

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)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	99%
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	2016-17	2015-16	2014-15	2013-14
Grade	C	C	D*	A

**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 11/8/2017.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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	6
Supportive Environment	6
Family and Community Engagement	10
Effective Leadership	11
Public and Collaborative Teaching	15
Ambitious Instruction and Learning	16
8-Step Planning and Problem Solving Implementation	22
Goals Summary	22
Goals Detail	22
Action Plan for Improvement	26
Appendix 1: Implementation Timeline	38
Appendix 2: Professional Development and Technical Assistance Outlines	41
Professional Development Opportunities	41
Technical Assistance Items	42
Appendix 3: Budget to Support Goals	42

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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Pleasant City Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Pleasant City Community Elementary School is to build a cohesive relationship between highly qualified teachers, parents, and the community in which all students strive for excellence, are prepared to achieve their highest academic potential and are prepared to be responsible citizens through high quality instruction.

b. Provide the school's vision statement.

Pleasant City Community Elementary envisions a community of independent learners prepared to think critically, solve real-life problems and are 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 according to 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 utilizing the lessons and resources from the Department of Elementary Social Studies/K-12 Holocaust Studies Program Planner in the appropriate grades that focus on character lessons, which teach valuable lessons about the victims of the Holocaust and their experiences. A display of selected artifacts and completed projects will be displayed 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 Slams where students write poetry written about African Americans. Also, a cereal box or a Power Point presentation project on famous African American inventors or researcher and highlight in a creative ways local African Americans that are doing well in our community. Students will initially read literature in class which will equip them with 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 projects 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. Grades k-5 will use the website <http://www.nea.org/tools/lessons/> to-gather grade appropriate lessons to teach concepts. Local women will be featured in a mini Career Day with an emphasis on the fields of Health, STEM and Government.
- Sacrifices of Veterans: Pleasant City will infuse sacrifices of veteran's as well as the criteria for being considered a veteran and discuss how veterans help and protect our country. Then, students will show their appreciation by writing letters to local veterans. (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 ceremony to honor 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 in order to increase cultural awareness, improve student-teacher relationships, and attempt 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 interactions between students and teachers;
- Provide and demonstrate to faculty members simple strategies for discovering and understanding student 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;
- Embedded 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.

The Pillars of Effective Instruction lead our practices in providing all of our students with opportunities that will support their academic success. All students are:

- Collaborating in a student-centered, personalized environment: Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means. Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential.
- Empowered and supported through high expectations to be college and career ready: Students consistently experience rigorous, standards-based instruction grounded in the expectation that all students can succeed. Students have access to a support system of services to feel safe, supported, and cared for by peers, adults, and the broader community.

Student involvement in the academic processes is key. Students learn to articulate the academic targets, analyze their own data, derive feedback, and develop their plan for learning. Students also become partners in the assessment process and learn to lead conferences regarding their academic achievement.

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. This includes 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 needs, and intensive (brief individual counseling and referrals) 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 and after school;
 - Teachers, Staff and Support Staff will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying, harassment, dating, violence, and 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 and are academically aware.
- 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 daily to weekly basis to include student feedback.
- The Tiger Mart is a school-wide initiative to celebrate students' behavioral successes.
- 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:

- An operational school based team meets weekly to discuss students with barriers to academic and social success;
- Mentors are assigned to students identified with social and emotional learning concerns;
- Check-in/Check-out; students are paired with positive adult interactions and 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. 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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 with special emphasis placed on students identified as "At-Risk". School-Wide Positive Behavior Support team (SWPBS) will host a quarterly 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	20	15	15	14	9	14	0	0	0	0	0	0	0	87
One or more suspensions	0	5	6	6	5	9	0	0	0	0	0	0	0	31
Course failure in ELA or Math	22	27	39	32	22	27	0	0	0	0	0	0	0	169
Level 1 on statewide assessment	0	0	0	27	19	33	0	0	0	0	0	0	0	79

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	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	11	11	18	27	19	30	0	0	0	0	0	0	0	116

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; and the Go-to-Grow attendance initiative
- 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP 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, Parent Conference Fair, Falling in Love with the FSA, Parent Workshops and Trainings 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 secondary education.

