

The School District of Palm Beach County

Pleasant City Elementary School



2022-23 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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: B (54%) 2018-19: B (54%) 2017-18: C (50%)
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	ATSI
* 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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School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		B	B

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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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
DeVastey, Valerie	Reading Coach	<p>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. The Literacy Coach assists with the coordination and implementation of the District approved ELA curriculum, which follows state standards. She utilizes the coaching model (planning, demonstrating, and providing feedback) with teachers at the school site. Provides site based professional development to staff that is aligned to the needs of students based upon student assessment data. Assists administration and the classroom teachers in the interpretation of student assessment data. Participates in professional development and shares the content with school staff. She participates in and facilitates weekly Professional Learning Communities or PLC's. Finally, the Literacy Coach provides support to classroom teachers in assisting with the Response to Intervention (RTI) process and ensures SIP goals are met for ELA (Reading/Writing). She also leads standards based planning and follows the FCIM coaching cycle.</p>
Griffin, Adrienne	Principal	<p>Instructional Leader whose primary responsibilities are to establish a clear vision and mission for Pleasant City Elementary School. Duties and responsibilities also include but are limited to setting clear goals, implement standardized curricula, assess teaching methods, monitor student achievement, encourage parental involvement regarding decision making and promote student learning and growth. Mrs. Griffin monitors and works with all staff to ensure implementation of MTSS. As the Principal, Mrs. Griffin oversees the execution and monitoring of all strategies and action steps towards effective planning and instruction. Mrs. Griffin guides and facilitates instruction with the use of best practices and school district recommended resources/materials aligned to state standards.</p> <p>As the Principal, she works to deepen the understanding of standards as well as engage faculty, students, parents, and community members to understand the standards and the vision of academic success geared towards college and career preparedness. Another duty is to hire and retain highly qualified employees and use data to inform decision making and instruction, professional learning, performance, and student learning. In addition, quickly and proactively address problems/concerns regarding instruction and student learning. Lastly as principal, Mrs. Griffin must reflect on competing priorities and focus her attention on initiatives/tasks that will have the greatest leverage in improving student achievement.</p>

Name	Position Title	Job Duties and Responsibilities
Alexander, Cecelia	Math 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. Mrs. Patterson supports professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge. She must demonstrate through daily decisions and actions that the school's priority is academic success for every student. The Assistant Principal assists with eliminating barriers and distractions that interfere with effective teaching and learning. Supports the principal in building a culture of pride, trust, and respect. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. She also monitors and improves instruction by visiting classrooms to support and monitor instruction.
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.
Guy, Alexa	Curriculum Resource Teacher	Support Literacy instruction and intervention in grades 2-3 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.
Woods, Devin	Curriculum Resource Teacher	Support Math instruction, acceleration, and intervention in grades K-5 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 2022 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 2022 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.*

10

Total number of teacher positions allocated to the school

18

Total number of students enrolled at the school

312

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

2

Identify the number of instructional staff who joined the school during the 2022-23 school year.

3

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	0	58	52	60	60	40	42	0	0	0	0	0	0	312
Attendance below 90 percent	0	27	33	21	39	25	25	0	0	0	0	0	0	170
One or more suspensions	0	5	3	7	6	6	0	0	0	0	0	0	0	27
Course failure in ELA	0	24	23	16	16	13	18	0	0	0	0	0	0	110
Course failure in Math	0	10	18	11	27	0	18	0	0	0	0	0	0	84
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	25	16	19	0	0	0	0	0	0	0	60
Level 1 on 2022 statewide FSA Math assessment	0	0	0	30	17	22	0	0	0	0	0	0	0	69
Number of students with a substantial reading deficiency	0	0	0	43	27	30	0	0	0	0	0	0	0	100

Using the table above, complete the table below with the number of students by current grade level who have 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	16	21	15	37	25	31	0	0	0	0	0	0	145

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Date this data was collected or last updated

Friday 9/9/2022

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	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	

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	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	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	35%	59%	56%				41%	58%	57%
ELA Learning Gains	63%						62%	63%	58%
ELA Lowest 25th Percentile	63%						64%	56%	53%
Math Achievement	32%	53%	50%				51%	68%	63%
Math Learning Gains	73%						74%	68%	62%
Math Lowest 25th Percentile	71%						71%	59%	51%
Science Achievement	38%	59%	59%				13%	51%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	33%	54%	-21%	58%	-25%
Cohort Comparison		0%				
04	2022					
	2019	43%	62%	-19%	58%	-15%
Cohort Comparison		-33%				
05	2022					
	2019	30%	59%	-29%	56%	-26%
Cohort Comparison		-43%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	49%	65%	-16%	62%	-13%
Cohort Comparison		0%				
04	2022					
	2019	48%	67%	-19%	64%	-16%
Cohort Comparison		-49%				
05	2022					
	2019	41%	65%	-24%	60%	-19%
Cohort Comparison		-48%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	13%	51%	-38%	53%	-40%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	9			18							
ELL	15			31							
BLK	38	64	56	31	70	72	41				
HSP	7			29							
FRL	34	65	67	32	74	71	36				
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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	47
Total Points Earned for the Federal Index	422
Total Components for the Federal Index	8

