



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Pleasant Hill Elementary School

1253 PLEASANT HILL RD

Kissimmee, FL 34741

407-935-3700

www.osceola.k12.fl.us

School Demographics

School Type
Elementary School

Title I
Yes

Free and Reduced Lunch Rate
72%

Alternative/ESE Center
No

Charter School
No

Minority Rate
74%

School Grades History

2013-14
B

2012-13
B

2011-12
A

2010-11
A

2009-10
C

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Part I: Current School Status	6
Part II: Expected Improvements	14
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	21
Part III: Coordination and Integration	25
Appendix 1: Professional Development Plan to Support Goals	26
Appendix 2: Budget to Support Goals	27

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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Pleasant Hill Elementary School

Principal

Gary M. Bressler

School Advisory Council chair

Jeri Lynne-Severance

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Carol Hamilton	Math Coach
Christine Tattoli-Rising	Literacy Coach
Lorraine Ambrose	Science Coach
Wilson Villanueva	MTSS Coach

District-Level Information

District

Osceola

Superintendent

Mrs. Melba Luciano

Date of school board approval of SIP

10/15/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The School Advisory Council is composed of the School Principal, Assistant Principal, a representative from each grade level, and parents..

Involvement of the SAC in the development of the SIP

The School Improvement Plan is developed with all stakeholders invited during the month of May/June. This is an annual event entitled "SAC 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

Activities of the SAC for the upcoming school year

The SAC activities that have been approved for this upcoming school year are:

- Collects and analyzes external community data with internal school information for needs assessment.
- Assists in the preparation and evaluation of the school improvement plan.
- Advertises the final draft of the SIP and conducts a public meeting for community suggestions and modification.
- Develop plan for expenditure and ensuring alignment of SIP fund to specific school goal objectives.
- Assists with the preparation of school's annual budget.
- Approve proper SAC fund expenditure to ensure accordance with specific SIP objectives
- Communicate to community SIP implementation process.
- Support SIP and assists Principal and staff in implementation when appropriate.
- Serve as community advocate and assists in public relations for SIP Evaluation.
- Provide ongoing review of progress toward implementation of SIP goals.
- Evaluate outcomes for success by monitoring short and long term objectives.

Projected use of school improvement funds, including the amount allocated to each project

Science Olympiad/ Future Problem Solvers-\$500.00
 Incentives for Student of the Week-\$500.00
 Perfect Attendance Incentives-\$300.00
 Annual conferences for Art and Music Teachers-@300.00
 Agendas-\$1500.00

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Gary M. Bressler

Principal

Years as Administrator: 8

Years at Current School: 8

Credentials

Bachelors Degree - Elementary Education
 Masters Degree - Educational Leadership
 ESOL Endorsed

Performance Record

Asst. Principal (2005-2010) 05-06, C- AYP – no, 06-07, B, AYP-
 no, 07-08 B, AYP-no, 08-09 A, AYP-95% , 09-10 B
 Principal (2010-Present) 10-11 A, 11-12 A, 12-13 C

Carletha Pearson		
Asst Principal	Years as Administrator: 1	Years at Current School: 2
Credentials	Masters-Educational Leadership Bachelors-Interdisciplinary Studies, Minor in Elementary Education Reading Endorsement ESOL Endorsement ESOL Certification	
Performance Record	2011-2012-B 2010-2011-A	

Instructional Coaches**# of instructional coaches**

3

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Christine Tattoli		
Full-time / District-based	Years as Coach: 1	Years at Current School: 7
Areas	Reading/Literacy	
Credentials	Bachelor sDegree: Elementary Education/Early Childhood, ESOL Endorsement, Reading Recovery	
Performance Record	2012-2013-B 2011-2012-A 2010-2011-A	

Carol Hamilton		
Full-time / School-based	Years as Coach: 2	Years at Current School:
Areas	Mathematics	
Credentials	Bachelors and Masters: Elementary Education,ESOL K-12 Certification, National Board Certification 2004-2013	
Performance Record	2012-2013-B 2011-2012-A 2010-2011-A	

Lorraine Ambrose

Full-time / District-based

Years as Coach: 1

Years at Current School:

Areas

Science

Credentials

Masters in Business Administration

Performance Record

2012-2013-B

2011-2012-A

2010-2011-A

Classroom Teachers**# of classroom teachers**

67

receiving effective rating or higher

67, 100%

Highly Qualified Teachers

100%

certified in-field

56, 84%

ESOL endorsed

50, 75%

reading endorsed

13, 19%

with advanced degrees

20, 30%

National Board Certified

1, 1%

first-year teachers

6, 9%

with 1-5 years of experience

19, 28%

with 6-14 years of experience

28, 42%

with 15 or more years of experience

14, 21%

Education Paraprofessionals**# of paraprofessionals**

38

Highly Qualified

38, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Pleasant Hill Elementary utilizes a team approach to recruiting and retaining highly-qualified teachers. All teachers that join the Pleasant Hill Elementary team are placed in the Teacher Mentor Program that is led by the Literacy Coach, 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. Teacher Mentored Program

