

School District of Osceola County, FL

# Pleasant Hill Elementary School



2017-18 Schoolwide Improvement Plan

## Pleasant Hill Elementary School

1801 JACK CALHOUN DR, Kissimmee, FL 34741

www.osceolaschools.net

### School Demographics

| School Type and Grades Served<br>(per MSID File) | 2016-17 Title I School | 2016-17 Economically<br>Disadvantaged (FRL) Rate<br>(as reported on Survey 3) |
|--|------------------------|---|
| Elementary School<br>PK-5                        | Yes                    | 98%   |
| Primary Service Type<br>(per MSID File)          | Charter School         | 2018-19 Minority Rate<br>(Reported as Non-white<br>on Survey 2)               |
| K-12 General Education                           | No                     | 80%   |

### School Grades History

| Year  | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|-------|---------|---------|---------|---------|
| Grade | C       | C       | 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 that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

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

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2017-18 DA Category and Statuses for Pleasant Hill Elementary School

| DA Region and RED                          | DA Category and Turnaround Status |
|--|-----------------------------------|
| Central - <a href="#">Lucinda Thompson</a> | - 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.

Our vision is to cultivate a safe and caring learning environment that enables all students to become college and career ready through a rigorous curriculum that challenges students at all levels.

#### 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 retrieves information from their registration form to determine their ESOL status and prior school experience(s). This is the initial process of learning about our students. Once students are enrolled in class, teachers engage in an "All About Me" and/or "What I want to become" activity. Students share information about their family and about what they desire to become when they graduate from high school. The teachers share about their college experience. Students look up which colleges offer degrees in their desired profession. Depending on the grade level, students take a picture with a cap and gown, complete their own college pennant, research various colleges and universities. Pleasant is a PreK thru fifth grade AVID school. The focus on college and career readiness is inbedded in every aspect of the school. 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. The school's guidance counselor ensure that social and emotional needs are met by either meeting with the student or referring the student to an outside service provider. Students that need a mentor are paired with a member of the leadership team or another school based employee for a daily check-in and check-out and the beginning and ending of the school day. That adult shares the student's progress and any other needs at either the weekly leadership meeting or monthly MTSS meeting.

### 3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

The early warning systems at Pleasant Hill Elementary include a variety of areas to identify students that need additional supports and resources. Students that have a previous retention and/or have a D and/or F are identified using reports from Focus so that they can receive additional academic support. Pleasant Hill Elementary does not have many students that have out of school suspension therefore students with three or more discipline referrals are identified for behavior and/or social skill interventions. These interventions include check-in/check-out, meetings with the counselor or assistant principal, referral to an outside agency and/or parent conference with the parent, teacher, student, guidance counselor/social worker and an administrator. In addition, students with 10 or more absences are identified using a report from Focus to determine the supports the family needs in order to ensure the student is in attendance at school so that they can be academically successful.

**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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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

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

Yes

**1. PFEP Link**

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/459080>.

**2. Description**

A PIP has been uploaded for this school or district - see the link above.

**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. Local businesses, churches and individuals support the school in a variety of ways. Individuals support the school by being Bookmark Buddies with 3rd grade students and meeting with them 30 minutes once a week for the school year, volunteering (i.e. book fair, Panda Parties, classroom assistance), and donating new and gently used clothing and toiletry items. Local churches have supported the school by paying for bully prevention/social skill assemblies, providing monthly All Pro Dad and/or iMOM sessions for parents and their children, providing dinner for families at FIT, and donating gift cards that can be



used to support families in need. First Kissimmee United Methodist Church/ Casa De Paz provide All Pro Dad and iMOM sessions, Mt. Zion Seventh Day Adventist Church provides a Thanksgiving Meal for the FIT families at Pleasant Hill Elementary and Poinciana Christian Church provides funding for the character education assemblies. Local business assist the school by providing classroom t-shirts, supporting open house and family events, providing lunch for the staff, providing a discount on services for the school, attendance prizes, volunteering as judges for events at the school and gifts for the teacher of the year so share a few of the ways. A few examples of the support received from local business are as follows: Integrative Physical Medicine providing massages during teacher appreciation week, Turtle Tots Daycare is a member of the School Advisory Council, Leaping to Fun provides resources for the quarterly Panda Parties as a discount and Gatorade provides beverages for student incentives.