C. Effective Leadership

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
Alexander, Cecelia	Instructional Coach
Buchanan, Camala	Other
Shelton, Ivey	Instructional Coach
Wood, Sharon	Other
allen, chelsea	Teacher, K-12
coakley, charlann	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 learning environment; Individual student needs both academic and attendance, instructional programs and schedules. In addition, staff strengths, and deficiencies as well as 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 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 through Professional Learning Community meetings to analyze data and use the results to drive classroom instruction.

In addition, teachers attend 90-minute weekly Professional Learning Community meetings. Meetings are centered on student data, research based resources, standards-based lesson plans and peer/coach collaboration.

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

Tiered instruction is provided to ensure students that require additional remediation are assisted through during, after-school programs or summer school. Resource Teachers and academic tutors will provide small group instruction to maximize student growth. The iReady consumables and computer based technology will be used to print student data and other classroom supplies purchased with Title One Funds will be utilized to enhance student achievement.

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 to improve the overall effectiveness of education programs through the purchase of small equipment. 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 funding for a SAI teacher. The SAI teacher provides daily Immediate Intensive Instruction to students identified with a reading deficiency. 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: Pleasant City receives ongoing support from Safe Schools for bullying prevention programs and techniques (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.

Educational services through community stakeholders; Bridges and Safe Schools are made available to our students.

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 healthy meals for all students. All students are provided with a free breakfast. In addition, students are with healthy and well balanced meals during the Summer.

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, Jewish Women's Center.

The Life Center will provide quality school aged after-school care to Pleasant City Elementary students.

Our school embraces a Single School Culture by sharing our Universal Guidelines for Success, behavior matrix, and teaching expected behaviors, as well as the importance of an open line of communication with parents, students and stakeholders. We update our action plans during SWPBS monthly 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
Cecelia Alexander	Teacher
Ivey Shelton	Teacher
Sharon Wood	Teacher
Tenicee Edwards	Parent
Margaret Bess	Business/Community
Katreena Williams	Business/Community
Hilton Pitts	Parent
Sybil Mitchell	Education Support Employee
Kellie Bernier	Parent
Angel Sephulveda	Parent
Brittnay Bates	Parent
Valarie DeVastey	Parent
Anthony Smith	Parent
Coliss Colson	Parent
	Student
Arlister French	Parent
Camala Buchanan	Education Support Employee

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

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 18 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 monies are properly allocated.

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

Supplies, Materials and resources that are essential to student achievement as well as increasing student motivation.

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
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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

The Pillars of Effective Instruction focus on ensuring ALL students are provided with instruction that will prepare them for post-secondary success. In order to ensure all students are immersed in rigorous tasks encompassing the full intent of the standards, actively engaged in building, connecting, and applying knowledge, collaborating in a student centered, personalized environment, and empowered and supported through high expectations to be college and career ready we provide our teachers and staff opportunities to participate in collaborative planning and instruction. One venue for encouraging positive working relationships with teachers is participation in Professional Learning Communities (PLCs). The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

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 skill-set. The following include a few of the practices that will be shared and discussed between the newly hired educator and their mentor.

- The mentors will assist the new educators with the following:

- Building effective parent relationships

- Understanding and implementing the State Standards

Proper use of the iPads

- 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

All new teachers are enrolled in the Educator Support Program and paired with a two teachers; mentor and a buddy for ongoing support.

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.

By implementing the first Pillar, students are immersed in rigorous tasks encompassing the full intent of the standards.

- Students are actively engaged with complex texts, tasks, and talk using evidence from the text and creating work samples that are standards-based and rigorous.
- Students are actively engaged in a coherent progression of mathematical practices that relate new concepts to prior skills and target the aspect of rigor called for by the standards.