ESSA Federal Index	
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	14
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	31
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	1
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	53
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	26
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	1
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%	0

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%	0
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%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	53
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

The trends that emerge across grade levels and subgroups is that our reading proficiency scores are low, despite specific grade levels increasing in proficiency. Data for the tested grade levels is as follows: ELA Grade 3, decreased from 25% to 20%; Grade 4 increased from 24.4 to 41% and Grade 5 experienced an increase from 33.3 % to 41% in FY 22. As a trend, for Kindergarten through 5th grade, a large percentage of our students are approaching grade level in reading. We believe these deficiencies occurred as a result of the COVID-19 pandemic and the effects it had on the school system. Although students and teachers were back to in person schooling during the 2021-2022 school year, many of them became ill and had to quarantine, which resulted in loss of instructional time. 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.

Math proficiency scores also showed a need for improvement. Data for the tested grade levels is as follows: Grade 3 Math decreased from 28% to 24%; Grade 4 increased from 12% to 43% and Grade 5 experience a slight increase from 30.56% to 30.77%. Although there was progress we still face with the challenges off getting students to proficiency. This can only be done by strengthening foundational Math skills.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

In regards to Math, our proficiency is an opportunity for growth. Math proficiency for Grades 3-5 was 32% which is a sharp decline from the overall proficiency of 46% in 2019. This is also the lowest

Pleasant City has performed in the last 7 years aside from 2021 when students had returned to in-person learning. Students are demonstrating need for improvement in Number Sense which impacts all areas of math performance in grades 3-5. To support growth in the area, we will also continue to use the Double Down Approach.

This approach places two teachers in the classroom during the Math Block. Teacher One targets grade level content/curriculum using the enVision Savvas. Whereas, Teacher Two, who is a highly effective teacher, focuses on students' areas of strength and need. Students also transition to small groups in which they engage in planned lessons focused on remediation and enrichment and learning to navigate through grade level problems.

The 75 minute math block is divided into a teacher model, guided practice, and independent practice. During independent practice students are able to utilize iReady adaptive technology complement and Quick Checks and Savvas tutorials to increase learning. They will also partake in small group instruction which allows the teacher to meet the unique needs of each student at the table.

The teachers will utilize resources such as visual learning models, fluency practice, spiral review of previous standard, as well as iReady and Savvas Quick Checks.

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 to this need for improvement is the lack of foundational Math skills of students coming from Kindergarten through 2nd Grade. Students in these early grades are lacking number sense and struggle to apply problem solving skills. Another contributing factor is lack of school readiness in the younger grades which leads to students starting off behind in math. To support growth in the area of Math, we will use the data from the I-Ready Diagnostic, classroom Florida Standards Quizzes (FSQs), and Unit Standards Quizzes (USA) to create a remediation plan. By using data to drive instruction, we will teach to the needs of the students. Every day teachers are formally and informally collecting data on the students in their classrooms. The key is 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.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The data components, based off progress monitoring and 2022 state assessments, which showed the most improvement were English Language Arts(ELA) in grades Fourth and Fifth as well as Math in Grades Fourth and Fifth. In English Language Arts there was a significant increase in student proficiency from 24.4% to 41% in 4th Grade and an increase of 8% in Grade 5 ELA with students achievement increasing 8% percentage points from 33% to 41%. The data components, based off progress monitoring and 2021 state assessments, showed the most improvement in Math was Grade 4 through 5. Grade 4 showed a significant increase from 12% to 43% in overall proficiency and Grade 5 a slight increase from 30.55% to 30.77%. The aforementioned data demonstrates that tiered small group instruction yields student growth and achievement. Teachers working along side highly effective coaches, also helped increase performance.

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 was the implementation of data driven instruction. Every day teachers formally and informally collected 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. This school year, classroom support was strategic based on students' needs and teacher expertise. 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 support teachers, but a new responsibility for the students as well, who consistently were able to monitor their own progress through the learning targets and data chats. Professional Learning Communities (PLC) and Grade Level Teams used summative and formative data to dissect data and plan for differentiated instruction. Faculty and staff also utilized learning progressions and rubrics to analyze assessments and student work in order to differentiate process, product, and content.

A contributing factor to the math improvement was a teaching model where the math coach worked closely with the 4th grade students throughout the school year as well as modeled and provided coaching to the math teacher. The teacher and highly effective coach or support staff worked alongside to meet the needs of the diverse learners. The north region math specialists provided extra resources that meet the needs of our students.

