

School District of Osceola County, FL

# Pleasant Hill Elementary School



2016-17 Schoolwide Improvement Plan

## Pleasant Hill Elementary School

1801 JACK CALHOUN DR, Kissimmee, FL 34741

www.osceolaschools.net

### School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	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	77%

### School Grades History

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

*\*Informational Baseline School Grade*

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

### School Board Approval

This plan is pending approval by the Osceola County School Board.

### SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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## Table of Contents

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<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>6</b>
Supportive Environment	6
Family and Community Engagement	7
Effective Leadership	8
Public and Collaborative Teaching	12
Ambitious Instruction and Learning	13
<b>8-Step Planning and Problem Solving Implementation</b>	<b>16</b>
Goals Summary	16
Goals Detail	16
Action Plan for Improvement	19
<b>Appendix 1: Implementation Timeline</b>	<b>27</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>28</b>
Professional Development Opportunities	28
Technical Assistance Items	29
<b>Appendix 3: Budget to Support Goals</b>	<b>29</b>

## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2016-17 DA Category and Statuses for Pleasant Hill Elementary School

DA Region and RED	DA Category and Turnaround Status
Central - <a href="#">Lucinda Thompson</a>	Not In DA - N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

Pleasant Hill Elementary School will provide a safe learning environment and challenging curriculum that enables students to obtain their full potential.

##### b. Provide the school's vision statement.

#### 2. School Environment

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

Once students are enrolled into Pleasant Hill Elementary, our staff retrieve information from their registration forms to determine their ESOL status. This is the initial process for learning about our students. Once students are enrolled in class, teachers engage in an "All About Me" activity. Students are assigned a project where they are asked to bring in pictures of their families and artifacts that represents their cultures. Students are then allowed to present and talk about their cultures, if they choose to. After the presentations, students' projects are displayed in the classroom. Fourth and fifth grade students participate in AVID and discuss their future careers and the college/university they would like to attend. On Wednesdays, the staff and students wear a college/university shirt to promote a college mind-set.

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

Pleasant Hill Elementary has an established morning and afternoon duty schedule. All staff are assigned to zones around campus to monitor and ensure the safety of our students when they arrive to school and when they dismiss. We have initiated a Safety Patrol program that provides additional assistance with keeping our students safe. To ensure the safety of our students during school, teachers keep their doors locked at all times. Gates remained closed and locked. Students walk in pairs when they walk the campus.

Throughout the year, we conduct fire drills, tornado drills, and lock down drills to keep our students and staff abreast on the procedures to take if the need arises.

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

Pleasant Hill Elementary incorporates a schoolwide behavioral system with clear expectations. The schoolwide plan revolves around specific acronyms like BUS (Be respectful, Use inside voices), HALLS (Hands by your side, All eyes forward, Lips zipped, Low speed), MEALS (Must use inside voices, Exhibit proper manners, Always clean your area, Listen to adults, Stay seated at all times). The students who follow the expectations in and around the school, as well as in the classroom earn Panda Bucks. The Panda Bucks are then used at the Panda Store by each grade level twice a month and at the quarterly Panda Party. The staff was trained on the system at a Faculty Meeting and students are presented this information from a presentation at the beginning of the school year and by their classroom teachers, too.

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

Pleasant Hill Elementary ensures students social and emotional needs are met by providing different types of services. Different types of specialized professionals serve our student population such as:, School Social Worker, School Counselor, and School Psychologist. It is in their interest to provide constant prevention, monitoring, and serve our student population and their families. Also, the school has established partnerships with outside contracted agencies that provides Mental Health assessment and treatment for students referred. Pleasant Hill has received support from the community which has allowed us to provide for students personal needs in supplies, food, and other basic needs. It is in the best interest of Pleasant Hill Elementary to provide students with resources that will contribute with their personal, emotional and academic growth.

**3. Early Warning Systems**

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

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

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	21	23	12	19	18	9	0	0	0	0	0	0	0	102
One or more suspensions	5	3	1	5	4	9	0	0	0	0	0	0	0	27
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	72	66	60	0	0	0	0	0	0	0	198

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

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

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

The Leadership Team utilizes a tiered approach to our students based on severity of needs. Using the indicators as a basis for diagnosing trends in student deficiencies, we work on academics, attendance, and behavior in the following manner. Students manifesting severe academic deficiencies in reading are placed in a Leveled Literacy Intervention program and i-Ready, a computer diagnostic and adaptive web-based program. These students are progress monitored and data is collected to determine further steps. Students manifesting severe academic deficiencies in math are instructed using iReady and Marilyn Burns' "Do the Math" intervention program. All of the interventions utilized are research-based to increase student achievement and are approved by the District.