Pleasant City provides weekly opportunities for teachers to deepen their knowledge base of the Florida Standards. Standards will be broken into digestible bites for planning, whole and small group instruction, and effective student talk which promotes relevance and rigor.

This level of planning will provide a broader level of student engagement and overall comprehension. The incorporation of planned student talk and ongoing professional learning development 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.

By implementing the third Pillar, students collaborate in a student-centered, personalized environment.

- Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means.
- Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential.

At the beginning of the year, all grade level 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 the data and are used to provide differentiated instruction to all students during their 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, the K-5 Fountas and Pinnell assessment is administered at the beginning of the year for all grades. The assessment provides teachers with essential student data such as individual reading behaviors, reading patterns and deficiencies as well as 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 are 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 are placed in smaller Literacy groups in order for them to receive LLI. The On Grade level and Enrichment groups are considerably large 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 solicited support from our Fine Arts Staff to incorporate Art, Music, Reader's Theater and physical movement. This provided our students an opportunity to expand 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 have a built-in 30 minutes for iii daily. During this time, teachers 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 the number of students not meeting grade level expectations and solidify their 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

As an early intervention to increase reading on grade level by third grade and to increase student readiness to enter kindergarten, Pleasant City Elementary School offers a school year Voluntary Prekindergarten (VPK) program that is supplemented with enrichment hours. This VPK program is supported by the Department of Early Childhood Education and follows all statutes, rules and

contractual mandates in the Florida VPK Statewide Provider Agreement, including the use of a developmentally appropriate curriculum that enhances the age-appropriate progress of children in attaining each of the performance standards adopted by the Florida DOE. Participating children are expected to transition to kindergarten ready to learn and be successful in school and later life.

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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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.

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" 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.

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 data-driven interventions and research based academic support systems are implemented, then Pleasant City will increase the percentage of proficient students matriculating from middle school to high school as shown on high school readiness indicators.

- G2.** If a student-centered, standards driven environment is created which delivers effective and relevant instruction, then we will meet the diverse academic needs of all students, hence increasing the number of Third grade students reading at or above grade level to 42%.

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 data-driven interventions and research based academic support systems are implemented, then Pleasant City will increase the percentage of proficient students matriculating from middle school to high school as shown on high school readiness indicators. 1a

G094996

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	42.0

Targeted Barriers to Achieving the Goal 3

- The number of minutes teachers are engaged in planning grade level work.
- Student lessons lack rigor and are not differentiated to meet the needs of all students.

Resources Available to Help Reduce or Eliminate the Barriers 2

- iReady technology and consumables
- Title One Parent Training and Workshops
- Title One tutorial; In school and After-school
- Professional Learning Community Meetings
- Title One Resource Teacher positions
- Central Region Specialists' academic support

G2. If a student-centered, standards driven environment is created which delivers effective and relevant instruction, then we will meet the diverse academic needs of all students, hence increasing the number of Third grade students reading at or above grade level to 42%. **1a**

G094997

Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement	63.0
FSA ELA Achievement	55.0
FSA ELA Achievement	48.0
FSA ELA Achievement	42.0

Targeted Barriers to Achieving the Goal **3**

- Students entering Kindergarten have limited academic exposure and this impacts the number of students that are reading at or above grade level before they enter Third grade.
- Limited opportunities to provide supplemental ELA academic support during the instructional day to students identified as needing additional time, remediation and support.

Resources Available to Help Reduce or Eliminate the Barriers **2**

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

Plan to Monitor Progress Toward G2. 8

Conduct weekly 90 minute Professional Learning Community meetings which cultivate individual skills and are designed to analyze and monitor student on all assessments.

Person Responsible

Adrienne Griffin

Schedule

Weekly, from 8/14/2017 to 6/1/2018

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/UNIFY and teacher observations (iObservation).

