

students

school

teaching

improvement

strategic

collaborative

family

environment

instruction

needs

goals

mission

vision

public

and

community

involvement

planning

building

relationships

achievement

supportive

problem solving

8-Step

zero

ambitious

effective

leadership

strategies

resources

assessment

career

college

and

public

and

mission

vision

Pleasant Hill Elementary School

1253 PLEASANT HILL RD, Kissimmee, FL 34741

www.osceola.k12.fl.us

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

72%

Alternative/ESE Center

No

Charter School

No

Minority

74%

School Grades History

Year

2013-14

2012-13

2011-12

2010-11

Grade

B

B

A

A

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or 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 Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	17
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	21
Appendix 1: Implementation Timeline	26
Appendix 2: Professional Development and Technical Assistance Outlines	28
Professional Development Opportunities	29
Technical Assistance Items	30
Appendix 3: Budget to Support Goals	31

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 resources available to support the goals and barriers that could hinder achieving those goals (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 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

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

School Environment

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

Once students are enrolled into Pleasant Hill Elementary, our staff retrieve information from their registration forms to determine their ESOL status. This is the initial process for learning about our students. Once students are enrolled in class, teachers engage in an "All About Me" activity. Students are assigned a project where they are asked to bring in pictures of their families and artifacts that represents their cultures. Students are then allowed to present and talk about their cultures, if they choose to. After the presentations, students' projects are displayed in the classroom.

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 lockdown drills to keep our students and staff abreast on the procedures to take if the need arise.

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, HALLS, CAFE. 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 in the school's Panda Mall, a store for students to purchase prizes with their Panda Bucks. 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.

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 meet by providing different types of services. Different types of specialized professionals serve our student population like,

School Social Worker, School Counselor, and School Psychologist. It is in their interest to provide constant prevention, monitoring, and serve our student's population and their families. Also, the school has established partnership 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.

Early Warning Systems

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

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

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	9	7	17	14	11	12	70
One or more suspensions	7	10	7	13	23	15	75
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	37	24	29	90
Previous Grade Level Retentions	0	2	3	21	25	14	65
	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
	3	4	5	
Students exhibiting two or more indicators	5	4	5	14

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 Go Math intervention pieces, Dreambox Learning (a computer adaptive web-based program), and Number Worlds. All of the interventions utilized are research-based to increase student achievement and are approved by the District.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

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

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

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

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.

Effective Leadership

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

School Leadership Team

Membership

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

Name	Title
Bressler, Gary	Principal
Pearson, Carletha	Assistant Principal
Tattoli, Christine	Instructional Coach
Ambrose, Lorraine	Instructional Coach
Villanueva, Wilson	Guidance Counselor

Duties

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.

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.

Science Coach-Pulls science data and establishes specific interventions.

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 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

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.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Jeri Severance	Teacher
Vanessa Coleman	Teacher
Gary Bressler	Principal
Carletha Pearson	Parent
	Student

Duties

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

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.

Development of this school improvement plan

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

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.

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

School Improvement funds were released later in the year for 2014-15. This year's funds will be utilized to address needs as outlined in the CIMS.

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

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Tattoli, Christine	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

To promote a love of literacy and deepen the understanding of the Florida Standards, as well as raise the level of rigor in instruction.

Public and Collaborative Teaching

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

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

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

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-qualifies 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.

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

The Literacy Coach is initially assigned to all first year teachers to assist them in readiness with curriculum, myPGS, Marzano's Domains, and any classroom related needs. 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.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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 District and all textbook adoptions go through a rigorous evaluation.

Instructional Strategies

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 is then referred to MTSS. Through MTSS, the Leadership Team along with the classroom teacher meet monthly to discuss the student's needs. The team then prescribes specific interventions to utilize in the classroom and during iii. During the implementation of these intervention 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.

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

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

Bressler, Gary, bressleg@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 the STAR Renaissance program.

Strategy: Extended School Day

Minutes added to school year: 2,280

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

Strategy Rationale

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

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 Renaissance Star Assessments to gauge the overall effectiveness of this enrichment activity.

Strategy: Extended School Day

Minutes added to school year:

Strategy Rationale

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

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

Student Transition and Readiness

PreK-12 Transition

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

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 utilized a research-based curriculum. The Prek program is monitored for its effectiveness through state assessments that show students readiness prior to entering kindergarten.

College and Career Readiness

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

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

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

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.** 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.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Increase the proficiency rate of ELL students in Math through the implementation of effective interventions. 1a

 G037453

Targets Supported 1b

Indicator	Annual Target
AMO Math - ELL	55.0

Resources Available to Support the Goal 2

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

Targeted Barriers to Achieving the Goal 3

- Student achievement gaps in concept mastery.

Plan to Monitor Progress Toward G1. 8

Formative Assessment data and Dreambox Learning reports will be downloaded and monitored for student growth. Teachers and administration will also meet to discuss the progress of their students and look at needs to be addressed. This data will also be used for MTSS tracking and progress.

