

The School District of Palm Beach County

Pleasant City Elementary School



2021-22 Schoolwide Improvement Plan

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Pleasant City Elementary School

2222 SPRUCE AVE, West Palm Beach, FL 33407

<https://pces.palmbeachschools.org>

Demographics

Principal: Adrienne Griffin

Start Date for this Principal: 8/30/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* Economically Disadvantaged Students*
School Grades History	2018-19: B (54%) 2017-18: C (50%) 2016-17: C (42%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Palm Beach County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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Pleasant City Elementary School

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School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	96%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	C

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Pleasant City's staff, parents, and community are committed to providing our students with technology embedded, standards driven instruction that is equitable for all students. Instruction which showcases each students' creativity and is differentiated to meet their individual needs. Moreover, to build confident, competent individuals and catapult them to their ultimate goal of being college and career ready.

Provide the school's vision statement.

Pleasant City Community Elementary envisions a community of independent learners that are Individuals of all backgrounds and experiences that are prepared to think critically, solve real-life problems, and are committed to using their academic skill-set and social skills to become future leaders capable of contributing positively to their communities.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Griffin, Adrienne	Principal	Instructional Leader whose primary responsibilities are to set clear goals, implement standardized curricula, assess teaching methods, monitor student achievement, encourage parental involvement regarding decision making and promote student learning and growth.
DeVastey, Valerie	Instructional Coach	Instructional Literacy Coach responsible for analyzing Reading and Writing data and creating an action plan driven by student needs. The Instructional Coach also focuses on practical strategies for engaging students while improving their learning, side-by-side coaching/feedback utilizing the Coaching Continuum with Kindergarten to Fifth grade Reading/Writing teachers, as well as provide curriculum support driven by student data and small group instruction to identified students.
Alexander, Cecelia	Instructional Coach	Instructional Math Coach responsible for analyzing Math data and creating an action plan driven by student needs. The Instructional Coach also focuses on practical strategies for engaging students while improving their learning, side-by-side coaching/feedback utilizing the Coaching Continuum with Kindergarten to Fifth grade Math teachers as well as provide curriculum support driven by student data and small group instruction to identified students.
Patterson, Samantha	Assistant Principal	Assistant Instructional Leader whose primary responsibilities are to set clear goals, implement standardized curricula, assess teaching methods, monitor student achievement, encourage parental involvement regarding decision making and promote student learning and growth.
Johnson, Tiffany	Curriculum Resource Teacher	Conduct Learning Team Meetings (LTM) including unpacking standards and planning with teachers to implement standards based instruction, analyze data and support teachers through data analysis to determine next steps in reteaching and instructional support.

Demographic Information

Principal start date

Monday 8/30/2021, Adrienne Griffin

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

7

Total number of teacher positions allocated to the school

16

Total number of students enrolled at the school

266

Identify the number of instructional staff who left the school during the 2020-21 school year.

1

Identify the number of instructional staff who joined the school during the 2021-22 school year.

2

Demographic Data
Early Warning Systems
2021-22
The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	44	53	37	45	38	49	0	0	0	0	0	0	0	266	
Attendance below 90 percent	33	33	25	26	29	22	0	0	0	0	0	0	0	168	
One or more suspensions	3	3	5	2	4	5	0	0	0	0	0	0	0	22	
Course failure in ELA	35	35	36	22	25	17	0	0	0	0	0	0	0	170	
Course failure in Math	25	27	28	25	29	21	0	0	0	0	0	0	0	155	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	21	19	11	0	0	0	0	0	0	0	51	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	29	31	15	0	0	0	0	0	0	0	75	
Number of students with a substantial reading deficiency	0	0	0	36	31	24	0	0	0	0	0	0	0	91	
FY21 ELA Winter Diag Level 1 & 2	0	0	0	33	32	25	0	0	0	0	0	0	0	90	
FY21 Math Winter Diag Level 1 & 2	0	0	0	31	32	22	0	0	0	0	0	0	0	85	
	0	0	0	0	0	0	0	0	0	0	0	0	0		

The number of students with two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	33	32	33	29	32	24	0	0	0	0	0	0	0	183	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	0	6	4	11	6	0	0	0	0	0	0	0	28
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Monday 8/30/2021