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

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 to meet the varying abilities of our diverse learners. Through schoolwide professional learning options, we will deepen our understanding of the new B.E.S.T Standards implemented to create critical thinkers and readers. Professional Learning Communities and planning sessions have already begun with the intent of providing specific targeted professional development for our areas of greatest need.

PLCs 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 continue to be in student performance in English Language Arts and Mathematics. Trends shown this past year have shown a significant increase in proficiency in Reading and Math for Grades 4 and 5, while we are still working towards building capacity in Grade 3. We will provide Levelled Literacy Interventions (LLI) to students in Grades 1 through 5, in addition to implementing the Double Down Support model to increase student proficiency. This approach places two teachers in the classroom. Teacher One targets grade level content/curriculum using the Benchmark Advance curriculum provided by the district. Whereas, Teacher Two focuses on students' instructional Reading Level with Guided Reading aiming at growing the students in their ability to read. Students' reading levels are tracked by their reading teachers and academic coaches making sure to consistently keep a pulse on student growth in the area of reading.

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 facilitates this process by having our own teacher-experts conduct professional development in their areas of strength. These Professional Developments are set around new initiatives and staff identified needs. The main new initiative of the 2022-23 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 in Grades 1-5 have assessed their students reading levels in order to begin guided reading instruction for our approaching students using LLI. Most teachers in these grade levels have been LLI trained and have gone through a refresher held by the SAI team and Reading Coach. Groups have been created to best maximize the use of support staff in the classroom. Teachers will also be provided with VOyager training that is an intervention program for reading. 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, by strengthening schoolwide Tier 1 instruction, we will decrease the number of students needing Tier 2 support. We will, however continue to develop effective data systems and intervention plans for Tier 2 and Tier 3 students, having identified this to be an area of need.

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

Pleasant City believes in the distributed system, which begins with shifting from a hero leader to empowering faculty and staff to take ownership for school improvement goals. The Reading/Math coach and Learning Team Facilitator will facilitate subject-area planning with all teachers focusing on improving target/task alignment as well as dissecting data to decrease student learning gaps. The Learning Team facilitator will support teachers in using the most recent data points to scaffold instruction of the B.E.S.T standards, making sure to make use of the vertical alignment of the Benchmarks to sustain growth. 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 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 Monday through Thursday focusing on improving target/task alignment. During classroom walkthroughs, the reading coach will measure target/task alignment and support the teachers in using the gradual release of instruction to have student's independent practice match the target of the lesson. 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.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

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#1. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

To increase math proficiency by 5% overall in grades 3-5, which will better align our school to the District's Long-Term Objective of increasing math achievement. One of our challenges in Math is the number of students entering third grade with deficiencies in foundational skills. They lack number sense and need additional support with critical thinking and reasoning. Based on the FY22 FSA, 32% of our students met proficiency in Math in grades 3-5, in comparison to 23% in FY21. Although there was an increase in grade 4 of 31%, grade 3 decreased by 4% and grade 5 maintained within 30% which shows that Math is an area in need of improvement. If we are to mold students into lifelong mathematicians, mathematicians prepared for college and careers in the 21st century, we must immerse our students in standard driven environments, while delivering effective and relevant instruction. This means teaching the Math standards and scaffolding instruction to further push students at varying levels of fluency to proficiency and beyond. This also means fostering a love of learning and creating a school culture that nurtures math development, balanced basic skills 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 Math (as identified by the FSA data) and increasing the percentage of students in PreK, Kindergarten, Grade 1, Grade 2, and Grade 3 math at or above grade level. School based vertical planning meetings are weekly with academic coaches, Learning Team Facilitator and teachers. Teachers attend Professional Development offered through the Curriculum and Technology department to grow in their career and for continual learning.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Our measurable goal for FY23 is to increase our overall math proficiency by 5% to achieve an overall math proficiency in grades 3rd – 5th to 37%. Historically, we have increased math proficiency from 3% to 4%. Therefore, an attainable goal based on the trend is 5% 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% math learning gains is 60%, while the overall goal for Math learning gains is also 60%.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

Leadership will monitor iReady usage and pass rates. The students I-Ready data will also be used to scaffold instruction based on the students' specific area of need. FSQ, USA, and Progress Monitoring (FAST and STAR assessments) data will also be monitored and analyzed with teachers to find areas for remediation. Teachers will set class wide goals of improvement from FSQ to USA and share those goals with students and with school leadership. Teachers will also meet with students to set goals and have data chats. District Progress Monitoring 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

Cecelia Alexander (cecelia.alexander@palmbeachschools.org)