Person Responsible

Carletha Pearson

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Common Core Proficiency Reports from Dreambox, STAR Formative Assessment Data

G2. Increase the proficiency rate of ELL students in Reading through the implementation of effective Triple I interventions. 1a

G037454

Targets Supported 1b

Indicator	Annual Target
AMO Reading - ELL	61.0

Resources Available to Support the Goal 2

- Core Curriculum-Journeys
- Leveled Literacy Intervention
- Rourke
- Rosetta Stone
- Phonics for Reading

Targeted Barriers to Achieving the Goal 3

- Proper training of staff who implements the intervention.

Plan to Monitor Progress Toward G2. 8

Committee will meet monthly to discuss progress towards the goal.

Person Responsible

Carletha Pearson

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Meeting Minutes, observation data, student data

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

1a

G037455

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	67.0

Resources Available to Support the Goal 2

- 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 3

- -Parent Accountability

Plan to Monitor Progress Toward G3. 8

Bi-Weekly attendance, tardies/early release

Person Responsible

Wilson Villanueva

Schedule

Biweekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

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

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

1 = Problem Solving Step  **S123456** = Quick Key

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


1

 **G037453**

G1.B1 Student achievement gaps in concept mastery. **2**

 **B089994**

G1.B1.S1 Allocate 30 minutes on the Master Schedule to target students needs based on assessment data. **4**

 **S100738**

Strategy Rationale

Currently, the schedule allotted for 30 minutes of reading intervention. In careful analysis of last year's schedule, we have added a 30 minute math intervention time for this school year.

Action Step 1 **5**

During the 30 minute intervention time, students will be differentiated across the grade level based on need. Support staff and teachers will work with students using the intervention pieces in the core curriculum series, Number Worlds, as well as Dreambox Learning (a web-based computer adaptive intervention program).

Person Responsible

Vanessa Coleman

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Formative Assessment data and Dreambox Learning reports will be downloaded and monitored for student growth. Teachers and administration will also meet to discuss the progress of their students and look at needs to be addressed. This data will also be used for MTSS tracking and progress.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Administration will be monitoring the fidelity of this plan through consistent walkthroughs.

Person Responsible

Gary Bressler

Schedule

Biweekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Report of student usage and data chats with leadership team.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Administration will conduct walkthroughs to monitor the effectiveness of the strategy.

Person Responsible

Gary Bressler


Schedule

On 6/5/2015


Evidence of Completion

Walkthrough data completed through the FOCUS management system.

G2. Increase the proficiency rate of ELL students in Reading through the implementation of effective Triple I interventions. **1**

 G037454

G2.B3 Proper training of staff who implements the intervention. **2**

 B089999

G2.B3.S1 Reading Coach will train staff on effective implementation of interventions. **4**

 S111933

Strategy Rationale

Reading coach serves an expert in interventions.

Action Step 1 **5**

Administrator will identify teachers to implement interventions. Reading Coach will provide training, create schedule, and pull reports to identify students needing intervention services.

Person Responsible

Christine Tattoli

Schedule

Semiannually, from 9/10/2014 to 1/14/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B3.S1 **6**

Administrators will attend the trainings conducted by Reading Coach.

Person Responsible

Gary Bressler

Schedule

Weekly, from 9/22/2014 to 9/22/2014

Evidence of Completion

Training materials.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Administrators will conduct walk-throughs during Triple I time to monitor the effectiveness of intervention instruction delivery.

Person Responsible

Carletha Pearson

Schedule

Weekly, from 8/25/2014 to 5/29/2015

Evidence of Completion


Observation notes, look-fors checklists.

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

1

 G037455

G3.B3 -Parent Accountability 2

 B090002

G3.B3.S2 Parents will complete contracts when absences reach 5 or more. 4

 S111920

Strategy Rationale

Parents accountable for their child's education.

Action Step 1 5

A meeting will be held with the Truancy Officer, Guidance Counselor, and members of the Leadership team to discuss strategies to increase their child's attendance.

Person Responsible

Wilson Villanueva

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B3.S2 6

The Committee will maintain all accounts of meeting data which will be shared with Administration.

Person Responsible

Wilson Villanueva

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Meeting logs and contracts.

G3.B3.S3 Educate parents on the Early Warning System indicators and its impact on their child's future.

4

 S111921

Strategy Rationale

Attendance is vital to the student's success.

Action Step 1 5

Parents will receive information on the effects of students' absences from school during SAC, PTO, and Title I Annual Meetings.