2020-21 - As Reported

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	
Number of students enrolled	40	39	48	51	50	37	0	0	0	0	0	0	0	265
Attendance below 90 percent	8	11	9	7	21	5	0	0	0	0	0	0	0	61
One or more suspensions	7	12	7	15	9	4	0	0	0	0	0	0	0	54
Course failure in ELA	0	22	26	25	12	7	0	0	0	0	0	0	0	92
Course failure in Math	0	8	18	18	24	14	0	0	0	0	0	0	0	82
Level 1 on 2019 statewide ELA assessment	0	0	0	15	14	15	0	0	0	0	0	0	0	44
Level 1 on 2019 statewide Math assessment	0	0	0	10	18	7	0	0	0	0	0	0	0	35
FY20 ELA Diag Levels 1 & 2	0	0	0	33	15	34	0	0	0	0	0	0	0	82
FY20 Math Diag Levels 1 & 2	0	0	0	25	19	26	0	0	0	0	0	0	0	70

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	25	31	26	29	19	34	0	0	0	0	0	0	0	164

The number of students identified as retainers:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

2020-21 - Updated

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	
Number of students enrolled	40	39	48	51	50	37	0	0	0	0	0	0	0	265
Attendance below 90 percent	33	33	25	26	29	22	0	0	0	0	0	0	0	168
One or more suspensions	3	3	5	2	4	5	0	0	0	0	0	0	0	22
Course failure in ELA	35	35	36	22	25	17	0	0	0	0	0	0	0	170
Course failure in Math	25	27	28	25	29	21	0	0	0	0	0	0	0	155
Level 1 on 2019 statewide ELA assessment	0	0	0	15	14	15	0	0	0	0	0	0	0	44
Level 1 on 2019 statewide Math assessment	0	0	0	10	18	7	0	0	0	0	0	0	0	35
FY20 ELA Diag Levels 1 & 2	0	0	0	33	15	34	0	0	0	0	0	0	0	82
FY20 Math Diag Levels 1 & 2	0	0	0	25	19	26	0	0	0	0	0	0	0	70

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	27	22	31	17	31	0	0	0	0	0	0	0	128

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				41%	58%	57%	30%	57%	56%
ELA Learning Gains				62%	63%	58%	46%	61%	55%
ELA Lowest 25th Percentile				64%	56%	53%	58%	56%	48%
Math Achievement				51%	68%	63%	52%	65%	62%
Math Learning Gains				74%	68%	62%	66%	63%	59%
Math Lowest 25th Percentile				71%	59%	51%	62%	53%	47%
Science Achievement				13%	51%	53%	39%	56%	55%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	33%	54%	-21%	58%	-25%
Cohort Comparison						
04	2021					
	2019	43%	62%	-19%	58%	-15%
Cohort Comparison		-33%				
05	2021					
	2019	30%	59%	-29%	56%	-26%
Cohort Comparison		-43%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	49%	65%	-16%	62%	-13%
Cohort Comparison						
04	2021					
	2019	48%	67%	-19%	64%	-16%
Cohort Comparison		-49%				
05	2021					
	2019	41%	65%	-24%	60%	-19%
Cohort Comparison		-48%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	13%	51%	-38%	53%	-40%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Progress monitoring also allows teachers and administrators to track students' academic progress or growth across the entire school year. Teachers use student performance data to continually evaluate the effectiveness of their teaching and make more informed instructional decisions. If the rate at which a particular student is learning seems insufficient, the teacher can adjust instruction. Various reports will be used to monitor and support student learning:

Grades K-2 will use:

ELA- iReady Diagnostic will be used for Fall, Winter, and Spring

Math- SuccessMaker will be used for Fall, Winter, and Spring

Grades 3-5 will use:

ELA- iReady will be used for Fall and Spring

Math- USAs will be used for Fall and Spring

Grades 3-5 will use:

ELA-District Diagnostic for the Winter

Math- District Diagnostic for the Winter

5th Grade Science will use USAs for Fall and Spring and Winter Diagnostic for Winter.

iReady: Provides user-friendly dashboards and clear reports with actionable data that give teachers a foundational understanding of students' strengths and areas of need.

