Pleasant Hill Elementary School

2019-20 School Improvement Plan

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Pleasant Hill Elementary School

1801 JACK CALHOUN DR, Kissimmee, FL 34741

www.osceolaschools.net

Demographics

Principal: Shelby Pagan

Start Date for this Principal: 6/1/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	98%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Students With Disabilities White Students
School Grade	2018-19: C
School Grades History	2017-18: C 2016-17: C 2015-16: C 2014-15: B 2013-14: B
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	Diane Leinenbach
Turnaround Option/Cycle	
Year	
Support Tier	NOT IN DA

ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org.](http://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	Job Duties and Responsibilities
Pagan, Shelby	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.
Hayes, Elise	Instructional 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 and 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 intervention and enrichment strategies.
Pearson, Jennifer	Instructional Coach	The literacy coach provides support for ELA (reading and writing) instruction through providing professional development, peer coaching, data analysis, and student engagement in reading and writing. 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 intervention and enrichment strategies.
	Guidance Counselor	The guidance counselor will provide support for all students, teachers and families. She will oversee school-wide 504, FIT, Threat Assessments, and assist with the gifted screening process.
Adams, Katie	Assistant Principal	The assistant principal works directly with staff in the area of scheduling students and handles 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.
Serrano, Maria	Other	The ESOL compliance specialist provides support for ELL instruction through providing professional development, peer coaching, data analysis, and student engagement in all subjects. As a member of our team, she brings the most current classroom best practices and a deep understanding of the content and curriculum for our ESOL students. She works through the MTSS

Name	Title	Job Duties and Responsibilities
		process with teachers to provide support by modeling intervention and enrichment strategies.
White, Deborah	Instructional Media	The media specialist provides support for all reading and technology instruction through providing professional development, peer coaching, data analysis, and student engagement in all subjects. As a member of our team, she brings the most current classroom best practices and a deep understanding of the content and curriculum for media and technology. She works through the MTSS process with teachers to provide support by modeling intervention and enrichment strategies.
Hague, Brittany	Other	The MTSS and AVID coach provides support for all instruction through providing professional development, peer coaching, data analysis, and student engagement in all subjects. As a member of our team, she brings the most current classroom best practices and a deep understanding of the content and curriculum for our students. She works through the MTSS process with teachers to provide support by modeling intervention and enrichment strategies. She will provide support, modeling, and professional development in the use of WICOR in AVID as well.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	112	119	106	97	138	139	0	0	0	0	0	0	0	711
Attendance below 90 percent	26	57	57	70	60	86	0	0	0	0	0	0	0	356
One or more suspensions	1	4	0	2	5	7	0	0	0	0	0	0	0	19
Course failure in ELA or Math	0	9	6	7	9	12	0	0	0	0	0	0	0	43
Level 1 on statewide assessment	0	0	0	27	33	36	0	0	0	0	0	0	0	96
	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	6	3	20	23	33	0	0	0	0	0	0	0	85

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	1	4	4	0	0	0	0	0	0	0	0	0	0	9
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)
36

Date this data was collected or last updated
Monday 8/26/2019

Prior Year - 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	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 with two or more early warning indicators:

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

Prior Year - 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	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 with two or more early warning indicators:

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

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	43%	53%	57%	43%	51%	56%
ELA Learning Gains	44%	56%	58%	46%	54%	55%
ELA Lowest 25th Percentile	42%	51%	53%	45%	46%	48%
Math Achievement	46%	55%	63%	49%	54%	62%
Math Learning Gains	44%	59%	62%	60%	56%	59%
Math Lowest 25th Percentile	27%	45%	51%	40%	42%	47%
Science Achievement	42%	49%	53%	50%	51%	55%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	112 (0)	119 (0)	106 (0)	97 (0)	138 (0)	139 (0)	711 (0)
Attendance below 90 percent	26 (15)	57 (18)	57 (9)	70 (23)	60 (10)	86 (13)	356 (88)
One or more suspensions	1 (0)	4 (0)	0 (0)	2 (0)	5 (0)	7 (0)	19 (0)
Course failure in ELA or Math	0 (0)	9 (0)	6 (0)	7 (0)	9 (0)	12 (0)	43 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	27 (7)	33 (46)	36 (61)	96 (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)	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.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

