

Volusia County Schools

Pierson Elementary School



2015-16 School Improvement Plan

Pierson Elementary School

1 W 1ST AVE, Pierson, FL 32180

<http://myvolusiaschools.org/school/pierson/pages/default.aspx>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	87%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	71%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	B*	B	D	C

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Volusia County School Board on 11/10/2015.

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>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify 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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

We, Team Pierson, will provide a high quality education for our students. Collaboratively, we will create safe and supportive learning opportunities that will prepare students for the challenges at the next level.

Provide the school's vision statement

Through the individual commitment of all, our students will graduate with the knowledge, skills, and values necessary to be successful contributors to our democratic society.

School Environment

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

The administration, faculty and staff at Pierson Elementary believe in the importance of fostering connection with students which begins with a sincere, deliberate commitment to the belief that all students can meet high academic standards, and that schools have the ability and the responsibility to help every child reach that potential. To that end, all staff are encouraged to interact with families through school sponsored events such as but not limited to: Meet the Teacher, Open House, Literacy Nights, Parent-Teacher Conferences, Parents-to-Kids, Plaza Comunitaria, PTA events, School Advisory Council and Volunteer /Business Partner opportunities, as well as outreach services including Project Share, Food Brings Hope and Family Literacy Program.

Describe how the school creates an environment where students feel safe and respected before, during and after school

The Pierson Elementary community of learners adheres to the standards of Volusia County Code of Student Conduct to "Be Safe, Be Responsible, and Be Respectful." At the beginning of each year, faculty and staff are provided instruction on District Threat Levels, Bullying/Harassment: The Jeffrey Johnson Act, Psychotropic Medications, Creating Emotional Safety for our Students, and Dating Violence. Administration, teachers and the school counselor work together to provide instruction to students on social skills, school safety, behavior expectations, bullying reporting and prevention. Students are encouraged to report any concerns to teachers or administration. In the classroom, KAGAN strategies are implemented school-wide to build teamwork and collaboration skills in students.

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

The Pierson Elementary community of learners adhere to the standards of Volusia County Code of Student Conduct and as a Positive Behavior Support school, we utilize site-wide expectations to "Be Safe, Be Responsible, and Be Respectful." Each classroom posts rules and levels of consequences that students and teachers may refer to throughout the day. Behavior expectations remain the same in all areas of the campus and with all staff members. Behavior expectations are communicated to families through the school newsletters, beginning of the year student and family handbook, the

Volusia County Code of Student Conduct, Open House, PBS family letters and presentations during class time.

All teachers receive training in setting behavioral expectations at the beginning of each school year. All teachers new to Volusia County Schools receive CHAMPS training as a component of the E3 teacher development program. Volusia County Schools provides discipline training to administration annually which includes information on changes to the code of conduct, the juvenile justice program, and discipline referrals and consequences.

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 counselor at Pierson Elementary works with the school population as a whole on character and social skill development. As well, the school counselor meets with targeted groups of children VPK- grade 5 to assist with anger and behavior management, home situations, and peer relations throughout the school day. One on one counseling and student outreach services are also provided to assist students and families in need.

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
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

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?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/188187>.

Description

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

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

Pierson Elementary has a volunteer and business partner coordinator who reaches out to local businesses with opportunities to partner with the school in offering gifts of time, talent, as well as to provide incentives and program support for student endeavors. Community volunteers receive training at the beginning of each school year. Throughout the year, business partners and volunteers receive recognition through having a month dedicated to them on the school marquee, names and contributions listed on the school webpage and newsletter, and through celebrations at the district and school level.

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:

Name	Title
Hutcherson, Kimberly	Principal
Deane, Catherine	Assistant Principal
Cortes, Catherine	Instructional Coach
Harper, Beth	Instructional Coach
Cowart, Allison	Teacher, K-12
Hinson, Jami	Teacher, K-12
Brogan, Stephanie	Teacher, K-12
Miller, Mary	Teacher, K-12
Morris, Kahlin	Teacher, K-12
Torres, Silvia	Teacher, K-12
Clarke, Caryn	Guidance Counselor

Duties

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

- Administrators--overseeing all phases related to MTSS and SIP
- PST Chair--overseeing the PST process and early warning systems
- Instructional Coaches--communication with grade levels and administration concerning data analysis and monitoring progress towards achieving the SIP goal(s)
- Cadre Teacher Leaders-communication with grade levels relating content specific district initiatives