Unit Standardized Assessments USAs gives teachers data on how well the students have mastered the standard. Supports the monitoring of student learning and provides ongoing feedback that instructors can use to make adjustments to instruction to improve student learning.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	13.9	15	28.2
	Economically Disadvantaged	13.9	15	28.2
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students		87.2	86.4
	Economically Disadvantaged		86.8	86.0
	Students With Disabilities		50.0	75.0
	English Language Learners		60.0	66.7

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	14.0	13.0	23.8
	Economically Disadvantaged	14.0	13.0	23.8
	Students With Disabilities	42.9	14.3	14.3
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		51.4	50.0
	Economically Disadvantaged		51.4	50.0
	Students With Disabilities		66.7	42.9
	English Language Learners		0	20.0
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	22.9	30.4	11.4
	Economically Disadvantaged	22.9	30.4	11.4
	Students With Disabilities	16.7	16.7	0
	English Language Learners	16.7	16.7	20
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	57.1	33.3	46.9
	Economically Disadvantaged	57.1	33.3	47.9
	Students With Disabilities	25.0	16.7	16.7
	English Language Learners	50.0	0	14.3

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	10	31.0	6.8
	Economically Disadvantaged	10.5	32.5	7.1
	Students With Disabilities	14.3	14.3	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	20.0	26.2	21.7
	Economically Disadvantaged	21.2	27.5	22.7
	Students With Disabilities	14.3	14.3	11.1
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	18.2	32.4	5.4
	Economically Disadvantaged	18.2	33.3	5.4
	Students With Disabilities	20	40	0
	English Language Learners	25	20	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	54.5	40.5	52.5
	Economically Disadvantaged	54.5	38.9	52.5
	Students With Disabilities	60.0	20	50.0
	English Language Learners	50.0	20	50.0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	73.3	44.4	75.0
	Economically Disadvantaged	73.3	44.4	75.0
	Students With Disabilities	100	60.0	83.3
	English Language Learners	33.3	40	50
	Number/% Proficiency	Fall	Winter	Spring

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	13			20							
ELL	36			27							
BLK	29	47		22	22		29				
HSP	27			36							
FRL	30	49		25	24	20	31				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	14	25		32	58						
BLK	40	61	63	50	72	63	14				
FRL	42	62	64	50	74	71	13				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	14	33	40	33	47		17				
BLK	31	48	72	54	64	55	41				
HSP											
FRL	30	46	58	52	66	62	39				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	31
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	42
Total Points Earned for the Federal Index	220
Total Components for the Federal Index	7
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	17
Students With Disabilities Subgroup Below 41% in the Current Year?	YES

Students With Disabilities	
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	35
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	30
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	36
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	32
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