**monitoring
outcome:****Evidence-
based
Strategy:
Describe the
evidence-
based
strategy
being
implemented
for this Area
of Focus.**

To maximize growth opportunities and to increase the number of students' math at or above grade level expectations, the Double Down Approach is utilized during 3-5 Mathematics. Teacher One targets grade level content/curriculum using the envision B.E.S.T Practice curriculum. These resources are designed to provide students with rigorous yet differentiated instruction. Teacher Two uses the same resources, but breaks it down into digestible bites, to teach guided math. Teacher Two provides students in grade 3 who meet the AMP (Accelerated Mathematics Program) criteria a pathway for success. The approach immerses students in Balanced B.E.S.T Practices aimed at guiding students towards proficiency and closing learning gaps. Students and teacher data chats are conducted 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 math and fluency needs.

**Rationale for
Evidence-
based
Strategy:
Explain the
rationale for
selecting
this specific
strategy.
Describe the
resources/
criteria used
for selecting
this
strategy.**

The "Double-Down" approach increases the number of classroom teachers so students can 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 skills through differentiation.

Strategy: 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

Double-Down partnerships has been successful therefore a support schedule will identify the instructional minutes teachers will spend with each group.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Action Step 1: Extended Math Block

Math block has been updated to include 15 extra minutes of instruction for more time for small group instruction to focus on student weaknesses and allow for individualized instruction.

The math block is divided into chunks of time. The first 5-10 Mins: Daily Review where teachers provide students with looking back, current skill, and looking ahead to preview upcoming skill. Then there is 10-15 mins for Whole Group: Solve and Share/Problem Solving Task/Visual Learning/Guided Practice to elicit productive struggle that builds understanding by connecting prior knowledge to new ideas. After that there is 30-40 Mins: Teacher-Led Small Group/Independent Group/Technology (iReady) where the students can have practice that meets their needs. Finally the block ends with a 5 Mins: Check for Understanding (Quick Check) where the teacher can see how the students did on the standard and plan for reteaching as needed.

**Person
Responsible**

Samantha Patterson (samantha.patterson@palmbeachschools.org)

Action Step 2: Math Planning and Professional Learning Communities

Math coaches meet with teachers on a weekly basis in Professional Learning Communities to plan and organize standard based lesson plans. The purpose of these meetings are to provide systematic interventions for students who struggle with content, while at the same time providing enrichment learning

for those students who have mastered content utilizing resources from the district and regional levels. Teachers unpack the standards with help from meeting facilitators and share best practices with each other. During this time, coach, resource teacher, and Assistant Principal model strategies and provide a level of professional development on how to teach the standard. Teachers also attend professional development opportunities, such as cadres in which other instructional staff from around the district come together to collaborate on teaching techniques, lesson planning, math strategies, and ways to monitor student achievement.

Person Responsible Cecelia Alexander (cecelia.alexander@palmbeachschools.org)

Action Step 3: Double Down

The math coach and math resource teacher have a push in schedule where they work along side the teacher during small group instruction to provide another small group for students. This provides for an expert to provide instruction to students on their level to fill in learning gaps as needed. Students are also able to practice skills on their own in front of the Double Down teacher so that the teacher can provide help at the point of error so the students can be successful at the skills being practiced.

Person Responsible Cecelia Alexander (cecelia.alexander@palmbeachschools.org)

Action Step 4: Coaching

The Assistant Principal, Math Coach, and Math Resource teacher will conduct a coaching cycle with teachers in need of improvement. The coaching cycle provides the opportunity for teachers to work along side district and school leaders to build instructional capacity. The teacher can learn from an expert. This coaching cycle includes an observation with feedback, lesson planning with the teacher, modeling for the teacher, co-teaching with the teacher, and then observing the teacher in order to increase capacity in math instruction. Teachers can participate in the coaching cycle as many times as needed to ensure they can teach the math block on their own with strategies in place and confidence increased.

Person Responsible Cecelia Alexander (cecelia.alexander@palmbeachschools.org)

Action Step 5: Extended Learning Opportunities

Extended Learning Opportunities provide an additional layer of academic support. Math data from FSQs, USAs, iReady Math and FAST Assessments are used to gauge next steps for both before and after school instruction. Instruction is aligned directly to student learning and accountability. Once data is gathered, all students are tiered for both ESSER and Title One tutorial sessions. Students receive an additional hour of instruction 2 days a week from 2:45-3:45. The additional minutes total 2 hours of instruction each week in which highly effective teachers differentiate standards based instruction through small group instruction. Materials created by North Region Specialists are incorporated into lesson delivery and action steps. Student performance is monitored for growth and effective planning and instruction.