Plan to Monitor Progress Toward G2. 8

In order to ensure the effectiveness of the Teacher Resource positions, administration will monitor the classroom/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 8/14/2017 to 6/1/2018

Evidence of Completion

Weekly push-in support schedule, small group lesson plans, Florida Standards Quizzes, Unit Assessments, Reading Running Record Assessment, iReady data and the 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 data-driven interventions and research based academic support systems are implemented, then Pleasant City will increase the percentage of proficient students matriculating from middle school to high school as shown on high school readiness indicators. **1**

 G094996

G1.B1 The number of minutes teachers are engaged in planning grade level work. **2**

 B255712

G1.B1.S1 All teachers: Homeroom and Fine Arts staff will have the opportunity to collaborate during their 90 minute Professional Learning Community Meetings. **4**

 S270253

Strategy Rationale

The meetings are a platform for teachers to deepen their understanding of the Florida Standards, review student data, create standards based data driven lessons with built in student scaffolds and plan for whole and small group instruction. Lessons are centered around the individual academic needs of all learners.

Action Step 1 **5**

All teachers: Homeroom and Fine Art teachers will have the opportunity to collaborate during their 90 minute/weekly Professional Learning Community Meetings

Person Responsible

Camala Buchanan

Schedule

Weekly, from 8/21/2017 to 6/1/2018

Evidence of Completion

Agendas, Sign-in sheets, minutes, Resource teachers feedback/reflection and lesson plans

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

All teachers: Homeroom and Fine Art teachers will have the opportunity to participate in common planning as a direct extension of their Professional Learning Community Meetings.

Person Responsible

Ivey Shelton

Schedule

Weekly, from 8/21/2017 to 6/1/2018

Evidence of Completion

Agendas, Sign-in sheets, minutes, Single School Culture Coordinator, Resource teachers feedback/reflection and lesson plans

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

All teachers: Homeroom and Fine Art teachers will have the opportunity to participate in common planning as a direct extension of their Professional Learning Community Meetings.

Person Responsible

Ivey Shelton

Schedule

On 6/1/2018

Evidence of Completion

Agendas, Sign-in sheets, minutes, Single School Culture Coordinator, Resource teachers feedback/reflection and lesson plans

G1.B2 Student lessons lack rigor and are not differentiated to meet the needs of all students. 2

B255713

G1.B2.S1 iReady technology and consumables will be utilized during whole and small group to provide students with rigorous and differentiated instruction. 4

S270254

Strategy Rationale

Lessons provide built-in scaffolds to differentiate instruction for all students and allow students the opportunity to successfully navigate through complex grade level texts.

Action Step 1 5

Teachers will utilize the iReady program in both whole and small group instruction

Person Responsible

Ivey Shelton

Schedule

On 6/1/2018

Evidence of Completion

iReady data, whole and small group lesson plans, FSQ and UNIFY data

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

Students will utilize the iReady program during their daily rotation in Reading and Math.

Person Responsible

Camala Buchanan

Schedule

On 6/1/2018

Evidence of Completion

iReady data and usage report, classroom rotation schedule, teacher lessons plans

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

Students will utilize the iReady program during their daily rotation in Reading and Math.

Person Responsible

Camala Buchanan

Schedule

On 6/1/2018

Evidence of Completion

iReady data and usage report, teacher lesson plans, and classroom rotation schedule

G2. If a student-centered, standards driven environment is created which delivers effective and relevant instruction, then we will meet the diverse academic needs of all students, hence increasing the number of Third grade students reading at or above grade level to 42%. 1

G094997

G2.B1 Students entering Kindergarten have limited academic exposure and this impacts the number of students that are reading at or above grade level before they enter Third grade. 2

B255715

G2.B1.S1 Build a robust academic blueprint which ensures equitable opportunities for the success of all students 4

S270256

Strategy Rationale

By providing standards based differentiated small group instruction which addresses the specific needs of all students; there will be an increase in overall reading proficiency.

Action Step 1 5

Progress monitor all student data towards proficiency.