ELA Grade 3, decreased by 8% from 33% to 25%; Grade 4 decreased from 43% to 24.4%; Grade 5 experienced an increase from 30.4% to 33.3% in FY 21. The trends that emerged across grade levels, subgroups and core content areas were a significant decrease in English Language Arts (ELA) and Math when comparing FY19 FSA ELA Accountability to the F21 FSA ELA. There was a decrease in proficiency by 13%, in Grade 3 English Language Arts. In FY19, Pleasant City kept a percentage of 38% proficiency and in FY21 the proficiency percentage decreased to 25. We believe this occurred over the course of the COVID-19 pandemic. COVID-19 appears to have deepened the impact of disparities in access and opportunity, many students of color in our public school, including technological and other barriers. This had made it harder for students to stay engaged in virtual classrooms, which served as the primary learning structure in the FY21 school year. COVID-19 has significantly disrupted the education systems and related aids and services needed to support our students' academic progress and prevent regression. There are signs that those disruptions may be exacerbating longstanding disability-based disparities in academic achievement. Even before the pandemic, many students learning English struggled to participate on equal terms in the classroom as they confronted the dual challenge of mastering grade-level content while continuing to learn English. For many English learners, the abrupt shift to learning from home amid the challenges of the pandemic has made that struggle even harder.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The data component which showed the lowest performance was Math with a proficiency score of 24% based on the FY21 Math FSA. Math had previously been a strength for our school, with the FY19 scores at 50.4%. However, due to COVID-19 and students and staff having to quarantine, Math has shown the greatest need for improvement. Blended learning with some students being in the classroom while others attended school virtually proved to be challenging for teacher and students alike. It made it difficult to monitor students' progress and to maintain accountability with students changing from virtual to "Brick and Mortar" at any given point for most of the school year. This information coupled with having two teachers new to Math in their respective grade levels compounded the effect on Math instruction and proficiency.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The contributing factors leading to this need for improvement were the constant struggle with balancing blended learning. This made it difficult to monitor students' progress and to maintain accountability with students changing from virtual to "Brick and Mortar" at any given moment for most of the school year. There was also the challenge of students and staff being quarantined since the start of COVID19. The new actions that would need to be taken to address this need for improvement would be to have systems in place that allow for progress monitoring.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The data components, based off progress monitoring and 2019 state assessments, showed the most improvement in English Language Arts in Grade 4 and Math in Grades 3 through 5. In English Language Arts there was a significant increase in student proficiency with 49% in proficiency in Grade 4. However, in Math, within the intermediate grades there was an overall increase in student proficiency. In Math, Grade 3 had a student proficiency rate of 50%, Grade 4 had a student proficiency rate of 56% and Grade 5 had a student proficiency rate of 46%.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The contributing factors to this improvement as well as new actions taken were allowing data to drive instruction. Every day teachers were formally and informally collecting data on the students in their classrooms. The key was to utilize this data to adjust classroom instruction. Subgroups were targeted, matching students with specific support staff that would be helpful to each students' individual needs. The instructional support staff were effectively utilized to differentiate and maximize student learning for all. Understanding data was not only the job of faculty and staff, but a job of the students as well, who consistently were able to monitor their own progress through the learning targets. Professional Learning Communities (PLC) and Grade Level Teams used summative and formative data to plan for differentiated instruction. Faculty and staff also utilized progressions and rubrics to analyze assessments and student work in order to differentiate process, product, and content. Students who were at risk of not meeting grade level standards were referred to the RTI committee for discussion. During this discussion, if the Tier I interventions in the classroom have not made a difference for these struggling students, the students become eligible for additional extended learning opportunities. A letter is sent home to parents to notify them of the opportunities available to their students. This helped support students' progress as well as tracking student progress.

What strategies will need to be implemented in order to accelerate learning?

1- In order to support and challenge our student population, there is a need to focus on professional learning to refine and develop our instructional practices and assessment measures to meet the varying abilities of our diverse learners. Through schoolwide professional learning options, we will deepen our understanding of Common Core Standards, in addition to new B. E. S. T Standards that have emerged this academic year for students in Kindergarten through Second Grade. Professional Learning Communities and planning sessions have already begun with the intent for providing specific targeted professional development for our areas of greatest need. During PLCs we will focus on developing effective relevant instruction through: unpacking standards, analyzing data, developing standards based lessons using vetted resources and materials from the District.

Our challenge areas continues to be in student performance in English Language Arts and Mathematics. Trends over the past two years in our state accountability data continue to show a decline in the overall number of students who are meeting or exceeding the state expectations in both these core subject areas. We will provide Leveled Literacy Interventions (LLI) to students in Grades 3 through 5, in addition to implementing the Double Down Support model to increase student

proficiency. This approach places two teachers in the classroom during the Literacy Block. Teacher One targets grade level content/curriculum using the Title One funded Ready curriculum. Whereas, Teacher Two focuses on students' independent Reading Level with Guided Reading aiming at increasing the students reading level.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Pleasant City Elementary believes that professional development is vital to school improvement and has several per month. These Professional Developments are set around new initiatives and staff identified needs. The main new initiative of the 2021-22 school year will be to provide school wide professional learning options to increase staff's capacity to plan and implement daily instruction using guiding principles and inclusive practices. Teachers and staff will also have professional development on learning framework within a tiered instructional model to reinforce fundamental Reading and Math skills as well as provide a structured approach to teaching the ELA/ Mathematical practice standards as a means to support higher order thinking. Furthermore, strengthen schoolwide Tier 1 implementation and continue to develop effective data systems and intervention plans for Tier 2 and Tier 3 students. With a continued development of Tier 2 and Tier 3 supports through teaching of social emotional skills, collaborative problem solving, and implementation of individual student behavior plans.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Pleasant City Elementary believes in the distributed system, which begins with shifting from a hero leader to empowering faculty and staff to take some of the ownership for school improvement goals. The Reading/Math coach and Learning Team Facilitator will facilitate subject-area planning with all ELA/Math teachers during on Mondays and Wednesdays focusing on improving target/task alignment during as well as dissecting data to decrease student learning gaps. There will be weekly metrics in place that consist of weekly coaching calendars, PLC agendas, samples of student work, instructions related to classroom walkthroughs with effective feedback, and how to use the data collected to create next steps, occurring during in the PLC meetings. Sustainable systems with documented processes will be initiated to develop mature systems. Classroom walkthroughs and effective feedback will occur consistently by the principal, assistant principal, and reading coach. In PLC meetings, the Reading/Math Coach and Learning Team Facilitator will facilitate subject-area planning with all teachers on Mondays and Wednesdays focusing on improving target/task alignment. During classroom walkthroughs, the reading coach will measure target/task alignment using a research-based classroom walkthrough tool. She will specifically identify the taxonomy level of the lesson learning target and the taxonomy level of the student work being produced and track whether the levels are aligned. Each teacher will demonstrate target/task alignment in three out of four weekly classroom visits as measured by the walkthrough tool.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