Person Responsible Cecelia Alexander (cecelia.alexander@palmbeachschools.org)

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	<p>Our ESSA Multiple Subgroups; SWD have a federal index of 14%, ELLs 31% and Hispanic Students 26%. This has been a trend for the past 3 years with the first year of the 3-year trend. During the 2021-2022 school year, we experienced a teacher vacancy in the area of Exceptional Student Education (ESE) which impacted student academic and behavioral support services. After a careful review of the data, we unearthed that our Multiple Subgroups were not performing at the same levels of proficiency and were not prepared for local and state assessments. Therefore, we committed our work to building professional capacity with teachers and staff, unpacking the Florida standards in an effort to create effective lesson plans as well as provide differentiated instruction to meet student needs and ensure the alignment to assessments was evident. We recognize that all students require tiered instruction which encompasses realia, project-based learning, field trips and literature circles. Each bucket solicits student collaboration, academic talks, and discussion focused on increasing oral language and vocabulary skills.</p> <p>ESE, ELL Contact and Homeroom Teachers will provide students with daily push-in instruction. In addition, ESE and ELL teachers will attend District Level Common Planning and Cadre Meetings. All teachers responsible for tiered instruction will also attend Professional Development in the following areas: Understanding how to read an IEP, pathways to implement ELL strategies, ways to develop a schedule, resources to maximize student engagement and learning, teacher-led small group instruction and how to gauge next steps for learning. As a result of common planning, professional development and professional learning community meetings to be intentional about the work that we do for students in Multiple Subgroups.</p>
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Measurable Outcome:
State the specific measurable outcome the school plans to achieve.
This should be a data based, objective outcome.

Our measurable goal for FY23 is to increase our overall federal index by 20% to achieve a federal index of 34%, close to where we were in previous years, and get us closer to the 41% threshold.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

School leadership will monitor iReady usage and pass rates of students in Multiple Subgroups, such as ELLs, ESE and Hispanics. The students i-Ready data will also be used to scaffold instruction based on the students' specific area of need. FSQ, USA, and Progress Monitoring (FAST and STAR assessments) data will also be monitored and analyzed with teachers to find areas for remediation. Teachers will set individual goals of improvement from FSQ to USA and share those goals with students and with school leadership. Teachers will also meet with students to set goals and have data chats. District Progress Monitoring will be used to monitor progress toward our goal.

Person responsible for monitoring outcome:

Samantha Patterson (samantha.patterson@palmbeachschools.org)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

1. Small group instruction: Teachers and well as supplemental support teachers will provide strategically, differentiated instructional support for all learnings.
2. Professional Development: Teachers and support staff will attend ongoing professional development to engage deep, focused, collaborative planning to support and strengthen data analysis and small group planning and implementation.
3. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies. PD will support the development of teacher expertise and instructional strategy success and focus.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

1. Incorporate small group instruction utilizing iReady subgroup needs assessment data to meet the student's need for foundational skill practice and to identify areas of weakness for targeted remediation. Weekly benchmark assessments will also be used to support growth within the standards.
2. Teachers will receive ongoing PD to help them plan, organize, and implements consistent and differentiated learning for all students. They will target remediation and enrichment within their planning and PD.
3. PLCs allow teachers and leadership an opportunity to collaborate, to analyze data, and to make decisions to improve student achievement and progress. It also supports teacher in collaboration with best teaching strategies.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Action Step 1: Professional Development

Teachers will receive ongoing Professional Development (PD) to help them plan, organize, and implement consistent and differentiated learning for all students and especially for students with disabilities. They will target remediation and enrichment within their planning and PD. Teachers will participate in cadres, regional common planning, and district professional development days. These professional development opportunities provide strategies and best practices for work with students with disabilities. The curriculum that teachers use also contains needed guidance for ESE students as well. The ESE district team will also provide professional development for our ESE teacher as well as classroom teachers. The professional development fosters positive relationships with students and families, success for students, social and emotional growth for student, and advocating for individualized education for all students with disabilities.

Person

Responsible

Adrienne Griffin (adrienne.griffin@palmbeachschools.org)

Action Step 2: Differentiated Instruction Based on Individual Education Plan (IEP) and ELL Plans

Each student in Exceptional Student Education (ESE) has an IEP as well as students that are ELL have a plan that is written to the students needs. This implementation plan will help fill in learning gaps that will impact student performance on grade level standards. The ESE teacher will provide instruction weekly based on the number of minutes that students have on the IEP and work toward the IEP goals. In addition, ELL Support will monitor the implementation of ELL Strategies and Performance. Classroom teachers will also meet with both the ESE/ELL Teams to discuss students' needs and how to address their learning gaps in the regular education classrooms. Students will also work cooperatively with Non ESE/ELL Students. ESE/ELL students will be provided with accommodations in all classes for instruction and assessment.