Person Responsible

Adrienne Griffin

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Progress monitor all student data towards proficiency through iReady Data, Reading Running Records data (RRR), Diagnostic Assessment , teacher anecdotal notes, Florida Standards Quizzes (FSQ), Leveled Literacy Intervention, EDW, UNIFY 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 to students. In addition, the resource teachers will analyze and collaborate with teachers to ensure that Reading lessons are data driven and align to the Florida standards.

Person Responsible

Ivey Shelton

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

Data driven standards based lesson plans, teacher side by side support schedule, FSQ's, observations, and small group student rosters, Data driven meeting agendas

Action Step 3 5

The Math resource teacher is responsible for providing side-by-side academic support to teachers and small group instruction to students. In addition, the resource teachers will analyze and collaborate with teachers to ensure that Mathematics lessons are data driven and align to the Florida standards.

Person Responsible

Cecelia Alexander

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

Data driven standards based lesson plans, teacher side by side support schedule, FSQ's, observations, and small group student rosters, Data driven meeting agendas

Action Step 4 5

In order to maximize student growth in Reading, Math, Science and Writing, data will be used to identify students in order to provide during and after-school tutorial support to increase proficiency on the Florida Standards Assessment.

Person Responsible

Cecelia Alexander

Schedule

Daily, from 12/11/2017 to 4/27/2018

Evidence of Completion

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

Action Step 5 5

All students will be engaged in an interactive learning environment which has supplemental resources and supplies such as pencils, pens, highlighters, chart markers, post-it notes, student notebooks, chart paper, etc. in order to increase students understanding of what is being taught and for students to reflect on their reading by stopping and jotting key information during independent reading, whole and small group instruction during school and tutorials.

Person Responsible

Adrienne Griffin

Schedule

On 6/1/2018

Evidence of Completion

Purchase orders, requisitions

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

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

Person Responsible

Adrienne Griffin

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Analyze student growth towards proficiency through iReady Data, collaborative planning during Professional Learning Communities, Reading Running Records data (RRR), Diagnostic Assessments, 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 G2.B1.S1 6

Administration will monitor the fidelity of the resource teacher positions

Person Responsible

Valarie Jones

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Weekly debrief with coaches and teachers to measure peer support and check on teacher progress, through email correspondence, classroom support notes, coaches reflection log, whole/small group lesson plans, and student data.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Conduct weekly 90 minute Professional Learning Community meetings which cultivate individual skills, and also analyze student data, plan future Florida Standards based lessons using student data, monitor students on all assessments, and improve teacher instructional delivery.

Person Responsible

Adrienne Griffin

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Administration will monitor the effectiveness of the resource positions through ongoing progress monitoring.

Person Responsible

Adrienne Griffin

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Attending professional learning community meetings, administration will conduct data monitoring chats; classroom and small group support schedule as well as review lesson plans

G2.B2 Limited opportunities to provide supplemental ELA academic support during the instructional day to students identified as needing additional time, remediation and support. 2

B255716

G2.B2.S1 Conduct effective Professional Learning Communities in which teachers collaborative plan standards based data driven weekly lessons, for both whole and small group settings, alongside the Single School Culture Coordinator. 4

S270257

Strategy Rationale

Teachers will be able to provide data driven lessons which aligned to the Florida Standards to students using complex texts. Lessons that are engaging, rigorous, and appropriate for all students.

Action Step 1 5

In order for teachers to provide rigorous lessons which are engaging and aligned to the Florida 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 8/14/2017 to 6/1/2018

Evidence of Completion

Sign-in sheet (attendance), Lesson Plans, Classroom Goals and Scales, Student Work, 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 for school-based and district professional development.

Person Responsible

Adrienne Griffin

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

agenda, sign-in sheets, TDE, handouts, classroom implementation (evident in lesson plans)

Action Step 3 **5**

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

Person Responsible

Adrienne Griffin

Schedule

Weekly, from 8/14/2017 to 6/1/2018

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 G2.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 Florida State Standards.