## C. Effective Leadership

### 1. School Leadership Team

#### a. Membership

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

| Name                    | Title               |
|-------------------------|---------------------|
| Bressler, Gary          | Principal           |
| Ambrose, Lorraine       | Instructional Coach |
| Davis Simmons, Trenisha | Assistant Principal |
| Hayes, Elise            | Instructional Coach |
| Pearson, Jennifer       | Instructional Coach |
| Severance, Jeri-Lynne   | Teacher, ESE        |
| Koon-Koon, Sherry       | Instructional Coach |
| Cruz, Emy               | School Counselor    |

#### 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 academic data, chart progress of students in the MTSS process; collect and monitors attendance data and implements specific interventions

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-Collects behavior data, charts progress of students in the MTSS process for behavior.

##### **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 in English Language Arts, Mathematics 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             |
| Eva Costello                       | Parent             |
| Jodie Livingston                   | Teacher            |
| Nicole Bridges/Turtle Tots Academy | Business/Community |
| Ebony Diaz                         | Parent             |
| Raymond Gold                       | Parent             |
| Rebecca Hendricks                  | Parent             |
| Brittany Hague                     | Teacher            |
| Cynthia Miller                     | Parent             |
| Lorraine Ambrose                   | Teacher            |

## b. Duties

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

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

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

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               |
|--------------------|---------------------|
| Woods, Kyra        | Teacher, K-12       |
| Pearson, Jennifer  | Instructional Coach |
| Bressler, Gary     | Principal           |
| Ulp, Donna         | Teacher, K-12       |
| Hillen, Melissa    | Teacher, K-12       |
| Heinsch, Carly     | Teacher, K-12       |
| Hendricks, Rebecca | Paraprofessional    |
| Kephart, Marah     | Teacher, K-12       |
| Kraus, Brianna     | Teacher, K-12       |
| Barnes, Kristen    | 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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

All collaborative planning and PLC 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 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

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

### A. Problem Identification

#### 1. Data to Support Problem Identification

##### b. Data Uploads

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

The following documents were submitted as evidence for this section:

*No files were uploaded*

#### 2. Problem Identification Summary

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

### B. Problem Analysis Summary

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

### C. Strategic Goals



## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** If all teachers utilize AVID instructional strategies, collaboration with a growth mindset, and data driven standards based on instruction in all content areas, then academic gains will increase for all students.

## Strategic Goals Detail

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

**G1.** If all teachers utilize AVID instructional strategies, collaboration with a growth mindset, and data driven standards based on instruction in all content areas, then academic gains will increase for all students. 1a

G095520

**Targets Supported** 1b

| Indicator                                | Annual Target |
|--|---------------|
| FSA ELA Achievement - SWD                | 15.0          |
| FSA ELA Achievement - ELL                | 20.0          |
| ELA/Reading Lowest 25% Gains             | 50.0          |
| ELA/Reading Gains                        | 55.0          |
| Math Lowest 25% Gains                    | 50.0          |
| Math Gains                               | 57.0          |
| Statewide Science Assessment Achievement | 70.0          |
| FSA ELA Achievement                      | 50.0          |
| FSA Mathematics Achievement              | 50.0          |

**Targeted Barriers to Achieving the Goal** 3

- Instruction to the depth of the standard

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

- Academic coaches and paraprofessionals working with students
- I-Ready student materials and software
- Professional Development
- Planning days (collaboration with teachers and coaches)
- PLC Support (Each grade level has a leadership team member)
- Sheltered Classrooms
- Instructional strategies (Marzano and AVID)
- Model classrooms
- TOOT (Teacher Observing Other Teachers)

**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 answer appropriate questions during class and on class/state assessments

**Person Responsible**

Gary Bressler

**Schedule**

Monthly, from 9/5/2017 to 5/25/2018

**Evidence of Completion**

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

## 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.** If all teachers utilize AVID instructional strategies, collaboration with a growth mindset, and data driven standards based on instruction in all content areas, then academic gains will increase for all students. 1

 G095520

**G1.B2** Instruction to the depth of the standard 2

 B257211

**G1.B2.S1** Grade level collaborative planning days with coaches 4

 S272133

### 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 with the support of the instructional coaches provides an opportunity to 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 PLC PD days to review data, deconstruct standards and develop standards based tasks with support by the instructional coaches

#### Person Responsible

Trenisha Davis Simmons

#### Schedule

Quarterly, from 10/2/2017 to 5/25/2018

#### 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

Weekly, from 9/6/2017 to 5/23/2018

#### Evidence of Completion

Agenda, minutes and artifacts

### Action Step 3 5

The science coach will show and work with teachers in the process of aligning tasks to the science standards.