Person Responsible

Carletha Pearson

Schedule

Monthly, from 9/10/2014 to 5/21/2015

Evidence of Completion

Meeting Agendas, Sign-in Sheets

Plan to Monitor Fidelity of Implementation of G3.B3.S3 6

Administrators will attend all SAC, PTO, and Title I Meetings

Person Responsible

Carletha Pearson

Schedule

Monthly, from 9/10/2014 to 5/21/2015

Evidence of Completion

Administrators are responsible for delivering information on the effects of students' absences from school to parents and staff. PowerPoint presentation, agendas, and sign-in sheets will serve as evidence that information was presented.

Plan to Monitor Effectiveness of Implementation of G3.B3.S3 7

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G3.B3.S3 7

Administrators will monitor the percentage of students' absences.

Person Responsible

Wilson Villanueva

Schedule

Monthly, from 9/10/2014 to 5/21/2015

Evidence of Completion

Attendance reports from FOCUS.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B3.S2.A1	A meeting will be held with the Truancy Officer, Guidance Counselor, and members of the Leadership team to discuss strategies to increase their child's attendance.	Villanueva, Wilson	8/18/2014		6/5/2015 monthly
G3.B3.S3.A1	Parents will receive information on the effects of students' absences from school during SAC, PTO, and Title I Annual Meetings.	Pearson, Carletha	9/10/2014	Meeting Agendas, Sign-in Sheets	5/21/2015 monthly
G2.B3.S1.A1	Administrator will identify teachers to implement interventions. Reading Coach will provide training, create schedule, and pull reports to identify students needing intervention services.	Tattoli, Christine	9/10/2014		1/14/2015 semiannually
G1.B1.S1.A1	During the 30 minute intervention time, students will be differentiated across the grade level based on need. Support staff and teachers will work with students using the intervention pieces in the core curriculum series, Number Worlds, as well as Dreambox Learning (a web-based computer adaptive intervention program).	Coleman, Vanessa	8/18/2014	Formative Assessment data and Dreambox Learning reports will be downloaded and monitored for student growth. Teachers and administration will also meet to discuss the progress of their students and look at needs to be addressed. This data will also be used for MTSS tracking and progress.	6/5/2015 monthly
G1.MA1	Formative Assessment data and Dreambox Learning reports will be downloaded and monitored for student growth. Teachers and administration will also meet to discuss the progress of their students and look at needs to be addressed. This data will also be used for MTSS tracking and progress.	Pearson, Carletha	8/18/2014	Common Core Proficiency Reports from Dreambox, STAR Formative Assessment Data	6/5/2015 monthly
G1.B1.S1.MA1	Administration will conduct walkthroughs to monitor the effectiveness of the strategy.	Bressler, Gary	8/18/2014	Walkthrough data completed through the FOCUS management system.	6/5/2015 one-time
G1.B1.S1.MA1	Administration will be monitoring the fidelity of this plan through consistent walkthroughs.	Bressler, Gary	8/18/2014	Report of student usage and data chats with leadership team.	6/5/2015 biweekly
G2.MA1	Committee will meet monthly to discuss progress towards the goal.	Pearson, Carletha	8/18/2014	Meeting Minutes, observation data, student data	6/5/2015 monthly
G2.B3.S1.MA1	Administrators will conduct walk-throughs during Triple I time to monitor the effectiveness of intervention instruction delivery.	Pearson, Carletha	8/25/2014	Observation notes, look-fors checklists.	5/29/2015 weekly
G2.B3.S1.MA1	Administrators will attend the trainings conducted by Reading Coach.	Bressler, Gary	9/22/2014	Training materials.	9/22/2014 weekly
G3.MA1	Bi-Weekly attendance, tardies/early release	Villanueva, Wilson	8/18/2014	Phone logs, parent meetings, Attendance Committee Meeting agendas, IRIS Dial Outs	5/29/2015 biweekly
G3.B3.S2.MA1	The Committee will maintain all accounts of meeting data which will be shared with Administration.	Villanueva, Wilson	8/18/2014	Meeting logs and contracts.	6/5/2015 monthly
G3.B3.S3.MA1	[no content entered]			one-time	
G3.B3.S3.MA1	Administrators will monitor the percentage of students' absences.	Villanueva, Wilson	9/10/2014	Attendance reports from FOCUS.	5/21/2015 monthly
G3.B3.S3.MA1	Administrators will attend all SAC, PTO, and Title I Meetings	Pearson, Carletha	9/10/2014	Administrators are responsible for delivering information on the effects of students' absences from school to parents and staff. PowerPoint presentation, agendas, and sign-in sheets will serve as evidence that information was presented.	5/21/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

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

G2.B3 Proper training of staff who implements the intervention.

G2.B3.S1 Reading Coach will train staff on effective implementation of interventions.

PD Opportunity 1

Administrator will identify teachers to implement interventions. Reading Coach will provide training, create schedule, and pull reports to identify students needing intervention services.

Facilitator

Christine Tattoli

Participants

PHE Teachers identified to implement interventions.

Schedule

Semiannually, from 9/10/2014 to 1/14/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Grand Total	0