				ELA		
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2019	45%	51%	-6%	58%	-13%
	2018	39%	51%	-12%	57%	-18%
Same Grade Comparison		6%				
Cohort Comparison						
04	2019	37%	51%	-14%	58%	-21%
	2018	39%	48%	-9%	56%	-17%
Same Grade Comparison		-2%				
Cohort Comparison		-2%				
05	2019	35%	48%	-13%	56%	-21%
	2018	39%	50%	-11%	55%	-16%
Same Grade Comparison		-4%				
Cohort Comparison		-4%				

				MATH		
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2019	49%	54%	-5%	62%	-13%
	2018	38%	51%	-13%	62%	-24%
Same Grade Comparison		11%				
Cohort Comparison						
04	2019	37%	53%	-16%	64%	-27%
	2018	49%	53%	-4%	62%	-13%
Same Grade Comparison		-12%				
Cohort Comparison		-1%				
05	2019	35%	48%	-13%	60%	-25%
	2018	54%	52%	2%	61%	-7%
Same Grade Comparison		-19%				
Cohort Comparison		-14%				

				SCIENCE		
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2019	40%	45%	-5%	53%	-13%
	2018	47%	49%	-2%	55%	-8%
Same Grade Comparison		-7%				
Cohort Comparison						

Subgroup Data

2019 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	28	38	21	37	51	30	31				
ELL	35	49	41	43	44	28	34				
BLK	43	49		51	41		35				
HSP	42	46	44	46	46	32	43				
WHT	43	30	30	39	39	29	48				
FRL	38	42	41	42	43	30	35				

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 2015-16	C & C Accel 2015-16
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				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	63
Total Points Earned for the Federal Index	351
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	42
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	44
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	45
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	37
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	42
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends

The bottom quartile in mathematics showed the lowest performance. Yes, this is a trend from last year.
Contributing factors:
-New teachers
-Large gap between student performance and proficiency.
-Lack of motivation
In addition, out students with disabilities and our white students did not reach 41%.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline

We showed a decline of 16% in the area of math gain.
-New Teachers
-Large gap between student performance and proficiency
-Lack of motivation

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends

In comparison to the state average our math lowest 25% show the greatest gap.
This was a result of
-new teachers
-lack of motivation among students

Which data component showed the most improvement? What new actions did your school take in this area?

Our ESE subgroup showed the most improvement in the area of ELA. (+12%)
Actions:
-Inclusion of all
-All means ALL
-High expectations
-Included VE and IND in all professional developement
-All teachers utilized AVID strategies as well as best practices for ESE students

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Mathematics and Reading Proficiency

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year

1. Ensure high levels of learning for all students in literacy
2. Ensure high levels of mathematics achievement for all students
3. Ensure high Levels of science achievement for all students
4. Ensure a schoolwide post secondary culture for all students
5. Strengthen collaborative processes to ensure that the learning needs of all students are met (with the PLC Action Plan embedded within the action steps and monitoring)

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Strengthen collaborative processes to ensure that the learning needs of all students are met.
Rationale	The data shows that PLC's are not operating consistently at a high level on the Seven Sages Rubric and formative assessment data throughout the year. This impacts student achievement as there are inconsistencies within delivering the curriculum in each subject area.

State the measureable outcome the school plans to achieve	All ELA (Reading and Writing), Math, Science, and AVID PLC's will be at a stage 5 on the PLC Seven Stage Rubric by the end of May 2020 assessed by the Principal using the Seven Stage Rubric and formative data. ELA proficiency will increase by 12%. (ESE by 4% and ELL by 5%) Math proficiency will increase by 9% (ESE by 8% and ELL by 6%) Science proficiency will increase by 13%
Person responsible for monitoring outcome	Shelby Pagan (shelby.pagan@osceolaschools.net)
Evidence-based Strategy	Research states that PLC's entail whole-staff involvement in a process of intensive reflection upon instructional practices and desired student benchmarks, as well as monitoring of outcomes to ensure success. PLCs enable teachers to continually learn from one another via shared visioning and planning, as well as in depth critical examination of what does and doesn't work to enhance student achievement. 1. Administration, PLC Lead, and PLC Guided Coalition will meet to discuss accountability areas to ensure that time is being used effectively and to evaluate weekly. 2. PLC Seven Stages rubric will be used to measure Pre-Mid-End of school year progress of the Teams by the principal. With the addition of formative assessment scores for Math, ELA and Science PLC's. 3. Principal and leadership team will conduct daily walkthroughs of PLC teams to ensure correct processes are being used in the analyzing and planning for student achievement. 4. School Stocktake will take place monthly to report progress to the Principal on the Area of Focus. 5. Principal will share and update the Chief of Staff and Assistant Superintendents during their half way point check in on progress of the Area of Focus through the School Stocktake Model.
Rationale for Evidence-based Strategy	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.
Action Step	
Description	1. School PLC teams will meet each month during early release and on two individual planning periods a month, for the purpose of assessing, analyzing, reflecting and revising plans on course progression of individual student needs as a collaborative team. 2. Principal and assistant principal will conduct walkthroughs of PLC teams to ensure that they are progressing through the PLC Seven Stages Rubric of an