**Person Responsible**

Lorraine Ambrose

**Schedule**

Weekly, from 9/5/2017 to 3/30/2018

***Evidence of Completion***

Coach log.

### Action Step 4 5

The math coach will show and work with teachers in the process of aligning tasks to the science standards.

**Person Responsible**

Elise Hayes

**Schedule**

Weekly, from 9/5/2017 to 3/30/2018

***Evidence of Completion***

Coach log.

### Action Step 5 5

The literacy coach will show and work with teachers in the process of aligning tasks to the science standards.

**Person Responsible**

Jennifer Pearson

**Schedule**

Weekly, from 9/5/2017 to 3/30/2018

***Evidence of Completion***

Coach log.

**Action Step 6** 5

Grade level meeting on the understanding of iReady and how to use the Toolbox and data to provide additional support for students.

**Person Responsible**

Jennifer Pearson

**Schedule**

On 10/24/2017

***Evidence of Completion***

Copy of presentation and notes of components discussed.

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

Observation of instructional planning days

**Person Responsible**

Gary Bressler

**Schedule**

Daily, from 9/5/2017 to 4/27/2018

***Evidence of Completion***

Lesson Plans and administrator notes

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

Admin will check lesson plans for tasks and questions at the appropriate DOK level and review proficiency scales.

**Person Responsible**

Trenisha Davis Simmons

**Schedule**

Daily, from 9/5/2017 to 4/27/2018

***Evidence of Completion***

Teacher lesson plans uploaded into Office 365 folder and checked by administration and instructional coaches

**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 9/5/2017 to 4/27/2018

***Evidence of Completion***

Evidence in classroom instruction, student scores, CWT notes and ELEOT

**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 9/5/2017 to 4/27/2018

***Evidence of Completion***

Attendance, minutes and Evidence in classroom instruction.



**G1.B2.S2** Marzano, ELL, ESE and AVID instructional strategies 4

 S272134

**Strategy Rationale**

In order for teachers to implement effective best practices they must have an understanding of the various instructional strategies that increase student understanding of content and enable all subgroups to be successful.

**Action Step 1** 5

Language Power

**Person Responsible**

Sherry Koon-Koon

**Schedule**

On 9/22/2017

***Evidence of Completion***

Presentation materials

**Action Step 2** 5

Strategic Oral Language Instructions for ELL

**Person Responsible**

Jennifer Pearson

**Schedule**

On 11/1/2017

***Evidence of Completion***

Presentation materials, overview notes of presentation and implementation of strategies in the classroom

### Action Step 3 5

ELL Strategies Presentation

**Person Responsible**

Jennifer Pearson

**Schedule**

On 9/28/2017

***Evidence of Completion***

Presentation materials, overview notes of presentation and implementation of strategies in the classroom

### Action Step 4 5

VE Collaboration Training

**Person Responsible**

Jennifer Pearson

**Schedule**

On 11/15/2017

***Evidence of Completion***

Presentation materials, overview notes of presentation and implementation of strategies in the classroom

### Action Step 5 5

AVID Elementary Foundations Training

**Person Responsible**

Sherry Koon-Koon

**Schedule**

On 10/12/2017

***Evidence of Completion***

Presentation materials, overview notes of presentation and implementation of strategies in the classroom

**Plan to Monitor Fidelity of Implementation of G1.B2.S2** 6

Scheduling of professional development opportunities to support AVID, ELL and ESE instruction and the observation of the professional development opportunities

**Person Responsible**

Trenisha Davis Simmons

**Schedule**

Weekly, from 9/11/2017 to 11/15/2017

***Evidence of Completion***

Administrator notes and lesson plans to include the presented strategies

**Plan to Monitor Effectiveness of Implementation of G1.B2.S2** 7

Administration will check lesson plans for the inclusion of the strategies presented at the workshops and observe the classrooms to see the impact of the strategies on instruction

**Person Responsible**

Gary Bressler

**Schedule**

Weekly, from 9/11/2017 to 11/15/2017

***Evidence of Completion***

Teacher lesson plans uploaded into the Office 365 folder and checked by administration and the instructional coaches.

