data, collaborative planning during Professional Learning Communities, Reading Running Records data (RRR), Diagnostic Assessment , teacher anecdotal notes, student portfolios, Florida Standards Quizzes (FSQ), Leveled Literacy Intervention, EDW/Performance Matters and teacher observations (iObservation).

Plan to Monitor Progress Toward G1. 8

In order to ensure the effectiveness of the support positions, administration will monitor the classroom support schedule, small group instruction lesson plans, FSQ and USA data, Reading Running Records and the Florida Standards Assessment results.

Person Responsible
Adrienne Griffin

Schedule
Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion
Daily push-in support schedule, small group lesson plans, Florida Standards Quizzes, Unit Assessments, Reading Running Record Assessment, and Florida Standards Assessment

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 deliver effective and relevant instruction, then we will increase reading on grade level by 3rd grade. 1

G083781

G1.B1 There are a significant number of students with reading deficiencies 2

B222509

G1.B1.S1 Provide instructional programming to meet the needs of all students. 4

S234791

Strategy Rationale

By providing planned and effective core instruction that is aligned to the Florida Standards, while ensuring differentiated instruction during small group to all students; there will be an increase in overall reading proficiency.

Action Step 1 5

Monitor student growth towards proficiency by analyzing student data both informal and formal.

Person Responsible

Adrienne Griffin

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Analyze student growth towards proficiency through iReady Data, Reading Running Records data (RRR), Diagnostic Assessment , teacher anecdotal notes, Florida Standards Quizzes (FSQ), Leveled Literacy Intervention, EDW/Performance Matters and teacher observations (iObservation)

Action Step 2 5

The reading resource teacher is responsible for providing side-by-side academic support to teachers and small group instruction. Resource teacher will analyze and use school data to improve instruction.

Person Responsible

Ivey Shelton

Schedule

Daily, from 8/9/2016 to 6/2/2017

Evidence of Completion

Side-by-side instructional support schedule, lesson plans, student roster

Action Step 3 5

The math resource teacher is responsible for providing side-by-side academic support to teachers and small group instruction. Resource teacher will analyze and use school data to improve instruction.

Person Responsible

Cecelia Alexander

Schedule

Daily, from 8/9/2016 to 6/2/2017

Evidence of Completion

Push-in side-by-side support schedule, lesson plans, student roster

Action Step 4 5

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

Person Responsible

Cecelia Alexander

Schedule

Daily, from 12/9/2016 to 4/14/2017

Evidence of Completion

Teacher time sheets, student sign-in sheets, lesson plans, FSQ and USA data, and FSA results

Action Step 5 5

Ensure students are engaged in an interactive learning environment which has supplemental resources and supplies such as post-it notes, student notebooks, chart paper, etc. in order for students to stop and jot important information, document key information during independent reading, whole and small group instruction and tutorials.

Person Responsible

Adrienne Griffin

Schedule

On 10/31/2016

Evidence of Completion

Purchase orders, requisitions

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Monitor student growth towards proficiency by analyzing student data both informal and formal.

Person Responsible

Adrienne Griffin

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Analyze student growth towards proficiency through iReady Data, collaborative planning during Professional Learning Communities, Reading Running Records data (RRR), Diagnostic Assessment , teacher anecdotal notes, student portfolios, Florida Standards Quizzes (FSQ), Leveled Literacy Intervention, EDW/Performance Matters data and teacher observations (iObservation)

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Administration will monitor the fidelity of the resource teacher positions

Person Responsible

Valarie Jones

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Debrief with coaches and teachers to measure support, email correspondence, classroom observation notes, coaches reflection log, whole/small group lesson plans, and student data.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Conduct weekly effective Professional Learning Communities (PLC) designed to monitor student growth towards proficiency by analyzing student data both informal and formal.

Person Responsible

Adrienne Griffin

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Analyze student growth towards proficiency through iReady Data, collaborative planning during Professional Learning Communities, Reading Running Records data (RRR), Diagnostic Assessment , teacher anecdotal notes, student portfolios, Florida Standards Quizzes (FSQ), Leveled Literacy Intervention, EDW/Performance Matters and teacher observations (iObservation).

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Administration will monitor the fidelity of the resource positions

Person Responsible

Adrienne Griffin

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Administration will conduct data monitoring checks; classroom support schedule, small group lesson plans

G1.B2 Productive Professional Learning Communities 2

B222510

G1.B2.S1 Conduct effective Professional Learning Communities in which teachers collaborative plan their data driven weekly lessons; both whole and small group alongside the Single School Culture Coordinator. 4

S234792

Strategy Rationale

Teachers will be able to provide data driven lessons aligned to the Sunshine State Standards to students using complex texts. Lessons which are engaging and rigorous to all students.