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

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

The Literacy Coach is initially assigned to all first year teachers to assist them in readiness with curriculum, iObservation, and any classroom related need. In addition to the Literacy Coach, the grade level chairs, as well as administration facilitate teachers throughout the year with Professional Development and monitoring through classroom walkthroughs.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The RTI 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

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Principal-Oversees all student data at all tier levels.

Assistant Principal-Oversees all student data all tier levels.

Guidance Counselor-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.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The Leadership Team in conjunction with MTSS monitors the 3-tier levels through continued progress monitoring of data through the Renaissance Learning Star Assessments, Benchmark Assessments, and classroom data from the teacher. The MTSS Coach, along with instructional coaches and administration, meets monthly to have rich discourse about student progress using the 4 step problem solving method. Students that are not showing progress are looked at for possible additional intervention/strategies or moved to the next tier for possible next steps..

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

The Leadership Team in conjunction with MTSS monitors the 3-tier levels through continued progress monitoring of data through the Renaissance Learning Star Assessments, Benchmark Assessments, and classroom data from the teacher.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Throughout the year, administration and the MTSS Coach will provide professional development to staff, as well as share information to parents at PTO/SAC informational meetings.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program**Minutes added to school year:** 3,600

Before/After school tutoring is provided to students that score in the intensive needs range based on current data and previous school year data.

Strategy Purpose(s)

- Instruction in core academic subjects
- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

Students placed in this program are monitored through formative assessment data via the STAR Renaissance program.

Who is responsible for monitoring implementation of this strategy?

Administration and Instructional Coaches

Strategy: Before or After School Program**Minutes added to school year:** 2,280

Students in 4th and 5th grade participate in the Future Problem Solvers enrichment program.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this 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 Renaissance Star Assessments to gauge the overall effectiveness of this enrichment activity.

Who is responsible for monitoring implementation of this strategy?

Classroom teacher

Strategy: Extended Day for All Students**Minutes added to school year:****Strategy Purpose(s)**

""

How is data collected and analyzed to determine the effectiveness of this strategy?**Who is responsible for monitoring implementation of this strategy?**

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Christine Tattoli	Literacy Coach
Melissa Hillen	Teacher
Tiffany Contreras	Teacher
Cynthia Card	Teacher
Donna Ulp	Teacher
Amanda Gorden	Teacher
Heather Kahoun	Teacher
Debbie White	Media Specialist

How the school-based LLT functions

The LLT meets monthly. The team will look at and analyze school wide data using STAR reports. The team engages in vertical conversations among grade levels. Additionally, the LLT promotes Literacy Week, AR challenges, and creates interventions for struggling readers using data.

Major initiatives of the LLT

To promote a love of literacy and to deepen the understanding of the Common Core Standards and the level of rigor in instruction.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

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

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	67%	51%	No	70%
American Indian				
Asian	93%	67%	No	94%
Black/African American	64%	60%	No	68%
Hispanic	63%	46%	No	67%
White	71%	54%	No	74%
English language learners	51%	33%	No	56%
Students with disabilities	38%	21%	No	44%
Economically disadvantaged	63%	54%	No	66%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	109	24%	34%
Students scoring at or above Achievement Level 4	116	25%	35%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		35%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		66%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	272	59%	69%
Students in lowest 25% making learning gains (FCAT 2.0)	254	55%	65%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	92	45%	55%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	58	29%	39%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	55	25%	35%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	77	54%	64%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		100%

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	58%	50%	No	63%
American Indian				
Asian	86%	83%	No	87%
Black/African American	53%	52%	No	57%
Hispanic	51%	44%	No	56%
White	66%	55%	No	69%
English language learners	44%	36%	No	50%
Students with disabilities	36%	25%	No	42%
Economically disadvantaged	52%	44%	No	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	129	28%	38%
Students scoring at or above Achievement Level 4	59	13%	23%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		48%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		48%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	179	59%	69%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	48	63%	73%

Area 4: Science**Elementary School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	45	28%	38%
Students scoring at or above Achievement Level 4	14	9%	19%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		67%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		39%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	99	11%	5%
Students retained, pursuant to s. 1008.25, F.S.	21	2%	1%
Students who are not proficient in reading by third grade	53	36%	20%
Students who receive two or more behavior referrals	43	5%	3%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	21	2%	0%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Title Parental Involvement Plan has been submitted.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
--------	---------------	---------------	---------------

Area 10: Additional Targets**Additional targets for the school****Specific Additional Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
--------	---------------	---------------	---------------

Goals Summary

- G1.** Increase the proficiency rate of ELL students in Math through the implementation of effective interventions.
- G2.** Increase the proficiency rate of ELL students in Reading through the implementation of effective Triple I interventions.
- G3.** To increase average daily attendance of students through implementation of an Attendance Committee.

