Pleasant Hill Elementary School

2018-19 Schoolwide Improvement Plan

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Pleasant Hill Elementary School

1801 JACK CALHOUN DR, Kissimmee, FL 34741

www.osceolaschools.net

School Demographics

School Type and Grades Served (per MSID File)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	98%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	84%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	C	C	B*

School Board Approval

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

SIP Authority

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.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

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.

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.

School Leadership Team

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

Name	Title
Pagan, Shelby	Principal
Hayes, Elise	Instructional Coach
Pearson, Jennifer	Instructional Coach
Severance, Jeri-Lynne	Teacher, ESE
Cruz, Emy	School Counselor
Adams, Katie	Assistant Principal
Meyers, Katelyn	School Counselor
Serrano, Maria	Other
White, Deborah	Instructional Media

Duties

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

Principal: The principal works with students, parents, and staff to maintain an atmosphere focusing on performance through a culture of shared excellence and reaching college and career goals. The principal conducts walkthroughs, informal and formal observations and provides feedback to teachers regarding instructional practices and student data. The principal will be responsible for the school stocktake, monitor the SIP, and receive monthly reports and give feedback, The principal oversees all student data, tier levels and instruction.

Assistant Principal: The assistant principal works directly with staff in the area of scheduling students, and handles all extended learning opportunities. The assistant principal conducts walkthroughs, informal and formal observations and provides feedback to teachers regarding instructional practices and student data. The assistant principal will be responsible for the school stocktake, monitor the SIP, and receive monthly reports and give feedback,

Literacy Coach: The literacy coach provides support for literacy instruction through professional development, peer coaching, data analysis, and student engagement in literacy. As a member of our team, she brings the most current classroom best practices and a deep understanding of the content

and curriculum. She works through the MTSS process with teachers to provide support by modeling enrichment and intervention strategies.

Math and Science Coach:;The math and science coach provides support for math/science instruction through providing professional development, peer coaching, data analysis and student engagement in math/science. As a member of our team, she brings the most current classroom best practices and a deep understanding of the content and curriculum. She works through the MTSS process with teachers to provide support by modeling enrichment and intervention strategies.

Guidance Counselor 1:The guidance counselor will provide support for all students and teachers. She will work with grades 3, 4 and 5 in triple iii. She will facilitate school-wide MTSS and PBIS.

Guidance Counselor 2: The guidance counselor will provide support for all students and teachers.She will work with grades K, 1 and 2 in triple iii. She will oversee school-wide 504, FIT and the gifted screener.

Leadership Team: The leadership team determines the needs of the school as a whole. The leadership team analyzes classroom instructional practice data to determine both student and teacher needs. Information gathered is shared with the staff as well as input requested. In addition, the team identifies and supports the coaching cycle as it is a primary part of our professional development offering.

Early Warning Systems

Year 2017-18

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	15	18	9	23	10	13	0	0	0	0	0	0	0	88
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	7	46	61	0	0	0	0	0	0	0	114
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	3	3	4	0	0	0	0	0	0	0	10

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	3	7	2	6	0	0	0	0	0	0	0	0	0	18
Retained Students: Previous Year(s)	14	17	11	15	0	0	0	0	0	0	0	0	0	57

Date this data was collected

Monday 9/10/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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

Year 2016-17 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The bottom quartile in mathematics showed the lowest performance. No, it was not the lowest performing in the 16-17 school year.

Which data component showed the greatest decline from prior year?

Science

Which data component had the biggest gap when compared to the state average?

This is seen in both ELA and Math overall achievement. There is a 13% gap in both areas.

Which data component showed the most improvement? Is this a trend?

The ELL students showed the most improvement in both reading and math. With 14% in reading and 18% in mathematics. It's not a trend.

Describe the actions or changes that led to the improvement in this area.

PHES had a dedicated shelter class for each grade level. All teachers utilized AVID strategies along with best practice for ELL, which benefited our ELL population. In mathematics, using number talks and increasing the amount of math discourse.