**B. Family and Community Engagement**

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

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

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

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

Yes

**1. PIP Link**

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

**2. Description**

Title I Schools, in collaboration with parents, teachers, staff and community stakeholders, annually prepare and submit to FLDOE a detailed Parent Involvement Plan (PIP). All parents are invited to provide input into the PIP design. The final version of the plan is presented to the School Advisory Council (SAC) for approval, prior to FLDOE upload.

Required components of the plan include the annual Title I Meeting. The District Title I office provides a PowerPoint template with areas for the school to personalize mission, vision, curriculum and demographic information to share with parents at the annual meeting. The annual meeting is held on two different days with one session in the morning and one in the evening to meet the needs of all parents. Another area of the PIP focuses on staff training activities in effectively engaging parents to participate in the academic achievement of their children. District Title I provided training modules include the five levels of parent involvement, along with cultural sensitivity training in collaboration with Title III. The plan also outlines annual Building Capacity events the school plans to involve parents in their child's academic progress along with community outreach integration.

All parents are also invited to participate in the preparation of the school Compact. The Compact document consists of three sections targeting: student, parent and teacher. It is a pledge to uphold the school's vision, mission and specific educational accountabilities. It is discussed and signed by every elementary student, parent and teacher. The Compact is sent home for parent review at the middle and high school levels.

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

Every school community has a different set of needs and circumstances. Pleasant Hill Elementary has its own distinctive culture. What schools have in common is a belief in basic principles that create an impact: a commitment to partnerships, respect for diversity, belief in community strengths, and high expectations for all. When businesses, volunteers, families and schools work together; the children benefit. The in-kind support we receive from our business partner's gives them an awareness of the impact they make on our students. In return, the families see the support of the community and understand the importance of working together towards a common goal, student achievement.

**C. Effective Leadership**

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

**1. School Leadership Team**

**a. Membership**

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

Name	Title
Bressler, Gary	Principal
Ambrose, Lorraine	Instructional Coach
Alicea, Vivian	School Counselor
Davis Simmons, Trenisha	Assistant Principal
Hayes, Elise	Instructional Coach
Pearson, Jennifer	Instructional Coach
Severance, Jeri-Lynne	SAC Member
Koon-Koon, Sherry	Instructional Coach

## b. Duties

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

Principal-Oversees all student data at all tier levels.

Assistant Principal-Oversees all student data all tier levels.

MTSS Coach-Collects data, chart progress of students in the MTSS process.

Literacy Coach-Pulls reading data and establishes specific interventions.

Math Coach-Pulls math data and establishes specific interventions.

Science Coach-Pulls science data and establishes specific interventions.

Guidance Counselor-Collect and monitor attendance data and implement specific interventions

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

The MTSS leadership team works collaboratively with the faculty and SAC to develop the curriculum and behavioral goals for the School Improvement Plan. The areas are addressed at the School Improvement Planning Day at the end of the school year and are further refined when school and student data are available

#### Title I, Part A

To ensure students requiring additional remediation are assisted; extended learning opportunities, such as before and /or after school programs, and/or Saturday and/or summer school, are offered. The district coordinates with Title II to ensure staff development needs are provided. Learning Resource Specialists and Math/Science Coaches develop and lead programs based on Florida Standards curriculum/behavior assessment and intervention approaches.

#### Title I, Part C-Migrant

When Migrant children are enrolled at our school, the Title I Migrant Center staff is available to ensure that all migrant students are given a fair and equitable opportunity to achieve a high quality education. They will be contacted to help meet the needs of Migrant students, based on student achievement data, if enrolled at our school. These students will be afforded the same opportunities as all students. The liaison coordinates with Title I and other programs to ensure the student needs are met and assistance transitioning to post-secondary education or employment.

#### Title I, Part D

When Neglected and/or Delinquent children are enrolled in our school, we will coordinate efforts with

the Alternative Programs Department to ensure that all student needs are met.

#### Title II

Professional Development is provided for Core Connections, Math Solutions, and Instructional Framework Design and the Instructional Leadership Pipeline. It is also used to focus on Professional Learning Community (PLC) development and facilitation.