## 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>2018</b>             |  |                         |                               |  |                     |
| G1.B2.S2.A1<br>A364998  | Language Power   | Koon-Koon, Sherry       | 9/22/2017                     | Presentation materials   | 9/22/2017 one-time  |
| G1.B2.S2.A3<br>A365000  | ELL Strategies Presentation  | Pearson, Jennifer       | 9/28/2017                     | Presentation materials, overview notes of presentation and implementation of strategies in the classroom                   | 9/28/2017 one-time  |
| G1.B2.S2.A5<br>A365002  | AVID Elementary Foundations Training   | Koon-Koon, Sherry       | 10/9/2017                     | Presentation materials, overview notes of presentation and implementation of strategies in the classroom                   | 10/12/2017 one-time |
| G1.B2.S1.A6<br>A364997  | Grade level meeting on the understanding of iReady and how to use the Toolbox and data to provide...   | Pearson, Jennifer       | 10/24/2017                    | Copy of presentation and notes of components discussed.  | 10/24/2017 one-time |
| G1.B2.S2.A2<br>A364999  | Strategic Oral Language Instructions for ELL   | Pearson, Jennifer       | 11/1/2017                     | Presentation materials, overview notes of presentation and implementation of strategies in the classroom                   | 11/1/2017 one-time  |
| G1.B2.S2.MA1<br>M390793 | Administration will check lesson plans for the inclusion of the strategies presented at the...         | Bressler, Gary          | 9/11/2017                     | Teacher lesson plans uploaded into the Office 365 folder and checked by administration and the instructional coaches.      | 11/15/2017 weekly   |
| G1.B2.S2.MA1<br>M390794 | Scheduling of professional development opportunities to support AVID, ELL and ESE instruction and...   | Davis Simmons, Trenisha | 9/11/2017                     | Administrator notes and lesson plans to include the presented strategies   | 11/15/2017 weekly   |
| G1.B2.S2.A4<br>A365001  | VE Collaboration Training  | Pearson, Jennifer       | 11/8/2017                     | Presentation materials, overview notes of presentation and implementation of strategies in the classroom                   | 11/15/2017 one-time |
| G1.B2.S1.A3<br>A364994  | The science coach will show and work with teachers in the process of aligning tasks to the science...  | Ambrose, Lorraine       | 9/5/2017                      | Coach log.   | 3/30/2018 weekly    |
| G1.B2.S1.A4<br>A364995  | The math coach will show and work with teachers in the process of aligning tasks to the science...     | Hayes, Elise            | 9/5/2017                      | Coach log.   | 3/30/2018 weekly    |
| G1.B2.S1.A5<br>A364996  | The literacy coach will show and work with teachers in the process of aligning tasks to the science... | Pearson, Jennifer       | 9/5/2017                      | Coach log.   | 3/30/2018 weekly    |
| G1.B2.S1.MA1<br>M390789 | Administration will debrief on CWT and monitor student data  | Bressler, Gary          | 9/5/2017                      | Evidence in classroom instruction, student scores, CWT notes and ELEOT   | 4/27/2018 weekly    |
| G1.B2.S1.MA4<br>M390790 | Administration will review PLC sign-in sheets, agendas and minutes                                     | Davis Simmons, Trenisha | 9/5/2017                      | Attendance, minutes and Evidence in classroom instruction.   | 4/27/2018 monthly   |
| G1.B2.S1.MA1<br>M390791 | Observation of instructional planning days   | Bressler, Gary          | 9/5/2017                      | Lesson Plans and administrator notes   | 4/27/2018 daily     |
| G1.B2.S1.MA2<br>M390792 | Admin will check lesson plans for tasks and questions at the appropriate DOK level and review...       | Davis Simmons, Trenisha | 9/5/2017                      | Teacher lesson plans uploaded into Office 365 folder and checked by administration and instructional coaches               | 4/27/2018 daily     |
| G1.B2.S1.A2<br>A364993  | Teachers will collaborate in PLCs.   | Bressler, Gary          | 9/6/2017                      | Agenda, minutes and artifacts  | 5/23/2018 weekly    |
| G1.MA1<br>M390795       | Teachers will ask questions at the appropriate DOK level based on the standard and students will be... | Bressler, Gary          | 9/5/2017                      | Questions asked aligned to the DOK of the standard, proficiency scales and students answering appropriate level questions. | 5/25/2018 monthly   |
| G1.B2.S1.A1<br>A364992  | Teachers will participate in quarterly PLC PD days to review data, deconstruct standards and...        | Davis Simmons, Trenisha | 10/2/2017                     | Sign-in sheets of professional development attendance. PD agenda. PD materials.  | 5/25/2018 quarterly |

## V. Professional Development Opportunities

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

**G1.** If all teachers utilize AVID instructional strategies, collaboration with a growth mindset, and data driven standards based on instruction in all content areas, then academic gains will increase for all students.

### **G1.B2** Instruction to the depth of the standard

#### **G1.B2.S1** Grade level collaborative planning days with coaches

##### **PD Opportunity 1**

The science coach will show and work with teachers in the process of aligning tasks to the science standards.