To increase reading proficiency by 12% which will better align our school to the District's Long Term Objective of increasing reading achievement. One of our challenges is in ELA is the number of students we have reading below grade level. Based on the FY21 FSA, 27% of our students met proficiency in ELA in grades 3-5, in comparison to 39% in FY 19. This decrease of 12% in reading proficiency, shows that ELA is an area in great need of improvement. If we are to mold students into lifelong readers, readers prepared for college and careers in the 21st century, we must immerse our students in standard driven environment, while delivering effective and relevant instruction. This means teaching the ELA standards and scaffolding instruction to further push students at varying levels of literacy to proficiency and beyond. This also means fostering a love of learning and creating a school culture that nurtures reading development, balanced literacy and standards-based instruction. This includes, but is not limited to, aligning to the School District's Strategic Plan of Increasing the percentage of PreK-12 students meeting grade level standards in all subject areas, accelerating this increase for students found to be one or more grade levels behind in ELA and/or Math (as identified by the Student Academic Support Plan, or SASP), and increasing the percentage of students in PreK, Kindergarten, Grade 1, Grade 2, and Grade 3 reading at or above grade level.

Measurable Outcome:

Our measurable goal for FY22 is to increase our overall reading proficiency by 15% to achieve an overall reading proficiency in grades 3rd - 5th.. 41% Historically, we have increased reading proficiency from 3% to 11%. Therefore, an attainable goal based on the trend is 12% which equates to making up the lost ground due to Covid-19. Pleasant City will aggressively monitor assessment data to remain abreast of our students' progress and of their academic needs. Local assessments and diagnostic data will be monitored to facilitate reteaching of skills and standards, as necessary. The goal for the Lowest 25% ELA learning gains is 50%, while the overall goal for ELA learning gains is also 50%.

Monitoring:

School leadership will monitor iReady usage and pass rates which in the past has contributed to increased reading performance. The students I-Ready data will also be used to scaffold instruction based on the students' specific area of need. FSQ and USA data will also be monitored and analyzed with teachers to find areas for reteaching and remediation. Teachers will set class wide goals of improvement from FSQ to FSQ and share those goals students and with school leadership. Teachers will also meet with students to set goals and have data chats. District Diagnostic will be used to monitor progress toward our goal. Teachers will utilize data chats with students so that they know exactly how they are progressing and performing on assessments. In addition to monitoring grades 3-5, explicit instruction monitoring will also occur in grades K-3 who are not on track to meet grade level expectations.

Person responsible for monitoring outcome:

Adrienne Griffin (adrienne.griffin@palmbeachschools.org)

Evidence-based Strategy:

To maximize growth opportunities and to increase the number of students reading at or above grade level expectations, the Double Down Approach is being utilized during the Literacy Block for students in grades 3-5. Two teachers work together: Teacher One targets grade level content/curriculum using the Title One funded Ready curriculum. These resources are designed to provide students with rigorous yet differentiated instruction. Teacher Two uses LLI, a district funded resources, to teach guided reading and help students grow as readers. The approach immerses students in Balanced Literacy which is aimed at guiding students towards proficiency and closing learning gaps. Moreover,

students and teacher chats will be conducted. Chats will serve as platforms to discuss student data, student achievement pathways, reflect on individual improvement and create attainable goals. In addition, the chats will provide an opportunity to establish personalized learning goals for students with varying reading and literacy needs.