Person Responsible Adrienne Griffin (adrienne.griffin@palmbeachschools.org)

Action Step 3: Extended Learning Opportunities

Extended Learning Opportunities provide an additional layer of academic support. Data from FSQs, USAs, iReady Math and FAST Assessments are used to strategically gauge next steps for before and after school instruction. Instruction is aligned to grade level expectations and IEP Goals for learning and accountability. Once data is gathered, students are tiered for both ESSER and Title One tutorial sessions. Students receive an additional hour of instruction 2 days a week from 2:45-3:45. Additional minutes total 2 hours of instruction each week and results in highly effective teachers differentiating standards based instruction through small group instruction. Teachers hone in on individualized needs of students and grow them to proficiency by delivering effective and relative instruction. Materials created by North Region Specialists are incorporated into lesson plans. Student performance is monitored for growth, effective planning and instruction through Child Study Meetings (CST).

Person Responsible Adrienne Griffin (adrienne.griffin@palmbeachschools.org)

Action Step 4: Double Down

Schedules have been created to maximize the number of minutes that students are a part of the Double Down Approach to Learning. The Double-Down Approach to Learning is a platform in which two-highly qualified teachers are in one block. Teacher One focuses on grade level standards, Teacher Two focuses on individualized needs/remediation based on data and teacher observations. In addition, ESE teachers push into classrooms to provide instruction based on Individualized Education Plan (IEP) goals. Benchmark Advanced Lessons are strategically tiered to increase engagement and proficiency. In addition, students engage in independent practice while the teacher facilitates the work. This allows for the teacher able to provide support at the point of error to ensure ESE, ELL and Hispanic Students are successful.

Person Responsible Adrienne Griffin (adrienne.griffin@palmbeachschools.org)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

FY22 FSA showed 77% of our students in grades 3-5 were reading below grade level. In order to improve achievement, we must solidify the foundational skills in Kindergarten through Second Grade. B.E.S.T Standards are utilized. Standards are showcased within the classroom through questioning, focusing on the skills and language of learning, how to understand various viewpoint, engage in authentic conversations about motives as well as learning communities. Students receive daily instruction in phonological awareness, alphabetic skills, and language skills, as these are the best predictors for reading success. Aside from whole group balanced literacy instruction, will also use our current I-Ready data to support our emerging readers and remediate areas of need. For this reason, we have identified our greatest areas of need in reading instruction in the early years. From the end-of-year I-Ready Diagnostic, we have gathered the following data points: Kindergarteners were 76% proficient and 25% Approaching or one grade level below. First Graders were 25% proficient, 64% approaching or and 43% more than one grade level below. Second Grade is 26% on grade level, 31% approaching and 43% working 2 or more years grade level. We analyzed that the achievement gap widens as our smatriculate from one grade to another. Beginning with our youngest students, we have created remediation plans to target specific areas of reading by grade level. Within K-2 we created small groups that reflect the needs of our students with an intent looking at remediating the simplest skills to strengthen the foundation and teach to proficiency. By targeting the 3 simplest areas of reading, we will ensure that our kindergarten students are on grade level in the areas of phonemic awareness, phonics, and high frequency words.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

Our Third graders 33% proficient, 25% Approaching and 41% working 2 or more years below grade level. Fourth graders are 26% proficient, 53% approaching grade level and 22% 2 or more years below grade level. Fifth 21% proficient, 25% one year below grade level and 54% 2 or more years below grade level. We notice with this data 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 the new B. E. S. T Standards, following with creating push-in support schedules with our SAI Coach, Fine Arts Team, and other literacy support staff to best bridge the learning gaps of our students. With this push-in support, staff members will utilize resources such as LLI, Benchmark Advance Guided Reading and Readers' Theater and Benchmark Interventions to meet the literacy needs of students. Groups are strategically created looking at the students' needs and matching it with the best resource to support the focus of instruction for the group. This will allow us to scaffold instruction to grow life-long readers and learners.

Include weekly reading homework (i.e. poems) that involve the parents. We will continue to teach using a balanced literacy approach which immerses our students in instruction that target the five areas of reading in daily reading instruction, as well as create small groups based on students' instructional needs.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

STAR Progress Monitoring

Progress Monitoring 1 Progress Monitoring 2 Progress Monitoring 3

September Actual December Goal May Goal

Kindergarten- 28% On or Above 30% On or Above 35% On or Above

First Grade- 39% On or Above 42% On or Above 45% On or Above

Second Grade- 24% On or Above 27% On or Above 30% On or Above

K iReady Data Diag 1 (Actual) Diag 2 (Goal) Diag 3 (Goal)

Phonological awareness- 22% Proficient 25% Proficient 28% Proficient

Phonics- 20% Proficient 23% Proficient 25% Proficient

High-Frequency Words- 16% Proficient 20% Proficient 23% Proficient

Vocabulary- 26% Proficient 29% Proficient 32% Proficient

Comprehension (Overall) 14% Proficient 17% Proficient 20% Proficient

1st iReady Data Diag 1 (Actual) Diag 2 (Goal) Diag 3 (Goal)