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 school improvement plan is data driven and focuses on areas of school- based need for both specific content areas as well as specific student populations. Similarly, MTSS is a data-driven framework that seeks to find solutions/resources matched in intensity to student need in academic and behavioral areas. The MTSS framework follows the district's four-step problem solving process, with Rtl as an integral component of the process. As a result, the school improvement plan is based on a strategic analysis of data, and identified resources (as identified by the MTSS school based leadership team) are matched to the needs of the students/schools. Building the SIP within the context of MTSS and following the 8-step problem solving process results in the school determining the areas of most significant need and, as importantly, enables the school to develop a plan that can be addressed based on existing resources.

In addition, the leadership team will meet with all classroom teachers twice a year to monitor MTSS and analyze individual student data. These data chats will include individual students' data analysis cards and data collected in eduphoria!.

Title I, Part A

Under Title I Part A our school works with outside agencies that provide specific services to targeted children and their families. These organizations team with our school to provide specific services to students, parents, and staff, including all special needs groups. It is the expectation of those involved in these partnerships that the activities and services will benefit the students by providing the children served with the support, tools, and materials they need to be ready to learn as they move down the appropriate path to graduation.

Programs supported by Title I at Pierson Elementary include:

- Academic Coaches for the purpose of comprehensive staff development and coaching
- Family Center paraprofessional who facilitates our extensive parent involvement program
- * Parent Liaison to increase family involvement and communication with families
- Reading Intervention Teachers to provide interventions for students in need
- Math/Science Intervention Teachers to provide interventions for students in need via a push-in model
- Tutoring before, after, and during school
- Supplemental materials and supplies needed to close the achievement gap
- Supplemental funds for ongoing staff development as determined by the results of FSA/FCAT data
- Parent To Kids workshops to teach literacy skills to parents so they can help their children to become better readers

Title I, Part C Migrant

The District Migrant Education Program Coordinator, Migrant Advocates and Migrant Recruiters work together to provide services and support to the migrant students and their parents. The MEP Coordinator works with Title I and other programs to ensure student needs are met. The Migrant Education Program provides the following:

- Academic Assistance through credit accrual/recovery, tutoring, and summer school
- Translation Services for parent/teacher conferences
- Parental support through parent/kid activity nights and workshops on school success
- Migrant Parent Advisory Council (MPAC)
- Medical assistance through referrals to outside community agencies
- Food assistance through referrals to food assistance programs

Title I, Part D

The district receives funds to support the N & D programs to accelerate the rate of student achievement and close the achievement gaps for students in these programs. Services are coordinated with district DJJ and Neglected programs. Students are transitioned from DJJ centers back into the district schools with a transition plan to ensure academic and social success.

Title II

The district receives federal funds to provide access to Professional Development activities for public

and private school teachers and principals in the core subject areas to ensure quality instruction and student success.

Title III

The District ESOL Coordinator and staff provide ongoing support and professional development to teachers to ensure instructional best practices are utilized. Teachers consistently monitor the progress of ELL students to identify specific needs, as well as target interventions and enrichment that ensure the appropriate pathway toward graduation.

Title X Homeless

The school works closely with Pam Woods, Title X Coordinator, to ensure that homeless students have the materials and resources they need to be successful.

Supplemental Academic Instruction (SAI)

The District provides remedial and supplemental instructional resources to students who fail to meet performance levels.

Violence Prevention Programs

The school offers the following non-violence and anti-drug programs:

- Peer Mediation
- Crisis training
- Suicide prevention
- Bullying

Nutrition Programs

Pierson Elementary offers a variety of nutrition/wellness programs including:

- Free and Reduced Meal Plan
- Wellness Policy School Plan
- Nutrition and Wellness classes
- Health classes
- Personal Fitness classes
- Marathon/P.E. Enrichment Clubs

Head Start

The District, in conjunction with the Head Start agency serving the community, coordinates efforts to promote continuity of services and effective transitions for children and their families. These include:

- Providing the opportunity for ongoing channels of communication with Head Start to facilitate coordination of programs and for shared expectations for children's learning and development as the children transition to elementary school.
- Assisting in the development of a systematic procedure for transferring, with parental consent, Head Start program records, for each participating child to the school in which such child will enroll.
- Collaborating and participating in joint professional development, including transition-related training for school staff and Head Start staff when feasible.
- Coordinating the services being provided by Head Start with services in elementary schools.
- Providing to the Head Start agency local public school policies, kindergarten registration and other relevant information to ease the transition of children and families from Head Start.