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

School Grade Component	2018			2017		
	School	**District**	**State**	**School**	**District**	**State**
ELA Achievement	43%	51%	56%	42%	52%	52%
ELA Learning Gains	46%	54%	55%	44%	55%	52%
ELA Lowest 25th Percentile	45%	46%	48%	39%	50%	46%
Math Achievement	49%	54%	62%	45%	53%	58%
Math Learning Gains	60%	56%	59%	50%	56%	58%
Math Lowest 25th Percentile	40%	42%	47%	41%	49%	46%
Science Achievement	50%	51%	55%	55%	54%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	**Grade Level (prior year reported)**						**Total**
	K	**1**	**2**	**3**	**4**	**5**	
Attendance below 90 percent	15 (21)	18 (23)	9 (12)	23 (19)	10 (18)	13 (9)	88 (102)
One or more suspensions	0 (5)	0 (3)	0 (1)	0 (5)	0 (4)	0 (9)	0 (27)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	7 (72)	46 (66)	61 (60)	114 (198)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

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

ELA

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	39%	51%	-12%	57%	-18%
	2017	50%	53%	-3%	58%	-8%
Same Grade Comparison		-11%				
Cohort Comparison						
04	2018	39%	48%	-9%	56%	-17%
	2017	40%	50%	-10%	56%	-16%
Same Grade Comparison		-1%				
Cohort Comparison		-11%				
05	2018	39%	50%	-11%	55%	-16%
	2017	42%	48%	-6%	53%	-11%
Same Grade Comparison		-3%				
Cohort Comparison		-1%				

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	38%	51%	-13%	62%	-24%
	2017	43%	56%	-13%	62%	-19%
Same Grade Comparison		-5%				
Cohort Comparison						
04	2018	49%	53%	-4%	62%	-13%
	2017	43%	55%	-12%	64%	-21%
Same Grade Comparison		6%				
Cohort Comparison		6%				
05	2018	54%	52%	2%	61%	-7%
	2017	46%	49%	-3%	57%	-11%
Same Grade Comparison		8%				
Cohort Comparison		11%				