Phonological awareness- 32% Proficient 35% Proficient 38% Proficient

Phonics- 10% Proficient 13% Proficient 16% Proficient

High-Frequency Words- 24% Proficient 27% Proficient 30% Proficient

Vocabulary- 14% Proficient 17% Proficient 20% Proficient

Comprehension (Overall) 20% Proficient 23% Proficient 26% Proficient

2nd iReady Data Diag 1 (Actual) Diag 2 (Goal) Diag 3 (Goal)

Phonological awareness- 50% Proficient 53% Proficient 56% Proficient

Phonics- 15% Proficient 18% Proficient 21% Proficient

High-Frequency Words- 42% Proficient 45% Proficient 48% Proficient

Vocabulary- 12% Proficient 15% Proficient 18% Proficient

Comprehension (Overall) 11% Proficient 14% Proficient 17% Proficient

Grades 3-5: Measureable Outcome(s)

FAST FAST

FSA Progress Monitoring 2 Progress Monitoring 3

May 2022 December 2022 May 2023

3rd 21% Proficient 25% Proficient 30% Proficient

4th 47% Proficient 23% Proficient 28% Proficient
 5th 37% Proficient 49% Proficient 51% Proficient

4th Grade and 5th grade measurable outcomes are based on the 21% of students scored in 3rd grade last year that have now matriculated to 4th grade and the 47% of students scored in 4th grade and have now matriculated to 5th grade.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Leadership will monitor iReady usage and pass rates of students with disabilities. i-Ready data will also be used to scaffold instruction based on the students' specific area of need. FSQ, USA, and Progress Monitoring (FAST and STAR assessments) data will also be monitored and analyzed with teachers to find areas for remediation. Teachers will set individual goals of improvement from FSQ to USA and share those goals with students and with school leadership.

Monitoring will occur throughout our PLC for each grade level. Each team will review iReady diagnostic and growth monitoring checks, Reading running records, and end of unit assessments from the Benchmark Series.

We will also use grade level FSQ and USA to track growth within standards.

We will also review of Lesson Plans, Data Analysis, Classroom walks, Student work samples/portfolio/ binder

reviews, Student attendance, Data Chats, Formal Observations, Professional Learning Communities attendance/participation, all Formative/Summative Assessments and Technology.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

DeVastey, Valerie , valerie.devastey@palmbeachschools.org

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

1. Small group instruction: Teachers and well as supplemental support teachers will provide strategically, differentiated instructional support for all learnings. All students in grades K-2, will receive small group instruction daily, as well as receiving reading interventions through differentiated instruction if identified as needing additional support. Include weekly reading homework (i.e. poems) that involve the parents

2. Professional Development: Teachers and support staff will attend ongoing professional development to engage deep, focused, collaborative planning to support and strengthen data analysis and small group planning and implementation.

3. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies. PD will support the development of teacher expertise and instructional strategy success and focus.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

1. Incorporate small group instruction utilizing iReady subgroup needs assessment data to meet the student's need for foundational skill practice and to identify areas of weakness for targeted remediation. Weekly benchmark assessments will also be used to support growth within the standards.

2. Teachers will receive ongoing PD to help them plan, organize, and implements consistent and differentiated learning for all students. They will target remediation and enrichment within their planning and PD.

3. PLCs allow teachers and leadership an opportunity to collaborate, to analyze data, and to make decisions to improve student achievement and progress. It also supports teacher in collaboration with best teaching strategies.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
<p>1. Literacy Leadership Mrs. Griffin- Administrator Mrs. DeVastey- Reading Coach Dr. Drayton- Media Specialist Mrs. Dower- Lead Teacher Develop a plan to monitor the implementation; ensure compliance with the reading plan Walkthroughs to weekly monitor and support reading instruction intervention</p>	
<p>2. Literacy Coaching a. Coach will create an ongoing PD session that consist of mandatory and voluntary sessions that teachers will attend. b. Coach will provide ongoing modeling, pre and post conferences, and in class room support</p>	<p>DeVastey, Valerie , valerie.devastey@palmbeachschools.org</p>
<p>3. Assessment a. Students will be assessed using FAST K-2 STAR, FAST 3-5 Cambium iReady, Benchmark Unit Assessments and FSQ in Language Arts. b. Teachers will analyze student data to determine strengths and weaknesses</p>	
<p>4. Professional Learning a. The PLCs sessions will focus on data analysis and effective instruction based on the needs c. Teachers will work collaboratively to plan and develop lessons focused on strategies aligned to the standards.</p>	

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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.

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.