Action Step 1 5

In order for teachers to provide rigorous lessons which are engaging and align to the Sunshine State Standards, they will attend scheduled Professional Learning Community Meetings which will be facilitated by the Single School Coordinator, Administration and the Academic Coaches.

Person Responsible

Valarie Jones

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Sign-in sheet (attendance), Lesson Plans, Classroom Goals and Scales, Teacher Observations (iObservation), EDW/Performance Matters, Diagnostic Data, Florida Standards Assessment, iReady Data, Reading Running Records (RRR), Instructional Focus Calendar, and Leveled Literacy Instruction (LLI).

Action Step 2 5

Teachers will be provided opportunities to school-based and district professional development.

Person Responsible

Adrienne Griffin

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

agenda, sign-in sheets, TDE, handouts

Action Step 3 5

Teachers will learn how to create lessons which scaffold the content knowledge into digestible bites and students have the opportunity to reflect on their learning through Writing.

Person Responsible

Adrienne Griffin

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Lesson plans, Goals and Scales, Student Notebooks, District Diagnostic, Florida Standards Quizzes (FSQ), Florida Standards Assessment, FLKRS, Reading Running Records (RRR) data, classroom observations

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

Teachers will plan alongside Single School Culture Coordinator to ensure lessons both whole and small groups are rigorous and aligned to the Sunshine State Standards.

Person Responsible

Adrienne Griffin

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Lesson plans, Instructional Focus Calendar, Goals and Scales, EDW/Performance Matters, Reading Running Records (RRR), Leveled Literacy Instruction, classroom walk-throughs' (iObservation), District Diagnostic Data and Florida Standards Assessment.

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

Teachers will plan alongside Single School Culture Coordinator to ensure lessons both whole and small groups are rigorous and aligned to the Sunshine State Standards.

Person Responsible

Adrienne Griffin

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Lesson plans, Instructional Focus Calendar, Goals and Scales, EDW/Performance Matters, Reading Running Records (RRR), Leveled Literacy Instruction, classroom walk-throughs' (iObservation), District Diagnostic Data and Florida Standards Assessment.

G1.B3 Parents inability to support students at home has a direct impact on students ability to read at grade level. 2

B222511

G1.B3.S1 Align new and existing community and parent partnerships. 4

S234793

Strategy Rationale

Effective community partnerships with parent support extensions will provide opportunities for parents to learn how to academically assist their child at home and collaborate with school regarding flexible meeting times for workshops and training.

Action Step 1 5

Train parents on academic strategies and activities to use at home to help improve their child's academic achievement.

Person Responsible

Cecelia Alexander

Schedule

Monthly, from 9/1/2016 to 5/26/2017

Evidence of Completion

Agenda, sign-in sheets, evaluations, feedback and parent surveys

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Parent and student surveys as well as teacher feedback will used to gauge success of parent training and workshops.

Person Responsible

Ivey Shelton

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Surveys, notes from parent and student feedback, conference notes, agendas and sign-in sheets

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Parent and student surveys along with student conferences will used to gauge success of parent training and workshops.

Person Responsible

Ivey Shelton

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Surveys, notes from parent and student feedback, conference notes, agendas and sign-in sheets