SCIENCE

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	47%	49%	-2%	55%	-8%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	25	47	57	28	50	38	24				
ELL	20	39	52	37	57	40	27				
ASN	90			90							
BLK	33	39	36	41	52	30	13				
HSP	42	45	47	48	62	41	45				
WHT	47	47	42	53	60	46	76				
FRL	37	44	45	38	55	41	42				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	3	27	35	12	35	41	20				
ELL	23	34	35	25	42	39	39				
ASN	85			92							
BLK	43	57	60	43	41		81				
HSP	41	45	45	40	46	39	56				
WHT	54	52	40	58	68	69	69				
FRL	38	43	46	40	51	48	59				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Ensure the results of collaborative practices are focused on identifying essential standards and the development of rigorous tasks with common assessments in ELA for all student sub-groups. (SDOC Strategy 1A)
Rationale	Overall reading proficiency is 43% with our ELL's at 45% and ESE students at 4%. This does not meet our expectation for ALL of our students to be college and career ready.
Intended Outcome	We intend to increase overall student proficiency in reading to 43% to 48%, ELL's from 45% to 50%, and our ESE students 4% to 10%.
Point Person	Jennifer Pearson (jennifer.pearson@osceolaschools.net)
Action Step	
Description	1. We will implement balanced literacy which, will provide students with a guaranteed & viable curriculum by having teachers plan common standards-based lessons with student performance scales (for essential standards), learning targets, and formative assessments that align all tasks to the depth of the standard. In addition, teachers will identify essential standards in ELA and create student performance scales for these essential standards. District formative assessments will be given each nine weeks in reading, which will be overseen by Pearson and shared at stocktakes. Formative assessment data will be disaggregated to help teachers differentiate instruction and provide additional T2 support that is connected to the essential standards. In addition to creating common formative assessments, teachers will create pre-and post-tests for essential standards. This will allow us identify students in need of intervention or enrichment. We will utilize grade cam wherever possible to streamline this process. Justin Seabolt provided PD on how to use grade cam with our teachers on 9-10-18. The literacy coach, Ms. Pearson will provide support with planning, assessment writing and modeling of lessons. The literacy coach will oversee weekly and data will be presented at Stocktake 9/12, 10/8, 11/5, 12/19, 1/07, 2/4, ¾, 4/18 and 5/6. 2. I Ready PD will be provided by the i-Ready consultant on 10-11-18. At this training - Teachers will access and analyze their own student data to understand performance and monitor progress. Teachers will learn to integrate strategies to make looking at data a regular practice. Teachers will Manage Online Instruction to maximize student gains teachers will learn to Lead Data Chats with students. It is the expectation that all teachers will have data chats with students prior to 10-26. Copies of all reports and data sheets were provided to teachers in their mailboxes by administration on 10-8-19 in preparation for the training and upcoming data chats. 3. AVID as a school-wide framework will support our initiatives in ELA. All teachers will incorporate WICOR into lesson planning with focus on impacting student achievement. We will increase the use of WICOR strategies in the classroom with support from our ECS, Mrs. Serrano. Teachers will Utilize WICOR checklist as provided by the AVID Summer PD to help with their planning. Every 4th Wednesday will be designated AVID PLC and PD embedded which will focus on WICOR and rigor. The AVID PLC will be led by an AVID site team with representatives from across the school. The AVID site team coordinator and literacy coach Jennifer Pearson will be responsible. 4. We will create an ELL task force with representatives from across the school. We will first ask for volunteers and those for a passion for working with our ELL's. We will have a full time ECS on campus to provide continuous support. This task force will work on supporting our school-wide programs including AVID. Mrs. Serrano will lead this ELL task force. The task force will monitor data and use data to assist teachers in implementing the best ELL strategies for their needs. The district will provide shelter training on 10/15. The task force will meet on 10/17, 12/19, and 4/24 with the leadership team to share their

progress.

5. ESE teachers will participate in a school-wide AVID PLC and begin to incorporate WICOR strategies with their students. Each ESE teacher will be assigned to a grade level PLC. ESE teachers will participate in the MTSS PLC for their grade level to provide input and support for their students. Jeri-Lynne Severance our RCS will oversee the ESE teachers.

2. AVID as a school-wide framework will support our initiatives in ELA. All teachers will incorporate WICOR into lesson planning with focus on impacting student achievement. We will increase the use of WICOR strategies in the classroom with support from our ECS, Mrs. Serrano. Teachers will Utilize WICOR checklist as provided by the AVID Summer PD to help with their planning. Every 4th Wednesday will be designated AVID PLC and PD embedded which will focus on WICOR and rigor. The AVID PLC will be led by an AVID site team with representatives from across the school. Courtney Catani as AVID site team coordinator and literacy coach Jennifer Pearson will be responsible.

3. We will create an ELL task force with representatives from across the school. We will first ask for volunteers and those for a passion for working with our ELL's. We will have a full time ECS on campus to provide continuous support. This task force will work on supporting our school-wide programs including AVID. Mrs. Serrano will lead this ELL task force.

4. ESE teachers will participate in a school-wide AVID PLC and begin to incorporate WICOR strategies with their students. Each ESE teacher will be assigned to a grade level PLC. ESE teachers will participate in the MTSS PLC for their grade level to provide input and support for their students. Jeri-Lynne Severance our RCS will oversee the ESE teachers.