effective PLC.

3. Collaborative teaming professional development will be conducted throughout the year to build shared knowledge of the PLC processes.

4. School city will be used by each PLC for the purpose of assessing, analyzing, reflecting and revising plans on course progression of individual student needs. Professional development will be conducted to train staff on the school city platform.

5. Mentoring will be conducted for teams who are struggling, and additional support will be given so they become an effective collaborative team.

6. A PLC Guiding Coalition will be formed to oversee the process.

7. District formative assessments will be given every four and half weeks in all accountability areas.

8. Principals will present within their schoolwide PLC a state of education on a quarterly period to their staff (August 2019, November 2019, January 2020, and March 2020).

9.All grade level teams will look at and deconstruct essential standards and create, revisit, and revise scales.

10. We will implement AVID PLC monthly.

11. Grade level teams will meet every four weeks for an additional MTSS PLC and discuss all students and their academic progress and needs for intervention and enrichment.

12. We will implement vertical PLC's for content areas and subgroups at a minimum of 4 times. These groups will consist of several PLC's including one that meets to discuss ESE best practices Reading/Math, Sheltered Reading/Math

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

#2	
Title	Ensure the results of collaborative practices are focused on the development of rigorous tasks with common assessments in ELA for all student sub-groups to achieve high levels of learning, with an emphasis on the essential standards.
Rationale	The data shows that our overall reading proficiency is 43%. This does not meet our expectation for ALL of our students to be college and career ready. Our ESSA data shows that our students with disabilities and white students fall below 41%. ESE students at 35% and White students at 37%.

State the measureable outcome the school plans to achieve	ELA proficiency from 43% to 55% ELA Gain from 44% to 55% ELA BQ from 46% to 55% ESE from 16% to 20% ELL from 15% to 20%
Person responsible for monitoring outcome	Shelby Pagan (shelby.pagan@osceolaschools.net)
Evidence-based Strategy	1.We will utilize the Balanced Literacy approach to reading/writing instruction to ensure that students are receiving instruction in phonemic awareness, phonics, fluency, vocabulary, and text comprehension. Teachers will utilize many avenues highlighting their skills and talents while including: whole group instruction, mini lessons, and small group instruction all of which are well planned, meaningful, and intentional to meet the needs of our students. 2.We will implement AVID at all grade levels with a focus on WICOR. Lesson plans will incorporate reading, writing, talking and solving in all content areas. 3.MTSS will be implemented with fidelity to ensure that student needs are being met either through intervening and or enriching. Grade level MTSS PLC teams will meet every four to six weeks to discuss all students. 4. Principal and leadership team will conduct daily walkthroughs of PLC teams to ensure correct processes are being used in the analyzing and planning for student achievement. 5. School Stocktake will take place monthly to report progress to the Principal on the Area of Focus. 6. Principal will share and update the Chief of Staff and Assistant Superintendents during their half way point check in on progress of the Area of Focus through the School Stocktake Model.
Rationale for Evidence-based Strategy	Students are not demonstrating grade level proficiency as measured by our 3, 4 and 5 grade FSA scores. Utilizing a balanced literacy approach, AVID and MTSS students will receive the skills needed to be successful for college and career.