##### **Facilitator**

Lorraine Ambrose and Sherri Koon-Koon

##### **Participants**

All classroom teachers in grades K-5 and the VE teachers

##### **Schedule**

Weekly, from 9/5/2017 to 3/30/2018

##### **PD Opportunity 2**

The math coach will show and work with teachers in the process of aligning tasks to the science standards.

##### **Facilitator**

Elise Hayes and Sherri Koon-Koon

##### **Participants**

All classroom teachers in grades K-5 and the VE teachers

##### **Schedule**

Weekly, from 9/5/2017 to 3/30/2018

### PD Opportunity 3

The literacy coach will show and work with teachers in the process of aligning tasks to the science standards.

#### Facilitator

Jennifer Pearson and Sherri Koon-Koon

#### Participants

All classroom teachers in grades K-5 and the VE teachers

#### Schedule

Weekly, from 9/5/2017 to 3/30/2018

### G1.B2.S2 Marzano, ELL, ESE and AVID instructional strategies

### PD Opportunity 1

Language Power

#### Facilitator

Doreen Fuentes and staff developers

#### Participants

Shelter Teachers, ELL paras and instructional coaches

#### Schedule

On 9/22/2017

### PD Opportunity 2

Strategic Oral Language Instructions for ELL

#### Facilitator

Charisse Marin-Landrua, ESOL Program Specialist for Grades 3-5

#### Participants

K-5 ELL Classroom Teachers and Instructional Coaches

#### Schedule

On 11/1/2017

### **PD Opportunity 3**

ELL Strategies Presentation

**Facilitator**

Doreen Fuentes

**Participants**

K-5 ELL Classroom Teachers, Paraprofessionals and Instructional Coaches

**Schedule**

On 9/28/2017

### **PD Opportunity 4**

VE Collaboration Training

**Facilitator**

Alma Leitzsey, Program Specialist for Varying Exceptionalities

**Participants**

K-5 Inclusion teachers and VE teachers

**Schedule**

On 11/15/2017

### **PD Opportunity 5**

AVID Elementary Foundations Training

**Facilitator**

Tracey Merritt

**Participants**

Elise Hayes, Erin Curtis, Sherry Koon-Koon, Lesley Nazario, Melissa Hillen, Kyra Woods, Chelsie Seruga, Johany Rivera, Jessica Burgner

**Schedule**

On 10/12/2017



## VI. Technical Assistance Items

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

## VII. Budget

|        |             |  |  |                 |     |            |
|--------|-------------|--|--|-----------------|-----|------------|
| 1      | G1.B2.S1.A1 | Teachers will participate in quarterly PLC PD days to review data, deconstruct standards and develop standards based tasks with support by the instructional coaches |  |                 |     | \$3,000.00 |
|        | Function    | Object   | Budget Focus                           | Funding Source  | FTE | 2017-18    |
|        | 5100        | 750-Other Personal Services  | 0811 - Pleasant Hill Elementary School | Title, I Part A |     | \$3,000.00 |
| 2      | G1.B2.S1.A2 | Teachers will collaborate in PLCs.   |  |                 |     | \$0.00     |
| 3      | G1.B2.S1.A3 | The science coach will show and work with teachers in the process of aligning tasks to the science standards.  |  |                 |     | \$0.00     |
| 4      | G1.B2.S1.A4 | The math coach will show and work with teachers in the process of aligning tasks to the science standards.   |  |                 |     | \$0.00     |
| 5      | G1.B2.S1.A5 | The literacy coach will show and work with teachers in the process of aligning tasks to the science standards.   |  |                 |     | \$0.00     |
| 6      | G1.B2.S1.A6 | Grade level meeting on the understanding of iReady and how to use the Toolbox and data to provide additional support for students.                                   |  |                 |     | \$0.00     |
| 7      | G1.B2.S2.A1 | Language Power   |  |                 |     | \$0.00     |
| 8      | G1.B2.S2.A2 | Strategic Oral Language Instructions for ELL   |  |                 |     | \$0.00     |
| 9      | G1.B2.S2.A3 | ELL Strategies Presentation  |  |                 |     | \$0.00     |
| 10     | G1.B2.S2.A4 | VE Collaboration Training  |  |                 |     | \$0.00     |
| 11     | G1.B2.S2.A5 | AVID Elementary Foundations Training   |  |                 |     | \$0.00     |
| Total: |             |  |  |                 |     | \$3,000.00 |