District Resources allocated to our school:

Regional Support Team

Curriculum Support-Professional Development

Reading Interventionist

VPK units

This year, teachers have embedded in their schedule a time for Social and Emotional Learning (SEL) Lesson. The teachers utilize literature and district resources to focus on class building, friendship, self awareness, empathy, and many other topics related to enhancing positive culture and environment.

Class Dojo is used to incentivise student behavior throughout campus with all teachers and administration. Students can earn points for being responsible, completing work, being on time, being prepared, being kind, and making good choices. Students use Dojo points to shop in the Tiger Store. Generous donations to our Tiger store enable us to include toys, games, and treats for students to 'buy' with their points. Class Dojo is used to communicate with parents to let them know what great things are occurring in class. We also post on the School Story in Class Dojo so all parents can see pictures from around the entire school. SEL themes and activities are also shared with families on a weekly basis through Class Dojo.

During morning and afternoon announcements, we give shout outs to students and teachers that are performing and going above and beyond while putting in the work. During faculty meetings teachers are recognized for their efforts and hard work with certificates and gift cards.

Additional resources (e.g., clothing, backpacks, supplies) are provided to students experiencing homelessness. Staff is provided with the supplies necessary to teach in a positive environment.

Safe and Drug Free Schools initiatives such as Red Ribbon Week and other programs that support prevention of violence in and around the school are implemented on an ongoing basis.

Teaming is leveraged across all school staff to ensure the effective implementation of school initiatives including weekly Collaborative Planning Communities (PLCs), weekly Administrative Collaboration, monthly Instructional Leadership Team meetings, monthly Wellness / Safety Meetings - to name a few. Each week in PLC 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.

Monitoring of attendance, including late drop-offs and early pick-ups is key to building a positive culture. To address the issue, the school-based team currently meets to discuss truancy with students and families. When appropriate, attendance contracts are signed and/or a home visit is made. On a daily basis, One Voice is used to call the homes of students that are absent.

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

Alexa Guy (SAI Coach) shares SEL resources with teachers and also posts them for parents on Class Dojo. All teachers utilize Class Dojo in their class as well as conduct SEL meetings daily. She also serves as an School Based Team leader, where she shares best practices with all teachers.

Mrs. Alexander (Math Coach) leads the hospitality committee that plans teacher and staff fellowship events that include staff building activities.

Community member Benjamin Guy II and Community members Andre Baxam and Meca Rich with Students Who Work, Inc. donated items to the Tiger store as well as items to teachers for their classrooms.

Ms. T. Johnson (Learning Team Facilitator) organized an Amazon wish list to provide for the Tiger store where parents, community members, and staff can donate items for our students.

School Uniforms are donated by National Council of Jewish Women community members.

School parents have joined Class Dojo and have had open lines of communication with teachers.

School Administration, Mrs. Griffin and Mrs. Patterson, utilize morning and afternoon announcements as well as faculty meetings to share SEL tidbits, do shout outs to teachers and staff across campus, and recognize teachers for their work. They also conduct monthly faculty meetings and leadership team meetings as well as safety meetings.

Mr. White Behavior Mental Health Professional, Mrs. LeMay our guidance Counselor, and Ms. Webber our Co-located Therapist provide mental health services to our students in need.

Mr. White is the The School Behavioral Health Professional (SBHP). The SBHP position started for the 2022-2023 school year as part of the Marjory Stoneman Douglas High School Public Safety Act to have more mental health professionals in schools and is funded through local referendum dollars. All schools in Palm Beach County have a SBHP.

Danielle LeMay acts as our ESOL contact, McKinney Vento contact, and Attendance Monitor. She also serves as an School Based Team leader, where she shares best practices with all teachers. A District Migrant Liaison coordinates with our ESOL Contact to provide school and community support services for the families of our migrant students. These supports are supplemental to school-wide supports for students and families. Our ESOL Contact works in conjunction with the District's Multicultural Department to ensure the implementation with fidelity of programs and services designed to improve the outcomes of our English Language Learners.

Coach Arriaran leads out wellness and Healthy school team meetings.

Macy's donated funds to the Tiger store to purchase items for our students.

Office Depot donated classroom supplies as well as student backpacks. Links Inc. provided books for

classrooms

Chambers of Commerce provided funds for school initiatives. Pride of Palm Beach 447 provided backpacks for students.

Bridges of West Palm Beach is actively involved in providing gift cards for parent nights, treats for school events, and promotes Pinwheels for Prevention which is a national campaign designed to increase awareness of child abuse prevention efforts is Florida's statewide coordinated effort to highlight programs and activities that promote healthy child development and prevention of child abuse.

A co-located therapist, behavioral health specialist, and behavior coach are located on campus. The school nurse provides support and nutrition information for those students who have food allergies or have been diagnosed with diabetes.