Person Responsible	Jennifer Pearson (jennifer.pearson@osceolaschools.net)

Plan to Monitor Effectiveness

Description	These action steps will be reviewed at weekly leadership team meetings, (8/8, 8/15, 8/22, 8/27, 9/4, 9/10, 9/12, 9/19, 9/24, 10/1, 10/8, 10/17, 10/22, 10/29, 11/5, 11/14, 11/29, 12/6, 12/13, 12/19, 1/07, 1/14, 1/22, 1/30, 2/4, 2/11, 2/18, 2/25, 3/4, 3/11, 3/27, 4/1, 4/8, 4/15, 4/24, 5/1, 5/6, 5/13, 5/20) as well as during monthly Stocktake meetings (9/12, 10/8, 11/5, 12/19, 1/07, 2/4, ¾, 4/18 and 5/6.). Teachers will turn in lesson plans weekly to their shared folder for review by administration. Our weekly review will include data from walkthroughs, i-ready, weekly formative assessments, end of unit assessments and documentation (agendas, minutes, sign in sheets) and surveys. The MTSS team will meet every Wednesday ro review data and adjust response for individual student needs. The principal will update the Assistant Superintendent during their monthly check-ins, The principal will share and update the Chief of Staff and Assistant Superintendents once a quarter on progress the Area of Focus through the School Stocktake Model.
Person Responsible	Katie Adams (katie.adams@osceolaschools.net)

Activity #2	
Title	Ensure the results of collaborative practices are focused on identifying essential standards and the development of rigorous tasks with common assessments in MATH and SCIENCE for all student sub-groups. (SDOC Strategy 1B)
Rationale	Overall mathematics proficiency is 49% with our ELL's at 58% and ESE students at 14%. This does not meet our expectation for ALL of our students to be college and career ready. Overall science proficiency is 50% for all students. This does not meet our expectation for ALL of our students to be college and career ready.
Intended Outcome	We intend to increase overall student proficiency in mathematics to 55%, ELL to 65%, and our ESE students 20%. We intend to increase overall student proficiency in science to 55%.
Point Person	Elise Hayes (elise.hayes@osceolaschools.net)
Action Step	
Description	1. We will provide students with a guaranteed & viable curriculum by having teachers plan common standards-based lessons with student performance scales (for essential standards), learning targets, and formative assessments that align all tasks to the depth of the standard in both math and science. In addition, teachers will identify essential standards in Mathematics and create student performance scales for these essential standards. Formative assessment data will be disaggregated to help teachers differentiate instruction and provide additional T2 support that is connected to the essential standards. In addition to creating common formative assessments, teachers will create pre-and post-tests for essential standards. This will allow us identify students in need of intervention or enrichment. We will utilize grade cam wherever possible to streamline this process. The math and science coach, Mrs. Hayes will provide support with planning, assessment writing and modeling of lessons. 2. AVID as a school-wide framework will support our initiatives in Mathematics. All teachers will incorporate WICOR into lesson planning with focus on impacting student achievement. We will increase the use of WICOR strategies in the classroom with support from our ECS, Mrs. Serrano. Teachers will Utilize WICOR checklist as provided by the AVID Summer PD to help with their planning. Every 4th Wednesday will be designated AVID PLC and PD embedded which will focus on WICOR and rigor. The AVID PLC will be led by an AVID site team with representatives from across the school. Courtney Catani as AVID site team coordinator and math and science coach Mrs. Hayes. 3. We will create an ELL task force with representatives from across the school. We will first ask for volunteers and those for a passion for working with our ELL's. We will have a full time ECS on campus to provide continuous support. This task force will work on supporting our school-wide programs including AVID. Mrs. Serrano will lead this ELL task force. TNTP also worked with together with our coach to provide professional development in facilitating discourse with ELL's during science instruction. 4. ESE teachers will participate in a school-wide AVID PLC and begin to incorporate WICOR strategies with their students. Each ESE teacher will be assigned to a grade level PLC. ESE teachers will participate in the MTSS PLC for their grade level to provide input and support for their students. Jeri-Lynne Severance our RCS will oversee the ESE teachers.