#### Title III

The Multicultural Department assists in the identification of Limited English Proficiency (LEP), immigrant, and Native American students most at-risk in meeting state standards. Support research-based, comprehensive educational programs are used to help reduce the educational barriers that result from cultural and linguistic needs. Schools provide help for LEP, immigrant, and Native American students achieve the same standards as developed for other students.

IDEA provides support for students with an Individual Education Plan (IEP), students identified through the Preschool Education Evaluation Program (PEEP), and students identified through the gifted screening process for all second grade Title I students.

#### Title IX

To help eliminate barriers for education the District Homeless Education Liaison works with the school FIT Liaisons to help define and protect the rights of homeless students to enroll in, attend, and succeed in our public schools. For students identified as homeless under the McKinney-Vento Act, the Liaison provides health and academic referrals as well as vouchers for resources such as, but not limited to shoes, transportation, and school physicals.

## 2. School Advisory Council (SAC)

### a. Membership

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

Name	Stakeholder Group
Jeri Severance	Teacher
Gary Bressler	Principal
Debbie White	Teacher
Martha Montgomery	Parent
Cynthia Miller	Parent
Eva Costello	Parent
Elise Hayes	Teacher
Bryanna White	Student
Allyson White	Student
Amber Levac White	Education Support Employee
	Student

### b. Duties

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

*a. Evaluation of last year's school improvement plan*

In order to properly assess the goals/strategies from last year's School Improvement Plan, we had stakeholders present at a meeting to review each area and discuss the strengths/weaknesses. In addition to that activity, there was a parent, staff, and student survey conducted to assess all, as well. This data was also shared at a SAC meeting held in May.

*b. Development of this school improvement plan*

The School Improvement Plan (SIP) is developed with all stakeholders invited during the month of April/May. This is an annual event entitled "SIP Planning Day" that draws on that year's progress with goals/strategies, as well those areas in need of attention. At this meeting, the Principal presents an assortment of data ranging from standardized tests to climate survey data. The stakeholders collaborate and analyze the data and make critical decisions on the following year's focus in instruction, climate, parental involvement, discipline, as well as professional development. Once finalized, the plan is posted and continuously monitored and revised as needs change during the school

*c. Preparation of the school's annual budget and plan*

In preparing for the school's annual budget, Pleasant Hill looks at all student needs disaggregated down to each subgroup. Our budget is then developed on needs for curriculum and staff to improve achievement in these subgroups.

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

School Improvement funds were used for the following:

- A. Student Agendas \$1,835.49
- C. Attendance Incentives \$259.84
- D. Science - Colossal Cabbage \$599.20
- E. Odyssey of the Mind \$491.00
- F. College and Career Readiness/AVID \$1,450.00

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

Yes

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

**3. Literacy Leadership Team (LLT)**

**a. Membership**

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

Name	Title
Serrano, Maria	Teacher, K-12
Pearson, Jennifer	Instructional Coach
Bressler, Gary	Principal
Davis Simmons, Trenisha	Assistant Principal
Ulp, Donna	Teacher, K-12
Nazario, Lesley	Teacher, K-12
Hillen, Melissa	Teacher, K-12
Wolferd-Ramirez, Joanne	Teacher, K-12

#### **b. Duties**

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

To promote a love of literacy and deepen the understanding of the Florida Standards, as well as raise the level of rigor in instruction through the use of Costa's levels of questioning and Marzano high yield strategies.

#### **D. Public and Collaborative Teaching**

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

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

All collaborative planning, PLC's, and Grade level meetings have been scheduled for the entire year. Teachers know ahead of time when such events will be held; thus giving them ample time to prepare. During meetings, collaborative planning, and PLCs, teachers, along with admin and academic coaches, create Group Norms to follow. The Norms are a set of agreed upon guideline for how teachers are to work together in order to have an effective positive working relationship within the groups. Administrators and academic coaches will support PLCs and collaborative planning to ensure that data discussions, goal setting and teaching strategies are shared.

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

Pleasant Hill Elementary utilizes a team approach to recruiting and retaining highly-qualified teachers. Teachers new to Pleasant Hill Elementary's team are placed in the Teacher Mentor Program and supported by the instructional coaches, grade level chairpersons, and administration. Teachers are also in continued Professional Development that is held in-house and at the District to develop our teachers professionally and allow them to grow in their field of expertise.