Job Training

Pierson Elementary offers students career awareness opportunities through job shadowing opportunities (Florida Future Educators of America--FFEA), guest speakers from business and industry, and field trips to business and industry locations.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Kimberly Hutcherson	Principal
Mary Katherine Cowart	Parent
Beth Harper	Teacher
Jolie Kelly	Teacher
Amanda Love	Parent
Delia Morales	Parent
Wayne Prevatt	Parent
Stacy Turner	Parent
Rosa Hogan	Education Support Employee
Liliana Castaneda	Parent
Thaliala Chavez	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

Data from state assessments is shared in relation to last year's SIP goals. Areas of proficiency are discussed as well as areas still in need of improvement.

Development of this school improvement plan

After reviewing relevant data, the council members have an opportunity to provide input for the development of the plan. The final plan is approved by the members. The plan will be monitored throughout the year and the members will be updated on the progression towards reaching the goal(s) addressed in the plan.

Preparation of the school's annual budget and plan

The school's annual budget and plan are shared with the SAC for input and feedback.

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

School improvement funds were used for resources last year including additions to classroom libraries, subscriptions, math manipulatives and state assessment aligned math resources. The remaining balance was rolled to 2015-16.

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:

Name	Title
Hutcherson, Kimberly	Principal
Deane, Catherine	Assistant Principal
Cortes, Catherine	Instructional Coach
Morris, Kahlin	Teacher, K-12
Hinson, Jami	Teacher, K-12
West, Lindsey	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

Administration: Provides a common vision for the use of data-based decision-making by promoting MTSS and the K-12 Reading Plan; ensures that educators are implementing the District's Progress Monitoring Plan (PMP) accessible through the K-12 curriculum link of the Volusia County Schools' webpage.; monitors students who do not respond to core instruction and are in need of immediate intensive intervention; supports the Problem Solving Team (PST); ensures that adequate professional development is scheduled for the faculty.

Academic Coaches: Observe and coach teachers on the implementation of best practices; develop, lead

and evaluate core content standards/programs; research existing literature on scientifically-based curriculum, behavior assessment and intervention approaches; identify systemic patterns of student need while working with District personnel to identify appropriate, evidence-based intervention strategies; assist with school assessments in order to provide early intervention services for children considered "at risk"; provide support for progress monitoring, data collection and data analysis; participate in the design and delivery of professional development.

Intervention Teachers: Instruct and assess "at risk" students; collaborate with core instruction providers regarding interventions and student progress.

*Meet weekly to review literacy programs and their effectiveness *Create capacity of reading knowledge

within the school *Implement a variety of strategies to build a culture of literacy.*Focus on areas of concern across the school

*Provide professional development opportunities for teachers

*Schedule activities that promote reading.

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

The school uses the common planning time for grade levels to collaboratively plan and develop instructional plans. In addition, the school builds positive working relationships with teachers by allowing time for teachers to analyze or create collection resources once a week for one hour during their Professional Learning Community based on the weekly schedule.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

The principal contacts local colleges and universities in an effort to recruit upcoming graduates. School administration participates in the district sponsored job fairs. In an effort to retain highly qualified

teachers, the school will encourage participation in new teacher programs (Empowering Educators for Excellence, mentors, peer classroom visits), professional development and PLC activities. Leadership opportunities will be provided as well as celebrations and teacher recognition.

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

New teachers are paired with experienced teachers for mentoring. The pairings are made based on the teachers' job roles or departments. Mentoring teacher activities include team planning, observations, resource allocation, professional development and monthly meetings with administration.

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

The school uses and incorporates the Florida Standards by utilizing and supporting the use of district created curriculum maps and pacing guides for teacher and periodic use of assessments to track and monitor progress of students as they progress throughout the year. The staff then provides remediation, intervention and enrichment as needed throughout the year.