The "Double-Down" Push-in approach increases the number of teachers in the classroom for students to receive individualized instruction. It decreases the number of students in a group, allowing the teacher to hone in on areas of need. Students are provided with guidance and support as they navigate and interact with grade level and instructional level text through differentiation.

**Rationale
for
Evidence-
based
Strategy:**

Strategy: The need for differentiation of instruction has increased with the gaps in learning encountered since COVID-19 and distance and blended learning. Using the Double-Down approach, increases the support and accountability for students while working in different settings. Teachers will also engage in data chats which are essential to student growth. The chat provides both the teacher and the student time to reflect and analyze the strengths and weaknesses embedded in the data. It opens up the channel necessary to create action plans, and set attainable goals.

Action Steps to Implement

1. Teachers attend Professional Development offered through the Curriculum and Technology department for remote and blended learning.
2. Double-Down partnerships have been strategically created this school year. The support schedule will identify the instructional minutes teachers will spend with each group.
3. School based vertical planning meetings will take place weekly with academic coaches, Learning Team Facilitator and teachers in grades K-2 and grades 3-5.
4. The Ready Reading consumables will be used to provide modeled, guided and independent practice for students. The students will be coupled with the technology component (I-Ready) in an effort to maximize student achievement.
5. Leveled Literacy Interventions (LLI), an evidence based approach to balanced literacy instruction, will be utilized by the Push-In support teacher during the Double Down Approach, which will allow for remediation and growth in reading levels through guided reading.

Person Responsible Valerie DeVastey (valerie.devastey@palmbeachschools.org)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

When analyzing Pleasant City Elementary discipline data and comparing it to other schools on the state, we rank 1,353 out of 1,395 in the state and 82/82 in the county. There are areas of concern: Violent Incidents (County Ranking: 82/82 State Ranking:1,345/1,395), Property Incidents (County Ranking: 82/82 State Ranking:1,367/1,395), and Drug/Public Order Incidents (County Ranking: 82/82 State Ranking:1,358/1,395) are all very high. Therefore the School Incident Ranking is very high. Although the incident rate decreased from the previous year, it is still in the high range and cause for concern. The Total Reported Suspensions are also Very High with 74 and have increased from the previous year. Out-of-School Suspensions were significantly higher than the previous school year and higher than the 29 in-school suspensions with 45 Out of School Suspensions. The goal is for students to be in class and learning in order to promote student growth. To have students participating in a productive manner in all subject areas we must curb inappropriate behaviors before they start.

In order to curve the increase and lower the rate of Incidents on campus, a positive Behavior Support (PBS) Plan has been implemented. This plan focuses on training teachers to teach students positive actions and behaviors to exhibit in school. Teachers will receive training in Major vs Minor meets Interventions and Consequences in order to promote a more positive, safe, and supportive learning environment. Students will be given positive reinforcement of appropriate behaviors as well as taught exactly what appropriate behaviors are expected on all areas of campus. The PBS team has established and implemented the school-wide matrices which outline specific behaviors that are expected in the cafeteria, hallway, playground, restrooms, media center, and all classrooms. The team also defined school-wide rules, consequences, and rewards for teachers to implement in all areas of campus. The team presented the matrices and school-wide PBS to the whole school and showed teachers how to teach these desired behaviors to students. The PBS also defined what strategies to utilize to intervene before problems arise in classes, such as preferential seating, establishing clear goals and expectations, and implementing systems that promote positive interactions on campus. There will also be incentives in place for positive behaviors in the classroom and campus wide. The "Tiger Store" will be utilized to encourage positive behaviors. Students can earn "Tiger Bucks" for positive

To support our students and make an impact on incidents we will integrate a Single School Culture by sharing Universal Guidelines for Success and communicate these expectations to parents via student handbook. and monitoring SwPBS through data, lessons, and resources. Pleasant City will provide mentoring of our male students to support and foster positive relationships with all. We have initiated a means of restorative justice and a student reflection requirement in order to decrease the number of out-of-school suspensions.