The school Principal also recognizes staff throughout the year through team building activities, incentives, and recognition held monthly. The staff participates in the various recognition programs developed by administration that allows them to recognize a staff member for excellence each month. This is not chosen by the Principal but staff to staff.

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

The Leadership Team supports teachers new to Pleasant Hill Elementary to assist them in readiness with curriculum, myPGS, Marzano's Domains, classroom management and any classroom related needs. In addition to the Instructional coaches, the grade level chairs, as well as administration, facilitate

teachers throughout the year with Professional Development and monitoring through classroom walkthroughs.

## E. Ambitious Instruction and Learning

### 1. Instructional Programs and Strategies

#### a. Instructional Programs

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

All textbooks and supplementary material must first be approved by the State Department of Education and the School District. Representatives from each school review the textbooks that have been state and district approved. Textbooks are adopted District-wide and go through a rigorous evaluation process.

#### b. Instructional Strategies

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

Pleasant Hill Elementary meets the needs of all students through the MTSS process. Students that are identified as having a deficiency in any one subject area are considered for Tier 2 and Tier 3 interventions. MTSS meetings include the Leadership Team, along with the classroom teachers, and meets monthly to discuss student progress monitoring data. The team then prescribes specific interventions to utilize in the classroom and during iii. During the implementation of these interventions there are progress monitoring assessments conducted to gauge the effectiveness of the prescribed interventions. If needed, the MTSS team readdresses the interventions and looks at a different approach.

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

**Strategy:** Extended School Day

**Minutes added to school year:** 3,600

Before and/or after school tutoring is provided to students that score in the intensive needs range based on current data and previous school year data. Enrichment is provided for students that are excelling beyond grade level standards to continuously maximize student learning and potential.

**Strategy Rationale**

To serve our students' needs beyond the regular school day.

**Strategy Purpose(s)**

- Enrichment
- Teacher collaboration, planning and professional development

**Person(s) responsible for monitoring implementation of the strategy**

Davis Simmons, Trenisha, [simmont@osceola.k12.fl.us](mailto:simmont@osceola.k12.fl.us)

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

Students placed in this program are monitored through formative assessment data via iReady..

**Strategy:** Extended School Day

**Minutes added to school year:** 2,280

Students will participate in the Odyssey of the Minds enrichment program.

**Strategy Rationale**

To provide an accelerated activity for gifted and talented students to engage beyond the school day.

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Hayes, Elise, [elise.hayes@osceolaschools.net](mailto:elise.hayes@osceolaschools.net)

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

Students who participate in this state level competition are assessed on their performance-based task from a panel of educators. In addition, progress monitoring would be conducted through iREADY to gauge the overall effectiveness of this enrichment activity.

## 2. Student Transition and Readiness

### a. PreK-12 Transition

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

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

Pleasant Hill Elementary assists with this transition by housing its own PreK program that utilizes a research-based curriculum. The Prek program is monitored for its effectiveness through state assessments that show students readiness prior to entering kindergarten.

## **b. College and Career Readiness**

- 1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.**
- 2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.**
- 3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.**
- 4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.**

## **II. Needs Assessment**

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

### **A. Problem Identification**

#### **1. Data to Support Problem Identification**

##### **b. Data Uploads**

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

The following documents were submitted as evidence for this section:

*No files were uploaded*

#### **2. Problem Identification Summary**

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

### **B. Problem Analysis Summary**

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

### **C. Strategic Goals**

## School Improvement Goals


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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step    S123456 = Quick Key

## Strategic Goals Summary

- G1.** Teachers will implement data-driven, standards based rigorous instruction in English Language Arts, Math and Science that is aligned to the Florida Standards to ensure all students are exposed to a viable and guaranteed curriculum.
- G2.** Teachers will provide instruction that promotes classroom engagement and student collaboration that will promote student attendance and positive behavior.

## Strategic Goals Detail

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

**G1.** Teachers will implement data-driven, standards based rigorous instruction in English Language Arts, Math and Science that is aligned to the Florida Standards to ensure all students are exposed to a viable and guaranteed curriculum. 1a

G085395

**Targets Supported** 1b

Indicator	Annual Target
FSA ELA Achievement	50.0
FSA Mathematics Achievement	50.0
FCAT 2.0 Science Proficiency	60.0
ELA/Reading Gains	60.0
Math Gains	60.0
ELA/Reading Lowest 25% Gains	50.0
Math Lowest 25% Gains	50.0

**Targeted Barriers to Achieving the Goal** 3

- Limited knowledge of standards/DOK

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

- 
- Instructional Coaches (reading, math, science, guidance counselor, MTSS & ESE)
- I-Ready student materials and software
- Paraprofessionals working with students
- iii resources (Leveled Literacy Intervention, ROURKE, Rosetta Stone, Common Core Clinic)
- Extended Learning Resources (Phonics for Reading)
- Sheltered Classrooms

**Plan to Monitor Progress Toward G1.** 8

Teachers will ask questions at the appropriate DOK level based on the standard and students will be able to appropriate answer the questions.