Action Step	
Description	1. Following the CUPS, we will implement balanced literacy, which will provide students with a guaranteed & viable curriculum by having teachers plan common standards-based lessons, add their own voice including 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 teach for mastery of all essential standards in ELA as marked on the CUPS. They will utilize 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, plan for meaningful and purposeful small group instruction, and provide additional T2 support that is connected to the essential standards. This will allow us identify students in need of intervention or enrichment and create small group plans accordingly. We will utilize school city wherever possible to streamline this process. 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 on the following dates 8/19, 9/16, 10/21, 12/2, 1/13, 2/17, 3/23, and 5/4.
2. School city PD was offered on 8/20/19 and videos of the training were sent for future reference and review.
3. Teachers will access and analyze their own student data through a variety of way including classroom formative checks to understand performance and monitor progress. Teachers will learn to integrate strategies to make looking at data a regular practice. Teachers will learn to Lead Data Chats with students. It is the expectation that all teachers will have data chats with students to keep students aware of their progress and the owning of their learning.
4. 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 incorporate read, write, talk, and solve in all content areas. We will increase the use of WICOR strategies in the classroom with support from our ECS, Mrs. Serrano, RCS Mrs. Severance as well as our literacy, math/science and AVID/MTSS coaches. Teachers will Utilize
WICOR checklist 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.
5. We will create an ELL task force with representatives from across the school. We will first ask for volunteers from 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 and including scaffolds from Ellevation. 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. We will Pilot Imagination in our second grade sheltered classrooms. The task force will meet during vertical PLC's on 10/2, 12/4, 1/8, 2/5 and 3/4.
6. 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, as well as at least once a week share a common planning time. Jeri-Lynne Severance our RCS will oversee the ESE teachers. In addition, we will hold

vertical PLC's with and ESE focus on reading and mathematics on the following dates 10/2, 12/4, 1/8, 2/5 and ¾.

7. Core connections will be implemented with fidelity in all K-5 classrooms. Teachers will be offered district PD, school PD including modeling and side by side coaching with our literacy coach.

8. Jan Richardson guided reading will be utilized in all reading classrooms as well as a resource during our triple iii time.

9. Kindergarten will pilot Opencourt for phonics and phonemic awareness to help prepare our children for future success in school.

10. We will follow A and B week schedules, to allow all children to have the opportunity for reading instruction in the morning.

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

#3	
Title	Ensure the results of collaborative practices are focused on the development of rigorous tasks with common assessments in Mathematics for all student sub-groups to achieve high levels of learning, with an emphasis on the essential standards.
Rationale	The data shows that our overall mathematics proficiency is 46%. This does not meet our expectation for ALL of our students to be college and career ready. Our ESSA data shows that our students with disabilities and white students fall below 41%. ESE students at 35% and White students at 37%.
State the measureable outcome the school plans to achieve	Mathematics proficiency from 46% to 55% Mathematics Gain from 44% to 55% Mathematics BQ from 27% to 50% ESE from 12% to 20% ELL from 24% to 30%
Person responsible for monitoring outcome	Shelby Pagan (shelby.pagan@osceolaschools.net)
Evidence-based Strategy	1. We will utilize the envision mathematics curriculum to ensure that students are receiving instruction in all areas of mathematics. Teachers will utilize many avenues highlighting their skills and talents while including: whole group instruction, mini lessons, and small group instruction all of which are well planned, meaningful, and intentional to meet the needs of our students. 2. We will implement AVID at all grade levels with a focus on WICOR. Lesson plans will incorporate reading, writing, talking and solving in all content areas. 3. MTSS will be implemented with fidelity to ensure that student needs are being met either through intervening and or enriching. Grade level MTSS PLC teams will meet every four to six weeks to discuss all students. 4. Principal and leadership team will conduct daily walkthroughs of PLC teams to ensure correct processes are being used in the analyzing and planning for student achievement. 5. School Stocktake will take place monthly to report progress to the Principal on the Area of Focus. 6. Principal will share and update the Chief of Staff and Assistant Superintendents during their half way point check in on progress of the Area of Focus through the School Stocktake Model.
Rationale for Evidence-based Strategy	Students are not demonstrating grade level proficiency as measured by our 3, 4 and 5 grade FSA scores. Utilizing the research based curriculum, AVID and MTSS students will receive the skills needed to be successful for college and career.
Action Step	
Description	Following the CUPS, we will implement envision mathematics, which will provide students with a guaranteed & viable curriculum by having teachers plan common standards-based lessons, add their own voice including 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 teach for mastery of all essential standards in mathematics as marked on the CUPS. They will utilize student performance scales for these essential standards. District formative assessments will be given each nine weeks in mathematics, which will be