Person Responsible	Elise Hayes (elise.hayes@osceolaschools.net)

Plan to Monitor Effectiveness

Description

These action steps will be reviewed at weekly leadership team meetings, (8/8, 8/15, 8/22, 8/27, 9/4, 9/10, 9/12, 9/19, 9/24, 10/1, 10/8, 10/17, 10/22, 10/29, 11/5, 11/14, 11/29, 12/6, 12/13, 12/19, 1/07, 1/14, 1/22, 1/30, 2/4, 2/11, 2/18, 2/25, 3/4, 3/11, 3/27, 4/1, 4/8, 4/15, 4/24, 5/1, 5/6, 5/13, 5/20) as well as during monthly Stocktake meetings (9/12, 10/8, 11/5, 12/19, 1/07, 2/4, ¾, 4/18 and 5/6.). Teachers will turn in lesson plans weekly to their shared folder for review by administration. Our weekly review will include data from walkthroughs, i-ready, weekly formative assessments, end of unit assessments and documentation (agendas, minutes, sign in sheets) and surveys. The MTSS team will meet every Wednesday ro review data and adjust response for individual student needs. The principal will update the Assistant Superintendent during their monthly check-ins, The principal will share and update the Chief of Staff and Assistant Superintendents once a quarter on progress the Area of Focus through the School Stocktake Model.

Person Responsible

Katie Adams (katie.adams@osceolaschools.net)

Activity #3	
Title	Incorporate rigorous, relevant, differentiated opportunities for all students in an environment that promotes college readiness by embedding AVID strategies into all content areas with fidelity
Rationale	Students are are not performing at a level indicative of college and career readiness. Our current ELA data shows that our overall reading proficiency is 43% with our ELL's at 45% and ESE students at 4%. This does not meet our expectation for ALL of our students to be college and career ready. Our current mathematics data shows that our overall mathematics proficiency is 49% with our ELL's at 58% and ESE students at 14%. This does not meet our expectation for ALL of our students to be college and career ready.
Intended Outcome	Students academic performance will increase in all areas preparing them for college and career readiness. In reading, we intend to increase overall student proficiency in reading to 48%, ELL's to 50%, and our ESE students to 10%. In math, We intend to increase overall student proficiency in mathematics to 55%, ELL to 65%, and our ESE students 20%.
Point Person	Elise Hayes (elise.hayes@osceolaschools.net)

Action Step	
Description	1. AVID as a school-wide framework will support our initiatives in ELA and mathematics. We will create an AVID site team with representatives from each grade level, which will meet every 3rd Wednesday. During this meeting, the team will plan and develop PD and activities for our school-wide AVID PLC, which will meet every 4th Wednesday. The PD on these Wednesdays will focus on WICOR and strategies to increase rigor. All teachers will incorporate WICOR into lesson planning with focus on impacting student achievement. We will increase the use of WICOR strategies in the classroom with support from our ECS, Mrs. Serrano. Teachers will Utilize WICOR checklist as provided by the AVID Summer PD to help with their planning. The AVID PLC will be led by an AVID site team with representatives from across the school. The AVID site team coordinator and literacy coach Jennifer Pearson will be responsible. 2. The school will participate in AVID showcases for other schools. The first showcase will be help on October 2, 2018. Mrs. Catani will be responsible for this event. We will also host family involvement nights where teachers model the implementation of AVID in their classrooms with an emphasis on WICOR. Grade levels will take turns showcasing their classrooms at these parent nights. 3. We will ensure that AVID supplies are accessible to all students, AVID bundles are available for purchase at a very affordable price at meet the teacher on August 10, 2018. Carmen our bookkeeper will be responsible. 4. Administration will conduct weekly walkthroughs to monitor the implementation of AVID and WICOR strategies in all classrooms. Therefore, ensuring that PD goes to practice. 5. Newly trained teachers and teachers with no prior training in AVID will receive support from the AVID site team. In addition, Mrs. Catani and Mrs. Wurst will conduct an AVID for newbies on the October 15th professional development day.
Person Responsible	Elise Hayes (elise.hayes@osceolaschools.net)