**Person Responsible**

Gary Bressler

**Schedule**

Monthly, from 9/7/2016 to 5/26/2017

**Evidence of Completion**

Questions asked aligned to the DOK of the standard, proficiency scales and students answering appropriate level questions.

**G2.** Teachers will provide instruction that promotes classroom engagement and student collaboration that will promote student attendance and positive behavior. 1a

G085396

**Targets Supported** 1b

Indicator	Annual Target
Attendance rate	95.0

**Targeted Barriers to Achieving the Goal** 3

- Health/Medical Issues
- Pre-Arranged Student Absences

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

- FOCUS
- Guidance Counselor
- Social Worker
- EWS
- 

**Plan to Monitor Progress Toward G2.** 8

The Average Daily Attendance provided by the district will be collected and reviewed to determine progress toward the goal.

**Person Responsible**

Gary Bressler

**Schedule**

Weekly, from 8/10/2016 to 5/30/2017

**Evidence of Completion**

Evidence showing an increase in the average daily attendance to 95% or higher.

## Action Plan for Improvement

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step     S123456 = Quick Key

**G1.** Teachers will implement data-driven, standards based rigorous instruction in English Language Arts, Math and Science that is aligned to the Florida Standards to ensure all students are exposed to a viable and guaranteed curriculum. 1

G085395

**G1.B2** Limited knowledge of standards/DOK 2

B227102

**G1.B2.S1** -Teachers will participate in on-going professional development that focuses on the Florida Standards. -Teachers will meet weekly in PLCs to gain in-depth understanding of the standards. 4

S239624

### Strategy Rationale

In order for teachers to implement effective, data-driven instruction, they must first have a solid understanding of the standards and what exactly students are expected to be able to do based on the standards. Meeting collaboratively and providing professional development foster a deeper level of understanding of the standards and helps to ensure that all students are exposed to viable and guaranteed curriculum.

### Action Step 1 5

Teachers will participate in quarterly planning days with support by the instructional coaches

#### Person Responsible

Trenisha Davis Simmons

#### Schedule

Quarterly, from 10/5/2016 to 5/26/2017

#### Evidence of Completion

Sign-in sheets of professional development attendance. PD agenda. PD materials.

### Action Step 2 5

Teachers will collaborate in PLCs.

#### Person Responsible

Gary Bressler

#### Schedule

Biweekly, from 10/5/2016 to 5/26/2017

#### Evidence of Completion

Sign-in sheet, agenda and minutes

### Action Step 3 5

Coaches will provide instructional support during walkthroughs and coaching cycles.

**Person Responsible**

Lorraine Ambrose

**Schedule**

Weekly, from 10/5/2016 to 5/26/2017

***Evidence of Completion***

Carbon copy of notes left to teachers and coach log.

### Action Step 4 5

Coaches will provide instructional support during walkthroughs and coaching cycles

**Person Responsible**

Elise Hayes

**Schedule**

Weekly, from 10/5/2016 to 5/26/2017

***Evidence of Completion***

Carbon copy of notes left to teachers and coach log.

### Action Step 5 5

Coaches will provide instructional support during walkthroughs and coaching cycles

**Person Responsible**

Jennifer Pearson

**Schedule**

Weekly, from 10/5/2016 to 5/26/2017

***Evidence of Completion***

Carbon copy of notes left to teachers and coach log.