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
			2017		
G1.B1.S1.A5 A302425	Ensure students are engaged in an interactive learning environment which has supplemental resources...	Griffin, Adrienne	8/15/2016	Purchase orders, requisitions	10/31/2016 one-time
G1.B1.S1.A4 A302424	To order to increase student proficiency in Reading, Math, Science and Writing, students will be...	Alexander, Cecelia	12/9/2016	Teacher time sheets, student sign-in sheets, lesson plans, FSQ and USA data, and FSA results	4/14/2017 daily
G1.B3.S1.A1 A302429	Train parents on academic strategies and activities to use at home to help improve their child's...	Alexander, Cecelia	9/1/2016	Agenda, sign-in sheets, evaluations, feedback and parent surveys	5/26/2017 monthly
G1.MA1 M307040	Conduct weekly effective Professional Learning Communities (PLC) designed to monitor student growth...	Griffin, Adrienne	8/15/2016	Analyze student growth towards proficiency through iReady Data, collaborative planning during Professional Learning Communities, Reading Running Records data (RRR), Diagnostic Assessment , teacher anecdotal notes, student portfolios, Florida Standards Quizzes (FSQ), Leveled Literacy Intervention, EDW/ Performance Matters and teacher observations (iObservation).	6/2/2017 weekly
G1.MA2 M307041	In order to ensure the effectiveness of the support positions, administration will monitor the...	Griffin, Adrienne	8/15/2016	Daily push-in support schedule, small group lesson plans, Florida Standards Quizzes, Unit Assessments, Reading Running Record Assessment, and Florida Standards Assessment	6/2/2017 weekly
G1.B1.S1.MA1 M307032	Conduct weekly effective Professional Learning Communities (PLC) designed to monitor student growth...	Griffin, Adrienne	8/15/2016	Analyze student growth towards proficiency through iReady Data, collaborative planning during Professional Learning Communities, Reading Running Records data (RRR), Diagnostic Assessment , teacher anecdotal notes, student portfolios, Florida Standards Quizzes (FSQ), Leveled Literacy Intervention, EDW/ Performance Matters and teacher observations (iObservation).	6/2/2017 weekly
G1.B1.S1.MA4 M307033	Administration will monitor the fidelity of the resource positions	Griffin, Adrienne	8/15/2016	Administration will conduct data monitoring checks; classroom support schedule, small group lesson plans	6/2/2017 weekly
G1.B1.S1.MA1 M307034	Monitor student growth towards proficiency by analyzing student data both informal and formal.	Griffin, Adrienne	8/15/2016	Analyze student growth towards proficiency through iReady Data, collaborative planning during Professional Learning Communities, Reading Running Records data (RRR), Diagnostic Assessment , teacher anecdotal notes, student portfolios, Florida Standards Quizzes (FSQ), Leveled Literacy Intervention, EDW/ Performance Matters data and teacher observations (iObservation)	6/2/2017 weekly
G1.B1.S1.MA2 M307035	Administration will monitor the fidelity of the resource teacher positions	Jones, Valarie	8/15/2016	Debrief with coaches and teachers to measure support, email correspondence, classroom observation notes, coaches reflection log, whole/ small group lesson plans, and student data.	6/2/2017 weekly
G1.B1.S1.A1 A302421	Monitor student growth towards proficiency by analyzing student data both informal and formal.	Griffin, Adrienne	8/15/2016	Analyze student growth towards proficiency through iReady Data, Reading Running Records data (RRR),	6/2/2017 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				Diagnostic Assessment , teacher anecdotal notes, Florida Standards Quizzes (FSQ), Leveled Literacy Intervention, EDW/Performance Matters and teacher observations (iObservation)	
G1.B1.S1.A2 A302422	The reading resource teacher is responsible for providing side-by-side academic support to teachers...	Shelton, Ivey	8/9/2016	Side-by-side instructional support schedule, lesson plans, student roster	6/2/2017 daily
G1.B1.S1.A3 A302423	The math resource teacher is responsible for providing side-by-side academic support to teachers...	Alexander, Cecelia	8/9/2016	Push-in side-by-side support schedule, lesson plans, student roster	6/2/2017 daily
G1.B2.S1.MA1 M307036	Teachers will plan alongside Single School Culture Coordinator to ensure lessons both whole and...	Griffin, Adrienne	8/22/2016	Lesson plans, Instructional Focus Calendar, Goals and Scales, EDW/ Performance Matters, Reading Running Records (RRR), Leveled Literacy Instruction, classroom walk-throughs' (iObservation), District Diagnostic Data and Florida Standards Assessment.	6/2/2017 weekly
G1.B2.S1.MA1 M307037	Teachers will plan alongside Single School Culture Coordinator to ensure lessons both whole and...	Griffin, Adrienne	8/22/2016	Lesson plans, Instructional Focus Calendar, Goals and Scales, EDW/ Performance Matters, Reading Running Records (RRR), Leveled Literacy Instruction, classroom walk-throughs' (iObservation), District Diagnostic Data and Florida Standards Assessment.	6/2/2017 weekly
G1.B2.S1.A1 A302426	In order for teachers to provide rigorous lessons which are engaging and align to the Sunshine...	Jones, Valarie	8/22/2016	Sign-in sheet (attendance), Lesson Plans, Classroom Goals and Scales, Teacher Observations (iObservation), EDW/Performance Matters, Diagnostic Data, Florida Standards Assessment, iReady Data, Reading Running Records (RRR), Instructional Focus Calendar, and Leveled Literacy Instruction (LLI).	6/2/2017 weekly
G1.B2.S1.A2 A302427	Teachers will be provided opportunities to school-based and district professional development.	Griffin, Adrienne	8/15/2016	agenda, sign-in sheets, TDE, handouts	6/2/2017 weekly
G1.B2.S1.A3 A302428	Teachers will learn how to create lessons which scaffold the content knowledge into digestible...	Griffin, Adrienne	8/15/2016	Lesson plans, Goals and Scales, Student Notebooks, District Diagnostic, Florida Standards Quizzes (FSQ), Florida Standards Assessment, FLKRS, Reading Running Records (RRR) data, classroom observations	6/2/2017 weekly
G1.B3.S1.MA1 M307038	Parent and student surveys along with student conferences will used to gauge success of parent...	Shelton, Ivey	8/15/2016	Surveys, notes from parent and student feedback, conference notes, agendas and sign-in sheets	6/2/2017 monthly
G1.B3.S1.MA1 M307039	Parent and student surveys as well as teacher feedback will used to gauge success of parent...	Shelton, Ivey	8/15/2016	Surveys, notes from parent and student feedback, conference notes, agendas and sign-in sheets	6/2/2017 monthly