Plan to Monitor Effectiveness

Description

These action steps will be reviewed at weekly leadership team meetings, (8/8, 8/15, 8/22, 8/27, 9/4, 9/10, 9/12, 9/19, 9/24, 10/1, 10/8, 10/17, 10/22, 10/29, 11/5, 11/14, 11/29, 12/6, 12/13, 12/19, 1/07, 1/14, 1/22, 1/30, 2/4, 2/11, 2/18, 2/25, 3/4, 3/11, 3/27, 4/1, 4/8, 4/15, 4/24, 5/1, 5/6, 5/13, 5/20) as well as during monthly Stocktake meetings (9/12, 10/8, 11/5, 12/19, 1/07, 2/4, ¾, 4/18 and 5/6.). Teachers will turn in lesson plans weekly to their shared folder for review by administration. Our weekly review will include data from walkthroughs, i-ready, weekly formative assessments, end of unit assessments and documentation (agendas, minutes, sign in sheets) and surveys. The MTSS team will meet every Wednesday ro review data and adjust response for individual student needs. The principal will update the Assistant Superintendent during their monthly check-ins, The principal will share and update the Chief of Staff and Assistant Superintendents once a quarter on progress the Area of Focus through the School Stocktake Model.

Person Responsible

Katie Adams (katie.adams@osceolaschools.net)

Activity #4	
Title	Collaborative planning days (PLC) will be integrated into daily practice with the express purpose of providing high-quality instruction to students at all levels. (SDOC Strategy 1E)
Rationale	Research states that if teachers participate in authentic collaborative teams that produce engaging lessons, using high yield strategies and best practices and are monitoring the progress to guide the instruction then student achievement will increase.
Intended Outcome	Students academic performance will increase in all areas preparing them for college and career readiness when teachers participate in authentic collaborate. In reading, we intend to increase overall student proficiency in reading to 48%, ELL's to 50%, and our ESE students to 10%. In math, We intend to increase overall student proficiency in mathematics to 55%, ELL to 65%, and our ESE students 20%.
Point Person	Jennifer Pearson (jennifer.pearson@osceolaschools.net)

Action Step	
Description	1. During PLC's with support from coaches, all grade levels will develop common assessments for ALL student sub-groups. Grade level teams will meet regularly to review pre- and post- assessments, as well as formative data collected in class of essential standards and create a plan for students needing intervention and enrichment. In creating and analyzing these assessments, all grade levels will look at and deconstruct essential standards as well as create, revisit and revise student performance scales. 2. PLC meetings on Wednesday will be held in the media center with coaches and administration for support. Schedules were provided to teachers at the welcome back in August of 2018. In addition, coaches, counselors, and administrators will rotate through weekly PLC's. In addition, we will have one school-wide PLC a month focusing on AVID. Grade level PLC's will meet with the leadership team every four weeks for MTSS and discuss all students and their academic progress and needs for either intervention or enrichment. Schedules were provided to teachers in August of 2018. This will be monitored by Administration, MTSS coach Ms. Meyers, our PLC lead Ms. Pearson and AVID site team coordinator Mrs. Catani. 3. We will provide a half day planning sessions for each team using Title I funds with support from administration and coaches support. At these sessions, teachers will analyze grade level data, and plan for lessons as well as intervention and enrichment support. 4. District formative assessments will be given each 4 and a half weeks in math and once every nine weeks for reading. This will be overseen by the academic coaches. Grade cam will be utilized by the PLC teams for the purpose of assessing, analyzing, reflecting, and revising plans on course progression of individual student needs.
Person Responsible	Jennifer Pearson (jennifer.pearson@osceolaschools.net)