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

Admin will check lesson plans for questions at the appropriate DOK level, review proficiency scales and conduct walkthroughs and observations

**Person Responsible**

Gary Bressler

**Schedule**

Daily, from 9/7/2016 to 5/26/2017

**Evidence of Completion**

Lesson Plans and CWT conducted by administration with documentation in MyPGS

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

Admin will check lesson plans for questions at the appropriate DOK level, review proficiency scales and conduct walkthroughs and observations

**Person Responsible**

Trenisha Davis Simmons

**Schedule**

Daily, from 9/7/2016 to 5/26/2017

**Evidence of Completion**

Lesson Plans and CWT conducted by administration with documentation in MyPGS

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

Administration will debrief on CWT and monitor student data

**Person Responsible**

Gary Bressler

**Schedule**

Weekly, from 9/7/2016 to 5/26/2017

**Evidence of Completion**

Evidence in classroom instruction and student scores

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

Administration will review PLC sign-in sheets, agendas and minutes

### Person Responsible

Trenisha Davis Simmons

### Schedule

Monthly, from 9/7/2016 to 5/26/2017

### Evidence of Completion

Attendance; Information placed in PLC minutes; Evidence in classroom instruction.

**G2.** Teachers will provide instruction that promotes classroom engagement and student collaboration that will promote student attendance and positive behavior. 1

G085396

## G2.B1 Health/Medical Issues 2

B227105

**G2.B1.S1** Develop attendance committee that will track student attendance. -A deliberate focus on students who have been identified to fall in our Early Warning System and have 10 or more absences. - School will provide incentives for students who maintain good attendance record. -School will recognize students with great attendance at our Rocks Assembly. -School will recognize students weekly with perfect attendance.. -Classroom teachers will recognize students with great attendance rate. 4

S239625

### Strategy Rationale

Last year's FSA data reflected a direct correlation to Level 1s and student absences that exceed the 10% threshold. Our school's monthly ADA was 93-94%, below the District's goal of 95%.

## Action Step 1 5

Guidance Counselor will work alongside the Data Entry Clerk to monitor and track student attendance.

### Person Responsible

Vivian Alicea

### Schedule

Weekly, from 8/10/2016 to 5/30/2017

### Evidence of Completion

Attendance reports that show number of students with 10 or more absences will decrease. The Average Daily Attendance will increase from 93% to 95% or higher.

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

Administration will monitor the school's attendance rate, as well as students in our Early Warning System who have 10 or more absences.

**Person Responsible**

Gary Bressler

**Schedule**

Weekly, from 8/10/2016 to 5/30/2017

**Evidence of Completion**

Reports on student attendance rate, MTSS data, and weekly recognitions.

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

Weekly ADA attendance and the number of students receiving the weekly attendance reward

**Person Responsible**

Gary Bressler

**Schedule**

Weekly, from 9/7/2016 to 5/26/2017

**Evidence of Completion**

Reports that show an increase in attendance rates. Reports provided by the guidance counselor and data entry clerk. discussion with classroom teachers on implementation of the attendance incentives.

## G2.B2 Pre-Arranged Student Absences 2

 B227106

**G2.B2.S1** Pre-arranged absences will be reduced to family emergencies and academic related opportunities. For family emergencies, parents will have to submit paperwork related to the situation. For academic opportunities, the invitation, agenda or a description of the event will need to be submitted prior to approval. 4

 S239626

### Strategy Rationale

Based on the 2015-2016 FSA data there was a direct correlation between students with numerous absences, tardies or situations where they have been checked out of school early and scoring either a level 1 or level 2 on the 2015-2016 FSA.

### Action Step 1 5

Educate parents on the importance of students being in school at parent conferences and parent events

#### Person Responsible

Gary Bressler

#### Schedule

Monthly, from 9/7/2016 to 5/26/2017

#### Evidence of Completion

Agenda

### Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Number of pre-arranged requests from parents

#### Person Responsible

Gary Bressler

#### Schedule

Weekly, from 8/10/2016 to 5/26/2017

#### Evidence of Completion

PD materials, sign-in sheet, agenda, emails, school weekly newsletter

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Reduction in forms submitted from parents