Person Responsible

Adrienne Griffin

Schedule

Weekly, from 8/14/2017 to 6/1/2018

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 G2.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 Florida State Standards.

Person Responsible

Adrienne Griffin

Schedule

Weekly, from 8/14/2017 to 6/1/2018

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.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G2.B1.S1.A4 A361753	In order to maximize student growth in Reading, Math, Science and Writing, data will be used to...	Alexander, Cecelia	12/11/2017	Teacher time sheets, student sign-in sheets, lesson plans, weekly FSQ and USA data, iReady data and FSA results	4/27/2018 daily
G2.MA1 M386363	Conduct weekly 90 minute Professional Learning Community meetings which cultivate individual skills...	Griffin, Adrienne	8/14/2017	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/ UNIFY and teacher observations (iObservation).	6/1/2018 weekly
G2.MA2 M386364	In order to ensure the effectiveness of the Teacher Resource positions, administration will monitor...	Griffin, Adrienne	8/14/2017	Weekly push-in support schedule, small group lesson plans, Florida Standards Quizzes, Unit Assessments, Reading Running Record Assessment, iReady data and the Florida Standards Assessment	6/1/2018 weekly
G1.B1.S1.MA1 M386351	All teachers: Homeroom and Fine Art teachers will have the opportunity to participate in common...	Shelton, Ivey	8/21/2017	Agendas, Sign-in sheets, minutes, Single School Culture Coordinator, Resource teachers feedback/reflection and lesson plans	6/1/2018 one-time
G1.B1.S1.MA1 M386352	All teachers: Homeroom and Fine Art teachers will have the opportunity to participate in common...	Shelton, Ivey	8/21/2017	Agendas, Sign-in sheets, minutes, Single School Culture Coordinator, Resource teachers feedback/reflection and lesson plans	6/1/2018 weekly
G1.B1.S1.A1 A361748	All teachers: Homeroom and Fine Art teachers will have the opportunity to collaborate during their...	Buchanan, Camala	8/21/2017	Agendas, Sign-in sheets, minutes, Resource teachers feedback/reflection and lesson plans	6/1/2018 weekly
G1.B2.S1.MA1 M386353	Students will utilize the iReady program during their daily rotation in Reading and Math.	Buchanan, Camala	8/14/2017	iReady data and usage report, teacher lesson plans, and classroom rotation schedule	6/1/2018 one-time
G1.B2.S1.MA1 M386354	Students will utilize the iReady program during their daily rotation in Reading and Math.	Buchanan, Camala	8/14/2017	iReady data and usage report, classroom rotation schedule, teacher lessons plans	6/1/2018 one-time
G1.B2.S1.A1 A361749	Teachers will utilize the iReady program in both whole and small group instruction	Shelton, Ivey	8/14/2017	iReady data, whole and small group lesson plans, FSQ and UNIFY data	6/1/2018 one-time
G2.B1.S1.MA1 M386355	Conduct weekly 90 minute Professional Learning Community meetings which cultivate individual...	Griffin, Adrienne	8/14/2017	Meeting Agendas, Analyze student growth towards proficiency through iReady Data, collaborative planning during Professional Learning Communities, Reading Running Records data (RRR), Diagnostic Assessment , teacher anecdotal notes, teacher lesson plans, student portfolios, Florida Standards Quizzes (FSQ), Leveled Literacy Intervention, EDW/ UNIFY and teacher observations (iObservation).	6/1/2018 weekly
G2.B1.S1.MA4 M386356	Administration will monitor the effectiveness of the resource positions through ongoing progress...	Griffin, Adrienne	8/14/2017	Attending professional learning community meetings, administration will conduct data monitoring chats; classroom and small group support schedule as well as review lesson plans	6/1/2018 weekly