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

The school uses Walk to Intervention to provide differentiated instruction to all students in grades Kindergarten through third grade. The Walk to Intervention groups are changed periodically by using to data to provide ongoing support for the students based on new assessment information.

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: 10,800

Pierson Elementary participates in the Plus One program. This extends the school day by an hour. The additional hour is used for academic purposes. This school year it will allow more time to be spent in providing differentiated reading intervention across all grade levels. This provides an additional opportunity for teachers to work with students in small groups. To utilize the best instructional practices, teachers work collaboratively with one another, resource and special area teachers to align instruction with standards and student needs.

Strategy Rationale

The rationale would be that the increased amount of learning time would provide time for interventions in reading to reduce the learning gaps for these students.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Hutcherson, Kimberly, khutche@volusia.k12.fl.us

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

The effectiveness of using the Plus One hour for differentiated reading intervention will be analyzed by use of data from in FAIR, DRA, Volusia Literacy Tests, SIPPS and other program assessments.

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

The District, in conjunction with the local Head Start agency, Early Learning Coalition, VPK Sites and other local pre-school facilities, coordinates efforts to promote continuity of services and effective transitions for children and their families. These include: • Providing the opportunity for ongoing communication between agencies to facilitate coordination of programs and shared expectations for children's learning and development as the children transition to elementary school. • Collaborating and participating in joint professional development, including transition-related training for school staff and pre-school staff when feasible. • Utilizing pre-school assessments to monitor readiness skills for students transitioning from pre-school to kindergarten. • Providing to the pre-school agencies local public school policies, kindergarten registration, kindergarten orientation and other relevant information to ease the transition of children and families.

Pierson Elementary is a site provider for Early Learning VPK. VPK teacher implements VPK instruction as well as Common Core Curriculum instruction during the school day. Students are provided with Special Area classes to ease transition to 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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

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

The following documents were submitted as evidence for this section:

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Problem Identification Summary

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

Problem Analysis Summary

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If effective data-driven instructional strategies are used with fidelity, then student achievement will increase.

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. If effective data-driven instructional strategies are used with fidelity, then student achievement will increase. **1a**

G068817

Targets Supported **1b**

Indicator	Annual Target
FSA English Language Arts - Achievement	35.0
FCAT 2.0 Science Proficiency	71.0
FSA Mathematics - Achievement	70.0

Resources Available to Support the Goal **2**

- Plus One hour
- SIPPS
- Waterford/ SuccessMaker
- Elements of Reading: Vocabulary
- Additional support personnel pushing in to the classrooms during the Plus One hour
- Leveled Literacy Intervention
- Early Reading Intervention
- Early Intervention in Reading - ESE Self-Contained
- Leveled Text
- Making Meaning
- Academic Coaches
- Title I Funding
- District Curriculum Staff
- One hour PLC time per week in addition to daily planning time
- Intervention Teachers/ESOL/ESE Support Facilitation
- Professional Learning Communities
- Technology (i.e., iPads, laptop carts, classroom desktops)
- Tutoring
- Reading A-Z/RAZ Kids
- READY Writing/Reading
- Macmillan
- VPK
- eduphoria!
- Curriculum Maps/Modules/Resources

Targeted Barriers to Achieving the Goal **3**

- There is a need for targeted professional development to align instructional strategies with data.

- Consistent data analysis strategies need to be implemented during PLC meetings.

Plan to Monitor Progress Toward G1. 8

Increased student achievement on state assessments

Person Responsible

Kimberly Hutcherson

Schedule

Annually, from 10/3/2014 to 6/5/2015

Evidence of Completion

FSA Score Reports, FCAT 2.0 Report

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. If effective data-driven instructional strategies are used with fidelity, then student achievement will increase. **1**

 G068817

G1.B7 There is a need for targeted professional development to align instructional strategies with data. **2**

 B178815

G1.B7.S1 Conduct a professional-development, needs-assessment survey for specific instructional strategies. **4**

 S190183

Strategy Rationale

The rationale is to provide differentiated professional development based on the staff's needs.

Action Step 1 **5**

Create a needs-assessment survey for targeted professional development.