overseen by Hayes and shared at stocktakes. Formative assessment data will be disaggregated to help teachers differentiate instruction, plan for meaningful and purposeful small group instruction, and provide additional T2 support that is connected to the essential standards. This will allow us identify students in need of intervention or enrichment and create small group plans accordingly. We will utilize school city wherever possible to streamline this process. The math/science coach, Mrs. Hayes will provide support with planning, assessment writing and modeling of lessons. The math/science coach will oversee weekly and data will be presented at Stocktake on the following dates 8/19, 9/16, 10/21, 12/2, 1/13, 2/17, 3/23, and 5/4.

2. School city PD was offered on 8/20/19 and videos of the training were sent for future reference and review. One of our goals will be to provide students with multiple opportunities to practice entering numerical responses on a bubble sheet and monitor proficiency in that area.

3. Teachers will access and analyze their own student data through a variety of way including classroom formative checks to understand performance and monitor progress. Teachers will learn to integrate strategies to make looking at data a regular practice. Teachers will learn to Lead Data Chats with students. It is the expectation that all teachers will have data chats with students to keep students aware of their progress and the owning of their learning.

4. 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 incorporate read, write, talk, and solve in all content areas. We will increase the use of WICOR strategies in the classroom with support from our ECS, Mrs. Serrano, RCS Mrs. Severance as well as our literacy, math/science and AVID/MTSS coaches. Teachers will Utilize

WICOR checklist 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 math/science coach will be responsible.

5. We will create an ELL task force with representatives from across the school. We will first ask for volunteers from 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 and including scaffolds from Ellevation. 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. We will Pilot Imagination in our second grade sheltered classrooms. The task force will meet during vertical PLC's on 10/2, 12/4, 1/8, 2/5 and 3/4.

6. 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, as well as at least once a week share a common planning time. Jeri-Lynne Severance our RCS will oversee the ESE teachers. In addition, we will hold vertical PLC's with and ESE focus on reading and mathematics on the following dates 10/2, 12/4, 1/8, 2/5 and ¾.
7. We will follow A and B week schedules, to allow all children to have the opportunity for mathematics instruction in the morning.
8. We will utilize number talks to preview and review the essential standards.

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

#4	
Title	Ensure the results of collaborative practices are focused on the development of rigorous tasks with common assessments in Science for all student sub-groups to achieve high levels of learning, with an emphasis on the essential standards.
Rationale	The data shows that our overall science proficiency is 42%. This does not meet our expectation for ALL of our students to be college and career ready. Our ESSA data shows that our students with disabilities and white students fall below 41%. ESE students at 35% and White students at 37%.
State the measureable outcome the school plans to achieve	Science proficiency from 42% to 55%
Person responsible for monitoring outcome	Shelby Pagan (shelby.pagan@osceolaschools.net)
Evidence-based Strategy	1. We will utilize the Pearson science curriculum to ensure that students are receiving instruction in all areas of science. Teachers will utilize many avenues highlighting their skills and talents while including: whole group instruction, mini lessons, and small group instruction all of which are well planned, meaningful, and intentional to meet the needs of our students. 2. We will implement AVID at all grade levels with a focus on WICOR. Lesson plans will incorporate reading, writing, talking and solving in all content areas. 3. MTSS will be implemented with fidelity to ensure that student needs are being met either through intervening and or enriching. Grade level MTSS PLC teams will meet every four to six weeks to discuss all students. 4. Principal and leadership team will conduct daily walkthroughs of PLC teams to ensure correct processes are being used in the analyzing and planning for student achievement. 5. School Stocktake will take place monthly to report progress to the Principal on the Area of Focus. 6. Principal will share and update the Chief of Staff and Assistant Superintendents during their half way point check in on progress of the Area of Focus through the School Stocktake Model.
Rationale for Evidence-based Strategy	Students are not demonstrating grade level proficiency as measured by our 3, 4 and 5 grade FSA scores. Utilizing the research-based curriculum, AVID and MTSS students will receive the skills needed to be successful for college and career.
Action Step	
Description	Following the CUPS, we will implement Pearson science, which will provide students with a guaranteed & viable curriculum by having teachers plan common standards-based lessons, add their own voice including 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 teach for mastery of all essential standards (fair game) in

science as marked on the CUPS. They will utilize student performance scales for these essential standards.