Palm Beach - 2591 - Pleasant City Elementary School - 2017-18 SIP
Pleasant City Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.MA1  M386357	Monitor student growth towards proficiency by analyzing student data both informal and formal.	Griffin, Adrienne	8/14/2017	Analyze student growth towards proficiency through iReady Data, collaborative planning during Professional Learning Communities, Reading Running Records data (RRR), Diagnostic Assessments, teacher anecdotal notes, student portfolios, Florida Standards Quizzes (FSQ), Leveled Literacy Intervention, EDW/ Performance Matters data and teacher observations (iObservation)	6/1/2018 weekly
G2.B1.S1.MA2  M386358	Administration will monitor the fidelity of the resource teacher positions	Jones, Valarie	8/14/2017	Weekly debrief with coaches and teachers to measure peer support and check on teacher progress, through email correspondence, classroom support notes, coaches reflection log, whole/small group lesson plans, and student data.	6/1/2018 weekly
G2.B1.S1.A1  A361750	Progress monitor all student data towards proficiency.	Griffin, Adrienne	8/14/2017	Progress monitor all student data towards proficiency through iReady Data, Reading Running Records data (RRR), Diagnostic Assessment , teacher anecdotal notes, Florida Standards Quizzes (FSQ), Leveled Literacy Intervention, EDW, UNIFY and teacher observations (iObservation)	6/1/2018 weekly
G2.B1.S1.A2  A361751	The Reading resource teacher is responsible for providing side-by-side academic support to teachers...	Shelton, Ivey	8/14/2017	Data driven standards based lesson plans, teacher side by side support schedule, FSQ's, observations, and small group student rosters, Data driven meeting agendas	6/1/2018 daily
G2.B1.S1.A3  A361752	The Math resource teacher is responsible for providing side-by-side academic support to teachers...	Alexander, Cecelia	8/14/2017	Data driven standards based lesson plans, teacher side by side support schedule, FSQ's, observations, and small group student rosters, Data driven meeting agendas	6/1/2018 daily
G2.B1.S1.A5  A361754	All students will be engaged in an interactive learning environment which has supplemental...	Griffin, Adrienne	8/14/2017	Purchase orders, requisitions	6/1/2018 one-time
G2.B2.S1.MA1  M386359	Teachers will plan alongside Single School Culture Coordinator to ensure lessons both whole and...	Griffin, Adrienne	8/14/2017	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.	6/1/2018 weekly
G2.B2.S1.MA1  M386360	Teachers will plan alongside Single School Culture Coordinator to ensure lessons both whole and...	Griffin, Adrienne	8/14/2017	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.	6/1/2018 weekly
G2.B2.S1.A1  A361755	In order for teachers to provide rigorous lessons which are engaging and aligned to the Florida...	Jones, Valarie	8/14/2017	Sign-in sheet (attendance), Lesson Plans, Classroom Goals and Scales, Student Work, 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).	6/1/2018 weekly

Palm Beach - 2591 - Pleasant City Elementary School - 2017-18 SIP
Pleasant City Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S1.A2 A361756	Teachers will be provided opportunities for school-based and district professional development.	Griffin, Adrienne	8/14/2017	agenda, sign-in sheets, TDE, handouts, classroom implementation (evident in lesson plans)	6/1/2018 weekly
G2.B2.S1.A3 A361757	Teachers will learn how to create lessons aligned to Florida Standards which scaffold the content...	Griffin, Adrienne	8/14/2017	Lesson plans, Goals and Scales, Student Notebooks, District Diagnostic, Florida Standards Quizzes (FSQ), Florida Standards Assessment, FLKRS, Reading Running Records (RRR) data, classroom observations	6/1/2018 weekly

V. Professional Development Opportunities

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

G2. If a student-centered, standards driven environment is created which delivers effective and relevant instruction, then we will meet the diverse academic needs of all students, hence increasing the number of Third grade students reading at or above grade level to 42%.

G2.B2 Limited opportunities to provide supplemental ELA academic support during the instructional day to students identified as needing additional time, remediation and support.

G2.B2.S1 Conduct effective Professional Learning Communities in which teachers collaborative plan standards based data driven weekly lessons, for both whole and small group settings, alongside the Single School Culture Coordinator.