V. Professional Development Opportunities

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

G1. If we deliver effective and relevant instruction, then we will increase reading on grade level by 3rd grade.

G1.B2 Productive Professional Learning Communities

G1.B2.S1 Conduct effective Professional Learning Communities in which teachers collaborative plan their data driven weekly lessons; both whole and small group alongside the Single School Culture Coordinator.

PD Opportunity 1

Teachers will learn how to create lessons which scaffold the content knowledge into digestible bites and students have the opportunity to reflect on their learning through Writing.

Facilitator

Administration, Literacy Coach, SAI Teacher, Single School Culture Coordinator

Participants

Reading and Writing teachers

Schedule

Weekly, from 8/15/2016 to 6/2/2017

VI. Technical Assistance Items

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

VII. Budget

1	**G1.B1.S1.A1**	**Monitor student growth towards proficiency by analyzing student data both informal and formal.**				**$0.00**
2	**G1.B1.S1.A2**	**The reading resource teacher is responsible for providing side-by-side academic support to teachers and small group instruction. Resource teacher will analyze and use school data to improve instruction.**				**$66,342.45**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	120-Classroom Teachers	2591 - Pleasant City Elementary School	Title I, Part A	1.0	$66,342.45
			Notes: salary and benefits - Shelton			
3	**G1.B1.S1.A3**	**The math resource teacher is responsible for providing side-by-side academic support to teachers and small group instruction. Resource teacher will analyze and use school data to improve instruction.**				**$66,342.45**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	120-Classroom Teachers	2591 - Pleasant City Elementary School	Title I, Part A	1.0	$66,342.45
			Notes: salary and benefits - Alexander			
4	**G1.B1.S1.A4**	**To order to increase student proficiency in Reading, Math, Science and Writing, students will be provided with tutorial support to ensure proficiency on the Florida Standards Assessment.**				**$7,966.35**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	100-Salaries	2591 - Pleasant City Elementary School	Title I, Part A		$7,966.35
			Notes: Part-time in systems			
5	**G1.B1.S1.A5**	**Ensure students are engaged in an interactive learning environment which has supplemental resources and supplies such as post-it notes, student notebooks, chart paper, etc. in order for students to stop and jot important information, document key information during independent reading, whole and small group instruction and tutorials.**				**$3,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	510-Supplies	2591 - Pleasant City Elementary School	Title I, Part A		$3,000.00
			Notes: Supplies - copy paper, pencils, pens, markers, composition notebooks, post-it notes, folders, ink, construction paper, academic books, magazines, headphones and anchor chart paper			
6	**G1.B2.S1.A1**	**In order for teachers to provide rigorous lessons which are engaging and align to the Sunshine State Standards, they will attend scheduled**				**$0.00**

		Professional Learning Community Meetings which will be facilitated by the Single School Coordinator, Administration and the Academic Coaches.				
7	**G1.B2.S1.A2**	**Teachers will be provided opportunities to school-based and district professional development.**				**$2,436.84**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	510-Supplies	2591 - Pleasant City Elementary School	Title I, Part A		$1,436.84
			Notes: Supplies - copy paper, notebooks, binders, dividers, post-it notes, pens, markers, professional development guides/books, chart paper, ink			
	6400	750-Other Personal Services	2591 - Pleasant City Elementary School	Title I, Part A		$1,000.00
			Notes: Subs for PD			
8	**G1.B2.S1.A3**	**Teachers will learn how to create lessons which scaffold the content knowledge into digestible bites and students have the opportunity to reflect on their learning through Writing.**				**$0.00**
9	**G1.B3.S1.A1**	**Train parents on academic strategies and activities to use at home to help improve their child's academic achievement.**				**$2,110.77**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6150	510-Supplies	2591 - Pleasant City Elementary School	Title I, Part A		$2,110.77
			Notes: Supplies - copy paper, folders, labels, pens, chart paper, math manipulatives, supplemental academic resource guides, refreshments			
					Total:	**$148,198.86**