Formative assessment data will be disaggregated to help teachers differentiate instruction, plan for meaningful and purposeful small group instruction, and provide additional T2 support that is connected to the fair game standards. This will allow us identify students in need of intervention or enrichment and create small group plans accordingly. We will utilize school city wherever possible to streamline this process. The math/science coach, Mrs. Hayes will provide support with planning, assessment writing and modeling of lessons. We will use the 5E model in lesson planning to afford students with the opportunity to elaborate upon their understanding and apply their skills in context. The math/science coach will oversee weekly and data will be presented at Stocktake on the following dates 8/19, 9/16, 10/21, 12/2, 1/13, 2/17, 3/23, and 5/4.

2. School city PD was offered on 8/20/19 and videos of the training were sent for future reference and review. One of our goals will be to provide students with multiple opportunities to practice entering numerical responses on a bubble sheet and monitor proficiency in that area.

3. Teachers will access and analyze their own student data through a variety of way including classroom formative checks to understand performance and monitor progress. Teachers will learn to integrate strategies to make looking at data a regular practice. Teachers will learn to Lead Data Chats with students. It is the expectation that all teachers will have data chats with students to keep students aware of their progress and the owning of their learning.

4. AVID as a school-wide framework will support our initiatives in science. All teachers will incorporate WICOR into lesson planning with focus on impacting student achievement. We will incorporate read, write, talk, and solve in all content areas. We will increase the use of WICOR strategies in the classroom with support from our ECS, Mrs. Serrano, RCS Mrs. Severance as well as our literacy, math/science and AVID/MTSS coaches. Teachers will Utilize

WICOR checklist 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 math/science coach will be responsible.

5. We will create an ELL task force with representatives from across the school. We will first ask for volunteers from 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 and including scaffolds from Ellevation. 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. We will Pilot Imagination in our second grade sheltered classrooms. The task force will meet during vertical PLC's on 10/2, 12/4, 1/8, 2/5 and 3/4.

6. 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, as well as at least once a week share a common planning time. Jeri-Lynne

Severance our RCS will oversee the ESE teachers. In addition, we will hold vertical PLC's with and ESE focus on reading and mathematics on the following dates 10/2, 12/4, 1/8, 2/5 and ¾.

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

#5	
Title	Ensure the incorporation of 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	The data shows that our overall reading proficiency is 43%, overall mathematics proficiency is 46% and our science proficiency is 42%. This does not meet our expectation for ALL of our students to be college and career ready. Our ESSA data shows that our students with disabilities and white students fall below 41%. ESE students at 35% and White students at 37%.
State the measureable outcome the school plans to achieve	We will increase proficiency in reading, mathematics and science to 55%.
Person responsible for monitoring outcome	Shelby Pagan (shelby.pagan@osceolaschools.net)
Evidence-based Strategy	1.We will implement AVID at all grade levels with a focus on WICOR. Lesson plans will incorporate reading, writing, talking and solving in all content areas. 2.Teachers will utilize many avenues highlighting their skills and talents while including: whole group instruction, mini lessons, and small group instruction all of which are well planned, meaningful, and intentional to meet the needs of our students. 3.MTSS will be implemented with fidelity to ensure that student needs are being met either through intervening and or enriching. Grade level MTSS PLC teams will meet every four to six weeks to discuss all students. 4. Principal and leadership team will conduct daily walkthroughs of PLC teams to ensure correct processes are being used in the analyzing and planning for student achievement. 5. School Stocktake will take place monthly to report progress to the Principal on the Area of Focus. 6. Principal will share and update the Chief of Staff and Assistant Superintendents during their half way point check in on progress of the Area of Focus through the School Stocktake Model.
Rationale for Evidence-based Strategy	Students are not demonstrating grade level proficiency as measured by our 3, 4 and 5 grade FSA scores. Utilizing the research-based curriculum, AVID and MTSS students will receive the skills needed to be successful for college and career.
Action Step	
Description	Following the CUPS, we will implement AVID strategies and best practices, which will provide students with a guaranteed & viable curriculum by having teachers plan common standards-based lessons, add their own voice including student performance scales (for essential standards), learning targets, and formative assessments that align all tasks to the depth of the standard. The

AVID coach will oversee weekly and data will be presented at Stocktake on the following dates 8/19, 9/16, 10/21, 12/2, 1/13, 2/17, 3/23, and 5/4.