PD Opportunity 1

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

Facilitator

Single School Culture Coordinator, Professional Development Team

Participants

Reading and Writing teachers

Schedule

Weekly, from 8/14/2017 to 6/1/2018

PD Opportunity 2

Teachers will learn how to create lessons aligned to Florida Standards which scaffold the content knowledge into digestible bites, and will also 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 8/14/2017 to 6/1/2018

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	All teachers: Homeroom and Fine Art teachers will have the opportunity to collaborate during their 90 minute/weekly Professional Learning Community Meetings				\$0.00
2	G1.B2.S1.A1	Teachers will utilize the iReady program in both whole and small group instruction				\$0.00
3	G2.B1.S1.A1	Progress monitor all student data towards proficiency.				\$0.00
4	G2.B1.S1.A2	The Reading resource teacher is responsible for providing side-by-side academic support to teachers and small group instruction to students. In addition, the resource teachers will analyze and collaborate with teachers to ensure that Reading lessons are data driven and align to the Florida standards.				\$66,342.45
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	120-Classroom Teachers	2591 - Pleasant City Elementary School	Title I, Part A	1.0	\$66,342.45
<i>Notes: salary and benefits - Shelton</i>						
5	G2.B1.S1.A3	The Math resource teacher is responsible for providing side-by-side academic support to teachers and small group instruction to students. In addition, the resource teachers will analyze and collaborate with teachers to ensure that Mathematics lessons are data driven and align to the Florida standards.				\$66,342.45
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	120-Classroom Teachers	2591 - Pleasant City Elementary School	Title I, Part A	1.0	\$66,342.45
<i>Notes: salary and benefits - Alexander</i>						
6	G2.B1.S1.A4	In order to maximize student growth in Reading, Math, Science and Writing, data will be used to identify students in order to provide during and after-school tutorial support to increase proficiency on the Florida Standards Assessment.				\$7,966.35
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	100-Salaries	2591 - Pleasant City Elementary School	Title I, Part A		\$7,966.35
<i>Notes: Part-time in systems</i>						
7	G2.B1.S1.A5	All students will be engaged in an interactive learning environment which has supplemental resources and supplies such as pencils, pens, highlighters, chart markers, post-it notes, student notebooks, chart paper, etc. in order to increase students understanding of what is being taught and for students to reflect on their reading by stopping and jotting key information during independent reading, whole and small group instruction during school and tutorials.				\$3,000.00

Palm Beach - 2591 - Pleasant City Elementary School - 2017-18 SIP
Pleasant City Elementary School

	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	2591 - Pleasant City Elementary School	Title I, Part A		\$3,000.00
			<i>Notes: Supplies - copy paper, pencils, pens, markers, composition notebooks, post-it notes, folders, ink, construction paper, academic books, magazines, headphones and anchor chart paper</i>			
8	G2.B2.S1.A1	In order for teachers to provide rigorous lessons which are engaging and aligned to the Florida State Standards, they will attend scheduled Professional Learning Community Meetings which will be facilitated by the Single School Coordinator, Administration and the Academic Coaches.				\$0.00
9	G2.B2.S1.A2	Teachers will be provided opportunities for school-based and district professional development.				\$2,436.84
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	510-Supplies	2591 - Pleasant City Elementary School	Title I, Part A		\$1,436.84
			<i>Notes: Supplies - copy paper, notebooks, binders, dividers, post-it notes, pens, markers, professional development guides/books, chart paper, ink</i>			
	6400	750-Other Personal Services	2591 - Pleasant City Elementary School	Title I, Part A		\$1,000.00
			<i>Notes: Subs for PD</i>			
10	G2.B2.S1.A3	Teachers will learn how to create lessons aligned to Florida Standards which scaffold the content knowledge into digestible bites, and will also have the opportunity to reflect on their learning through Writing.				\$0.00
					Total:	\$146,088.09