Plan to Monitor Effectiveness	
Description	These action steps will be reviewed at weekly leadership team meetings, (8/8, 8/15, 8/22, 8/27, 9/4, 9/10, 9/12, 9/19, 9/24, 10/1, 10/8, 10/17, 10/22, 10/29, 11/5, 11/14, 11/29, 12/6, 12/13, 12/19, 1/07, 1/14, 1/22, 1/30, 2/4, 2/11, 2/18, 2/25, 3/4, 3/11, 3/27, 4/1, 4/8, 4/15, 4/24, 5/1, 5/6, 5/13, 5/20) as well as during monthly Stocktake meetings (9/12, 10/8, 11/5, 12/19, 1/07, 2/4, ¾, 4/18 and 5/6.). Teachers will turn in lesson plans weekly to their shared

folder for review by administration. Our weekly review will include data from walkthroughs, i-ready, weekly formative assessments, end of unit assessments and documentation (agendas, minutes, sign in sheets) and surveys. The MTSS team will meet every Wednesday ro review data and adjust response for individual student needs. The principal will update the Assistant Superintendent during their monthly check-ins, The principal will share and update the Chief of Staff and Assistant Superintendents once a quarter on progress the Area of Focus through the School Stocktake Model.

Person Responsible   Katie Adams (katie.adams@osceolaschools.net)

Activity #5	
Title	Implementation of the school-wide Positive Behavior and Intervention Support model will be implemented to reflect changing staff and student need. (SDOC Strategy 1D, 1E)
Rationale	In the 2017-2018 school year, there were 319 referrals. Many of these took place on the bus and were from repeat offenders.

Intended Outcome	There will be an decrease of referrals by 10% for the 2018-2019 school year.
Point Person	Emy Cruz (emy.cruz@osceolaschools.net)

Action Step	
Description	1. During the summer of 2018 several staff members from various grade levels will be provided a three-day intensive training for PBIS. They will then come back and deliver PBIS training to the rest of the staff during the preplanning welcome back in August of 2018. 2. A PBIS team will be established with representative from across areas at the school. This group will meet on the third Thursday of the month. This group will be led by Katelyn Meyers and Melissa Donato. This group will establish a token economy, panda bucks for those students who demonstrate PRIDE. PRIDE represents the following: persistent, respectful, inquisitive, determined and engaged. In addition to recognizing students, a system to acknowledge staff members has been created and is posted in the teacher's lounge. 3. We will conduct a welcome back assembly where this new way of work will also be shared with students. Students will learn the expectations, meet staff that will reinforce the expectations, and become part of the school community the first week of school 2018. In addition, trifolds detailing PBIS at PHE will be sent home in progress reports with all PHE families. During all school events, there will be an activity or event that students can use their panda bucks to participate in. The bamboo bodega (PBIS store) will be open bi-weekly for students to shop, teachers will have systems for spending bucks in their classroom, and there will be a monthly hot ticket item for students. 4. Mrs. Meyers will oversee that teachers are utilizing PBIS by collectin Panda Bucks (teacher names are on the back) and sharing the data at Stocktake 9/12, 10/8, 11/5, 12/19, 1/07, 2/4, ¾, 4/18 and 5/6.
Person Responsible	Emy Cruz (emy.cruz@osceolaschools.net)

Plan to Monitor Effectiveness	
Description	These action steps will be reviewed at weekly leadership team meetings, (8/8, 8/15, 8/22, 8/27, 9/4, 9/10, 9/12, 9/19, 9/24, 10/1, 10/8, 10/17, 10/22, 10/29, 11/5, 11/14, 11/29, 12/6, 12/13, 12/19, 1/07, 1/14, 1/22, 1/30, 2/4, 2/11, 2/18, 2/25, 3/4, 3/11, 3/27, 4/1, 4/8, 4/15, 4/24, 5/1, 5/6, 5/13, 5/20) as well as during monthly Stocktake meetings (9/12, 10/8, 11/5, 12/19, 1/07, 2/4, ¾, 4/18 and 5/6.). Teachers will turn in lesson plans weekly to their shared folder for review by administration. Our weekly review will include data from walkthroughs, i-ready, weekly formative assessments, end of unit assessments and documentation (agendas, minutes, sign in sheets) and surveys. The MTSS team will meet every Wednesday ro review data and adjust response for individual student needs. The principal will update the Assistant Superintendent during their monthly check-ins, The principal will share and update the Chief of Staff and Assistant Superintendents once a quarter on progress the Area of Focus through the School Stocktake Model.
Person Responsible	Katie Adams (katie.adams@osceolaschools.net)