2. School city PD was offered on 8/20/19 and videos of the training were sent for future reference and review.

3. Teachers will access and analyze their own student data through a variety of way including classroom formative checks to understand performance and monitor progress. Teachers will learn to integrate strategies to make looking at data a regular practice. Teachers will learn to Lead Data Chats with students. It is the expectation that all teachers will have data chats with students to keep students aware of their progress and the owning of their learning.

4. AVID as a school-wide framework will support our initiatives in all academic areas. All teachers will incorporate WICOR into lesson planning with focus on impacting student achievement. We will incorporate read, write, talk, and solve in all content areas. We will increase the use of WICOR strategies in the

classroom with support from our ECS, Mrs. Serrano, RCS Mrs. Severance as well as our literacy, math/science and AVID/MTSS coaches. Teachers will Utilize

WICOR checklist 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 math/science coach will be responsible.

5. The AVID Site team will meet every third Wednesday and prepare for the AVID PLC on the 4th Wednesday of every month. We will have AVID bingo where teachers can share students using a variety of AVID strategies that they have implemented in their instruction. To ensure that AVID supplies are accessible to all students' AVID bundles are available for purchase at an affordable price. Administration will conduct walk throughs to monitor the implementation of AVID, WICOR, and read, write, talk, solve strategies in all classrooms. Teachers will receive from the AVID site team and coach Ms. Hague. Our AVID site coordinator will be on site to provide support, training, and feedback in the use of AVID.

The task force will meet during vertical PLC's on 10/2, 12/4, 1/8, 2/5 and 3/4.

6. 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, as well as at least once a week share a common planning time. Jeri-Lynne Severance our RCS will oversee the ESE teachers. In addition, we will hold vertical PLC's with and ESE focus on reading and mathematics on the following dates 10/2, 12/4, 1/8, 2/5 and ¾.

Person Responsible   Brittany Hague (brittany.hague@osceolaschools.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)

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, § 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 our 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

The school district has added 13 district social worker positions and 2 psychologist positions to support the socio-emotional needs of students. Second step intervention kits were distributed to all elementary and K-8 schools for support social emotional learning environments.

Our district has a one-step referral system for mental health concerns. Through Title IV funding, students are screened by Panorama to determine needs for socio emotional needs. Middle school counselors

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 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

We hold MTSS PLC with grade level MTSS teams along with the school leadership team every four weeks to discuss all students. Our MTSS coach prepares for the meetings where we analyze, assess, reflect and determine intervention or enrichment needed to best meet the needs of all students. This includes the person to provide the intervention/enrichment and the curriculum needed to best support the students areas of need.

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 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, Standards Based Instruction, 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:

1. Provide 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 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

1	III.A	Areas of Focus: Strengthen collaborative processes to ensure that the learning needs of all students are met.				$0.00
2	III.A	Areas of Focus: Ensure the results of collaborative practices are focused on the development of rigorous tasks with common assessments in ELA for all student sub-groups to achieve high levels of learning, with an emphasis on the essential standards.				$0.00
3	III.A	Areas of Focus: Ensure the results of collaborative practices are focused on the development of rigorous tasks with common assessments in Mathematics for all student sub-groups to achieve high levels of learning, with an emphasis on the essential standards.				$58,120.95
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6400	130-Other Certified Instructional Personnel	0811 - Pleasant Hill Elementary School	Title, I Part A		$58,120.95
4	III.A	Areas of Focus: Ensure the results of collaborative practices are focused on the development of rigorous tasks with common assessments in Science for all student sub-groups to achieve high levels of learning, with an emphasis on the essential standards.				$0.00
5	III.A	Areas of Focus: Ensure the incorporation of rigorous, relevant, differentiated opportunities for all students in an environment that promotes college readiness by embedding AVID strategies into all content areas with fidelity.				$50,907.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6400	130-Other Certified Instructional Personnel	0811 - Pleasant Hill Elementary School	Title, I Part A		$50,907.00
					Total:	$109,027.95