Goals Detail

G1. Increase the proficiency rate of ELL students in Math through the implementation of effective interventions.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- Go Math Curriculum
- Intervention materials
- Math Coach
- Dreambox
- Math Solutions

Targeted Barriers to Achieving the Goal

- Student achievement gaps in concept mastery.

Plan to Monitor Progress Toward the Goal

Track student progress in Dreambox Learning through the unique lessons completed.

Person or Persons Responsible

Math Coach and Leadership Team

Target Dates or Schedule:

Weekly

Evidence of Completion:

Common Core Proficiency Reports from Dreambox.

G2. Increase the proficiency rate of ELL students in Reading through the implementation of effective Triple I interventions.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA, Postsecondary Readiness)
- Writing

Resources Available to Support the Goal

- Core Curriculum-Journeys
- Leveled Literacy Intervention
- Rourke
- Rosetta Stone

Targeted Barriers to Achieving the Goal

- Attendance

Plan to Monitor Progress Toward the Goal

Committee will meet monthly to discuss progress towards the goal.

Person or Persons Responsible

Leadership Team and Committee Members

Target Dates or Schedule:

Monthly

Evidence of Completion:

Meeting Minutes and District's Average Daily Attendance Report

G3. To increase average daily attendance of students through implementation of an Attendance Committee.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School
- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Pleasant Hill Elementary will utilize the following resources: -IRIS Dial Out System
- -Attendance Committee (teachers and administration)
- -Schoolwide Incentive Model (Panda Bucks)
- -Call parents with excessive absences/tardies (Attendance Committee)
- -Truancy Officer

Targeted Barriers to Achieving the Goal

- -Parent contact numbers need to be updated in system.

Plan to Monitor Progress Toward the Goal

Weekly attendance, tardies/early release

Person or Persons Responsible

Attendance Committee

Target Dates or Schedule:

Weekly

Evidence of Completion:

Phone logs, parent meetings, Attendance Committee Meeting agendas, IRIS Dial Outs

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

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

Track student usage and the unique lessons in Dreambox.

Person or Persons Responsible

Math Coach and Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Report of student usage and data chats with leadership team.

Plan to Monitor Effectiveness of G1.B1.S1

Track student progress in Dreambox Learning through the unique lessons completed.

Person or Persons Responsible

Math Coach and Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Common Core Proficiency Reports from Dreambox.

G2. Increase the proficiency rate of ELL students in Reading through the implementation of effective Triple I interventions.

G2.B1 Attendance

G2.B1.S1 Develop attendance committee that will track student attendance.

Action Step 1

Pull weekly attendance reports. Identify students who have excessive absences and contact those parents.

Person or Persons Responsible

Committee members

Target Dates or Schedule

Weekly

Evidence of Completion

Phone Contact Logs

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

Meet monthly with committee members

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Meeting Minutes

Plan to Monitor Effectiveness of G2.B1.S1

Check district's monthly Average Daily Attendance Report

Person or Persons Responsible

Principal

Target Dates or Schedule

Monthly

Evidence of Completion

Data from the report

Plan to Monitor Fidelity of Implementation of G2.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3. To increase average daily attendance of students through implementation of an Attendance Committee.

G3.B1 -Parent contact numbers need to be updated in system.

G3.B1.S1 Send home contact information card for parents to update phone numbers in system.

Action Step 1

Parents will update information cards.

Person or Persons Responsible

School will send home cards and collect from teachers.

Target Dates or Schedule

At the start of the school year.

Evidence of Completion

Collection of information cards from teachers.

Plan to Monitor Fidelity of Implementation of G3.B1.S1

By calling number

Person or Persons Responsible

Attendance Committee

Target Dates or Schedule

As cards are collected and new students enroll.

Evidence of Completion

Plan to Monitor Effectiveness of G3.B1.S1

Look at data from district's Average Daily Attendance Report

Person or Persons Responsible

Committee Members

Target Dates or Schedule

Monthly

Evidence of Completion

The Average Daily Attendance Report.

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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. Reading and Math Coaches develop and lead programs based on Common Core 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 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.

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 PDA+, Math Solutions, and Marzano Research Laboratory. It is also used to focus on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation

Title X

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.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

Appendix 2: Budget to Support School Improvement Goals