Teachers in need of further support with maintaining classroom management will receive CHAMPS training. Teachers will also implement classwide interventions before referrals and document those interventions to keep in student files. There will be a tracking system in place for those students that have multiple offences that have receive behavior referrals and school suspensions. These students and their families will have conferences with school personnel, teachers, and administrators, and outside agencies will be referred when necessary. Safe Schools will also provide an extra layer of support with training for teachers and strategies to implement to promote positive classroom environments.

Each morning, our teachers provide our students with social-emotional learning lessons with the goal of improving student mental health. We also have Mental Health Department that consists of a School Guidance Counselor, Behavioral Health Professional, and Co-Located Mental Health Therapist who work with students daily on developing and demonstrating positive social-emotional interactions. All of our stakeholders are asked to attend school events/meetings to

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Our school integrates Single School Culture by sharing our Universal Guidelines for Success and communicating these expectations to parents via student protocols, and monitoring SwPBS through data. In alignment to Florida State statute 1003.42 our school highlights multicultural diversity within the curriculum and the arts. We also have parent/family multicultural nights. Students are immersed in rigorous tasks encompassing the full intent of the Florida Standards and content required by Florida State Statute 1003.42; continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09 (8)(b) with a focus on reading and writing across all content areas.

Our students focus on content and curriculum related to:

State Mandate aimed at integrating culturally appropriate content in textbooks and instructional materials.

(g) The history of the Holocaust

(h) The history of African Americans

(p) The study of Hispanic contributions to the United States.

(q) The study of women's contributions to the United States.

(t) The sacrifices that veterans and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide.

Our school integrates Single School Culture by sharing our Universal Guidelines for Success and communicating these expectations to parents via student protocols and monitoring SwPBS through data. In alignment, to school board S.B. 2.09 (8)(b) and Florida State Statute 1003.42 our school highlights multicultural diversity within the curriculum and the arts. Our students participate in activities and studies including, but not limited to, art expos of different cultures and in music our students study music of different eras and countries and in media our library selection is filled with books related to a variety of cultures.

It is the goal of Pleasant City Community Elementary to foster positive relationships with students and among peers in an environment which promotes and celebrates positivity for both students and staff.

This positive school culture is accomplished by using a variety of methods. One method is modeling expected behaviors. Another is using recognition to validate accomplishments, feelings, milestones, etc... There are several ways we achieve this task. For instance, hand-written notes, creating a certificate, a bulletin board, a phone call home, or a school or class newsletter are all avenues that we use to recognize students and/or staff and make them feel appreciated. The power of praise goes a long way in changing student behavior and providing staff with the needed motivation to continue in a positive school climate.

Another way we promote a positive school culture is by providing additional resources to our students and staff. Students are provided with clothing, backpacks, and supplies when needed. Staff is provided with the supplies necessary to teach in a positive environment.

In addition, the school nurse provides support and nutrition information for those students who have food allergies or have been diagnosed with underlying conditions and the Parent Resource Center is available to assist students and families with academic needs at home.

Academics:

Collaborative Planning Communities (PLCs) occur every week per grade level. Grade level teachers meet with each other, academic coaches, and administrators to discuss and analyze data, modify instruction, and create standards based learning goals and plans based on standards, domains, units of study, and big ideas. It is then determined how all subject areas can be incorporated into the subject being taught.

Behavior:

PBIS school wide

Climate:

Universal Behavior Matrix

District Resources allocated to our school:

Regional Support Team

Curriculum Support-Professional Development

Reading Interventionist

VPK units

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

In addition to the Principal who leads the positive culture environment, Administrative Team who supports the Principal, teachers, students and parents who work diligently to increase academic success and promote a positive climate, 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, the Mandel Library of West Palm Beach, Rotary Club. The Mandel Library provides students with a safe place to grow as readers and thinkers. The library also provides daily homework assistance for students in need of academic support or those needing to check out books/resources for a school project and/or activity. BRIDGES of WPB works alongside the school in an effort to provide resources to students and their families to aid them in living in safe and nurturing environments – free from abuse and neglect. The organization also acts as an integral partner of both in-person and virtual SAC meetings, Kindergarten Roundup, Curriculum Night/Open House, Title One Initiatives, etc... Rotary Club provides additional funds for academic resources as well as donates new dictionaries yearly, for grades 3-5.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
Total:			\$0.00