Activity #6	
Title	
Rationale	
Intended Outcome	
Point Person	[no one identified]
Action Step	
Description	
Person Responsible	[no one identified]
Plan to Monitor Effectiveness	
Description	
Person Responsible	[no one identified]

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Our school strives to involve all parents in the planning, review, and improvement of Title I programs and out Parent & Family Engagement Plan. All parents are invited to attend meetings regarding the development of the required plan through flyers, school marquee, and REMIND. Parents are asked for their input on activities and trainings provided by the school. The school uses the notes from the group discussion to guide writing the plan.

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

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.

Positive Behavior Interventions & Supports (PBIS) and Restorative Practice trainings have been scheduled through the use of Title IV funds. The school district has also added 13 district social worker positions and 2 psychologist positions to support the socio-emotional needs of students.

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

To support the transition of Pre-K students to elementary, the school district scheduled a one-hour open house prior to the K-5 elementary students specifically for the welcome and transition of Pre-K students to their elementary school.

To support the transition of elementary to middle, middle school counselors are scheduled prior to the end of the school year to visit the elementary feeder schools. During the visit, the guidance counselor(s) share information about course offerings, school clubs/organizations, and expectations for the students

as they transition from elementary to middle school.

To support the transition of middle to high school, each comprehensive high school has a College/Career Specialist paid through a grant with Valencia College to support students in their pursuit of opportunities post-high school. Naviance software is used at the high schools to give students the opportunity to explore career options and interests.

A DJJ Commitment Specialist is employed to support students entering/leaving the juvenile justice program and a transition plan is created to help any students leaving DJJ and returning to their home-zoned school..

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 meets weekly. In addition, we meet with teacher grade levels every four weeks to discuss the intervention and enrichment needs of all students. At these meetings the team reviews, which materials will best meet the needs of each student.

Title I, Part A
Funds may be used to support extended learning and remediation materials and/or professional development and academic coaches.

Title I, Part C-Migrant
When Migrant children enroll, the Title I Migrant staff ensures that students receive a fair and equitable opportunity to achieve a high quality education and assistance transitioning to post-secondary education or employment.

Title I, Part D
When Neglected and/or Delinquent children enroll, we will coordinate efforts with the Alternative Programs Department to ensure that all student needs are met.

Title II
Focused professional learning opportunities are offered in: English Language Arts, Mathematics, Instructional Pipeline and Framework Design, and Professional Learning Communities (PLC).

Title III
The Multicultural Department assists in the identification of at-risk Limited English Proficiency (LEP), immigrant, and Native American students. Research-based, comprehensive educational programs help reduce barriers that result from cultural and linguistic needs.

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

Title IV
The Student Support and Academic Enrichment (SSAE) program is intended to help to:

1. Provide a well-rounded education,

2. Improve safe and healthy school conditions and

3. Improve the use of technology in order to improve the academic achievement and digital literacy of all students. (ESEA section 4101).

Title IX
To help eliminate education barriers the District Liaison works with the school to help homeless students to enroll, attend, and succeed in our public schools. For students identified as homeless under the McKinney-Vento Act, the Liaison provides health/academic referrals and resource vouchers.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Supplemental district guidance counselors, paid through Title IV funds, to support elementary implementation of Project Lead the Way, and course acceleration and college and career achievement at the secondary levels. Naviance software is used at the high schools to give students the opportunity to explore career options and interests. Campus tours of Valencia College and Osceola Technical College (oTech) are offered for students in seventh and eleventh grades to learn about career options and potential areas of study.

Part V: Budget

Total:	**$134,117.22**