**Person Responsible**

Gary Bressler

**Schedule**

Monthly, from 9/7/2016 to 5/26/2017

***Evidence of Completion***

Monthly log

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2017</b>					
G1.MA1 M317856	Teachers will ask questions at the appropriate DOK level based on the standard and students will be...	Bressler, Gary	9/7/2016	Questions asked aligned to the DOK of the standard, proficiency scales and students answering appropriate level questions.	5/26/2017 monthly
G1.B2.S1.MA1 M317852	Administration will debrief on CWT and monitor student data	Bressler, Gary	9/7/2016	Evidence in classroom instruction and student scores	5/26/2017 weekly
G1.B2.S1.MA4 M317853	Administration will review PLC sign-in sheets, agendas and minutes	Davis Simmons, Trenisha	9/7/2016	Attendance; Information placed in PLC minutes; Evidence in classroom instruction.	5/26/2017 monthly
G1.B2.S1.MA1 M317854	Admin will check lesson plans for questions at the appropriate DOK level, review proficiency scales...	Bressler, Gary	9/7/2016	Lesson Plans and CWT conducted by administration with documentation in MyPGS	5/26/2017 daily
G1.B2.S1.MA2 M317855	Admin will check lesson plans for questions at the appropriate DOK level, review proficiency scales...	Davis Simmons, Trenisha	9/7/2016	Lesson Plans and CWT conducted by administration with documentation in MyPGS	5/26/2017 daily
G1.B2.S1.A1 A310249	Teachers will participate in quarterly planning days with support by the instructional coaches	Davis Simmons, Trenisha	10/5/2016	Sign-in sheets of professional development attendance. PD agenda. PD materials.	5/26/2017 quarterly
G1.B2.S1.A2 A310250	Teachers will collaborate in PLCs.	Bressler, Gary	10/5/2016	Sign-in sheet, agenda and minutes	5/26/2017 biweekly
G1.B2.S1.A3 A310251	Coaches will provide instructional support during walkthroughs and coaching cycles.	Ambrose, Lorraine	10/5/2016	Carbon copy of notes left to teachers and coach log.	5/26/2017 weekly
G1.B2.S1.A4 A310252	Coaches will provide instructional support during walkthroughs and coaching cycles	Hayes, Elise	10/5/2016	Carbon copy of notes left to teachers and coach log.	5/26/2017 weekly
G1.B2.S1.A5 A310253	Coaches will provide instructional support during walkthroughs and coaching cycles	Pearson, Jennifer	10/5/2016	Carbon copy of notes left to teachers and coach log.	5/26/2017 weekly
G2.B1.S1.MA1 M317857	Weekly ADA attendance and the number of students receiving the weekly attendance reward	Bressler, Gary	9/7/2016	Reports that show an increase in attendance rates. Reports provided by the guidance counselor and data entry clerk. discussion with classroom teachers on implementation of the attendance incentives.	5/26/2017 weekly
G2.B2.S1.MA1 M317859	Reduction in forms submitted from parents	Bressler, Gary	9/7/2016	Monthly log	5/26/2017 monthly
G2.B2.S1.MA1 M317860	Number of pre-arranged requests from parents	Bressler, Gary	8/10/2016	PD materials, sign-in sheet, agenda, emails, school weekly newsletter	5/26/2017 weekly
G2.B2.S1.A1 A310255	Educate parents on the importance of students being in school at parent conferences and parent...	Bressler, Gary	9/7/2016	Agenda	5/26/2017 monthly
G2.MA1 M317861	The Average Daily Attendance provided by the district will be collected and reviewed to determine...	Bressler, Gary	8/10/2016	Evidence showing an increase in the average daily attendance to 95% or higher.	5/30/2017 weekly
G2.B1.S1.MA1 M317858	Administration will monitor the school's attendance rate, as well as students in our Early Warning...	Bressler, Gary	8/10/2016	Reports on student attendance rate, MTSS data, and weekly recognitions.	5/30/2017 weekly
G2.B1.S1.A1 A310254	Guidance Counselor will work alongside the Data Entry Clerk to monitor and track student attendance.	Alicea, Vivian	8/10/2016	Attendance reports that show number of students with 10 or more absences will decrease. The Average Daily Attendance will increase from 93% to 95% or higher.	5/30/2017 weekly

## V. Professional Development Opportunities

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

## VI. Technical Assistance Items

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

## VII. Budget

1	G1.B2.S1.A1	Teachers will participate in quarterly planning days with support by the instructional coaches	\$0.00
2	G1.B2.S1.A2	Teachers will collaborate in PLCs.	\$0.00
3	G1.B2.S1.A3	Coaches will provide instructional support during walkthroughs and coaching cycles.	\$0.00
4	G1.B2.S1.A4	Coaches will provide instructional support during walkthroughs and coaching cycles	\$0.00
5	G1.B2.S1.A5	Coaches will provide instructional support during walkthroughs and coaching cycles	\$0.00
6	G2.B1.S1.A1	Guidance Counselor will work alongside the Data Entry Clerk to monitor and track student attendance.	\$0.00
7	G2.B2.S1.A1	Educate parents on the importance of students being in school at parent conferences and parent events	\$0.00
Total:			\$0.00