Person Responsible

Beth Harper

Schedule

On 10/2/2015

Evidence of Completion

Completed surveys in Survey Monkey

Plan to Monitor Fidelity of Implementation of G1.B7.S1 6

Administration and coaches will analyze survey results

Person Responsible

Kimberly Hutcherson

Schedule

On 10/9/2015

Evidence of Completion

Survey Results and Ranked, Identified Areas of Need

Plan to Monitor Effectiveness of Implementation of G1.B7.S1 7

The professional learning opportunities offered will be aligned to survey results.

Person Responsible

Kimberly Hutcherson


Schedule

Monthly, from 10/3/2014 to 6/5/2015

Evidence of Completion

Professional Development Calendar, Professional Learning Implementation and Evaluation

G1.B7.S2 Provide differentiated professional learning opportunities based on results of needs-assessment survey (See Strategy 1). Professional development opportunities will include: student self-assessment folders, student led conferences, writing rubrics, Successmaker, Waterford, Ready Reading/Writing, SIPPS, formative/summative assessments (creating and use of), PLC, Number Talks and integrating use of technology in instruction. 4

 S190184

Strategy Rationale

The rationale is to support the instructional staff with needed training on data-driven instructional strategies.

Action Step 1 5

Utilize ERPD days, PD days and PLCs to provide needed professional development. When needed, half-day or full-day subs will be used in order to provide opportunities during the school day.

Person Responsible

Kimberly Hutcherson

Schedule

Monthly, from 9/9/2015 to 5/25/2016

Evidence of Completion

Sign-in sheets, MyPGS, surveys

Action Step 2 5

Utilize instructional resources aligned with differentiated professional development.

Person Responsible

Kimberly Hutcherson

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Title I Expenditures, PLC minutes, PD Agendas, Lesson Plans

Plan to Monitor Fidelity of Implementation of G1.B7.S2 6

Follow-up coaching and administrative walk throughs will be used to monitor the fidelity of implementation.

Person Responsible

Kimberly Hutcherson

Schedule

Monthly, from 9/9/2015 to 5/25/2016

Evidence of Completion

Outlook Calendar, MyPGS

Plan to Monitor Effectiveness of Implementation of G1.B7.S2 7

Follow-up coaching, review of school-based/district data and administrative observations/walk throughs will be used to monitor effectiveness.

Person Responsible

Kimberly Hutcherson


Schedule

Biweekly, from 9/9/2015 to 5/25/2016


Evidence of Completion

SBLT Agendas, Outlook Calendar, MyPGS

G1.B9 Consistent data analysis strategies need to be implemented during PLC meetings. 2

 B178817

G1.B9.S1 Provide resources, training and support for the PLC process. 4

 S190186

Strategy Rationale

The rationale is to build capacity for consistent PLC practices among all staff.

Action Step 1 5

Provide materials, training/support, and resources (Sample Agendas, Sample Minutes, Setting Norms).

Person Responsible

Kimberly Hutcherson

Schedule

Weekly, from 9/8/2015 to 6/3/2016

Evidence of Completion

Faculty Agenda, Outlook Calendar, PLC Handbook

Plan to Monitor Fidelity of Implementation of G1.B9.S1 6

PLC minutes will be reviewed to monitor implementation.

Person Responsible

Kimberly Hutcherson

Schedule

Weekly, from 9/8/2015 to 6/3/2016

Evidence of Completion

PLC Minutes

Plan to Monitor Effectiveness of Implementation of G1.B9.S1 7

Teachers will provide differentiated instruction based on the review of the data during PLC meetings.

Person Responsible

Kimberly Hutcherson

Schedule

Weekly, from 9/8/2015 to 6/3/2016

Evidence of Completion

PLC Minutes, Intervention Records, WTI Spreadsheet

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
G1.B7.S1.A1	Create a needs-assessment survey for targeted professional development.	Harper, Beth	9/4/2014	Completed surveys in Survey Monkey	10/2/2015 one-time
G1.B7.S2.A1	Utilize ERPD days, PD days and PLCs to provide needed professional development. When needed, half-day or full-day subs will be used in order to provide opportunities during the school day.	Hutcherson, Kimberly	9/9/2015	Sign-in sheets, MyPGS, surveys	5/25/2016 monthly
G1.B9.S1.A1	Provide materials, training/support, and resources (Sample Agendas, Sample Minutes, Setting Norms).	Hutcherson, Kimberly	9/8/2015	Faculty Agenda, Outlook Calendar, PLC Handbook	6/3/2016 weekly
G1.B7.S2.A2	Utilize instructional resources aligned with differentiated professional development.	Hutcherson, Kimberly	8/24/2015	Title I Expenditures, PLC minutes, PD Agendas, Lesson Plans	6/3/2016 monthly
G1.MA1	Increased student achievement on state assessments	Hutcherson, Kimberly	10/3/2014	FSA Score Reports, FCAT 2.0 Report	6/5/2015 annually
G1.B7.S1.MA1	The professional learning opportunities offered will be aligned to survey results.	Hutcherson, Kimberly	10/3/2014	Professional Development Calendar, Professional Learning Implementation and Evaluation	6/5/2015 monthly
G1.B7.S1.MA1	Administration and coaches will analyze survey results	Hutcherson, Kimberly	10/2/2015	Survey Results and Ranked, Identified Areas of Need	10/9/2015 one-time
G1.B9.S1.MA1	Teachers will provide differentiated instruction based on the review of the data during PLC meetings.	Hutcherson, Kimberly	9/8/2015	PLC Minutes, Intervention Records, WTI Spreadsheet	6/3/2016 weekly
G1.B9.S1.MA1	PLC minutes will be reviewed to monitor implementation.	Hutcherson, Kimberly	9/8/2015	PLC Minutes	6/3/2016 weekly
G1.B7.S2.MA1	Follow-up coaching, review of school-based/district data and administrative observations/walk throughs will be used to monitor effectiveness.	Hutcherson, Kimberly	9/9/2015	SBLT Agendas, Outlook Calendar, MyPGS	5/25/2016 biweekly
G1.B7.S2.MA1	Follow-up coaching and administrative walk throughs will be used to monitor the fidelity of implementation.	Hutcherson, Kimberly	9/9/2015	Outlook Calendar, MyPGS	5/25/2016 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.

G1. If effective data-driven instructional strategies are used with fidelity, then student achievement will increase.

G1.B7 There is a need for targeted professional development to align instructional strategies with data.

G1.B7.S2 Provide differentiated professional learning opportunities based on results of needs-assessment survey (See Strategy 1). Professional development opportunities will include: student self-assessment folders, student led conferences, writing rubrics, Successmaker, Waterford, Ready Reading/Writing, SIPPS, formative/summative assessments (creating and use of), PLC, Number Talks and integrating use of technology in instruction.

PD Opportunity 1

Utilize ERPD days, PD days and PLCs to provide needed professional development. When needed, half-day or full-day subs will be used in order to provide opportunities during the school day.

Facilitator

Leadership Team/District Staff

Participants

Instructional Staff

Schedule

Monthly, from 9/9/2015 to 5/25/2016

G1.B9 Consistent data analysis strategies need to be implemented during PLC meetings.

G1.B9.S1 Provide resources, training and support for the PLC process.

PD Opportunity 1

Provide materials, training/support, and resources (Sample Agendas, Sample Minutes, Setting Norms).

Facilitator

Administration

Participants

Instructional Staff

Schedule

Weekly, from 9/8/2015 to 6/3/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B7.S1.A1	Create a needs-assessment survey for targeted professional development.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			4831 - Pierson Elementary School	Title I Part A		\$0.00
<i>Notes: Professional development, ongoing progress monitoring</i>						
			4831 - Pierson Elementary School	Title I Part A		\$0.00
<i>Notes: Salaries</i>						
2	G1.B7.S2.A1	Utilize ERPD days, PD days and PLCs to provide needed professional development. When needed, half-day or full-day subs will be used in order to provide opportunities during the school day.				\$266,387.94
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			4831 - Pierson Elementary School	Title I Part A		\$266,387.94
<i>Notes: Salaries - 260,287.94 Professional Development - 6,100.00</i>						
3	G1.B7.S2.A2	Utilize instructional resources aligned with differentiated professional development.				\$4,163.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			4831 - Pierson Elementary School			\$4,163.00
4	G1.B9.S1.A1	Provide materials, training/support, and resources (Sample Agendas, Sample Minutes, Setting Norms).				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			4831 - Pierson Elementary School	Title I Part A		\$0.00
<i>Notes: This is included in resources allocation for G1.B7.S2.A2</i>						
Total:						\$270,550.94