

Orange County Public Schools

Pershing Elementary



2015-16 School Improvement Plan

Pershing Elementary

1800 PERSHING AVE, Orlando, FL 32806

www.ocps.net/lc/southeast/epe

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	65%
Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	51%

School Grades History

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

**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 is pending approval by the Orange County School Board.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To lead our students to success with the support and involvement of families and the community

Provide the school's vision statement

To be the top producer of successful students in the nation

School Environment

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

Teachers and staff interact with students daily in order to build positive relationships. Teachers participate in after school events that help build positive relationships with families. Pershing offers after school activities such as dance, drama and art. We also offer several family evening events such as Family Fun Night, Science Night, Reading Night, and Carnival.

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

Pershing has a Behavior Leadership Team that meets monthly, or as needed, to review discipline trends and areas of concern. The school-wide discipline plan is adjusted as needed based upon trends. The team works to ensure a safe learning environment for all students before, during and after school.

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

Pershing has established a Behavior Leadership Team (BLT). The BLT met during the summer to develop a school-wide behavior plan. All teachers and staff were trained during pre-planning with the expectation that they teach their students this information and reinforce it daily.

Pershing's expectations are as follows:

1. Be prepared with materials and ready to learn every day.
2. Raise your hand and wait for permission to speak or leave your seat.
3. Follow the directions the first time given.
4. Keep your hands, feet and objects to yourself.
5. Always use kind words. Be respectful!

Pershing uses a color system to monitor. The color system starts students on green each day and based upon their behavior they can move up or down. If students move down and then correct their behaviors, they can work their way back up one color. The color system is as follows:

Purple - Super Spectacular Day (4 points)

Green - Good Day (3 points)

Blue - Warning (2 points)

Yellow - Time-out (1 point)

Orange - Teacher Consequence

Red - Infraction Report

Pershing offers a game day during the last hour of school each nine weeks for students who earn a certain number of points. Classroom teachers also offer rewards in their classrooms for positive behavior.

Students needing social skills receive a class each week and are placed on an individualized behavior support plan.

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

A school social worker is available to all students. She can offer students a variety of services. The school also has a guidance counselor that can meet with students as needed. The guidance counselor pulls small groups based on student needs. Pershing has many mentors that come throughout the week to meet with students for 20-30 minutes. Students and mentors talk for about half the time and then play a board game, practice math facts or throw the football back and forth outside.

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

Attendance data is tracked by the guidance counselor and registrar. When a student has reached ten absences, a meeting is scheduled with the parents.

Discipline data is tracked by the dean and Behavior Leadership Team. This data is reviewed and discussed monthly.

Students not performing on grade level are placed in an appropriate intervention group. Their data is monitored frequently by the classroom teacher and leadership team.

Pershing's early warning indicators include:

1. Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
2. One or more suspensions, whether in school or out of school
3. Course failure in English Language Arts or mathematics
4. A level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	5	3	7	7	5	4	31
One or more suspensions	0	1	1	3	3	2	10
Course failure in ELA or Math	5	8	11	27	20	26	97
Level 1 on statewide assessment	0	0	0	8	0	0	8

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	2	3	3	6	4	4	22

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

Students identified by the early warning system for attendance, have a meeting set up with school staff and parents to plan strategies that improve attendance.
 Students with one or more suspensions or frequent behavior problems, are placed on an individualized behavior support plan that addresses the students area of concern. Data is collected and monitored frequently for improvement.
 Students who are not meeting grade level expectations and/or scored a level 1 on state assessments, are provided with interventions to help improve their academic performance. Data is collected on students and tracked to ensure student success. Students who scored a level 1 were offered after school tutoring to help aid in academic improvement.
 The number of third grade students exhibiting two or more indicators is higher than other grade levels. Due to this, the lowest students in fourth grade receive interventions from our Reading Coach. Additionally, our Reading Coach works with these students during center time.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Pershing is working toward the 5 Star School Award. To apply for this award, the school must meet certain requirements. Our parental involvement targets are in alignment with the 5 Star Award specifications. Parents are involved in our PTA, SAC and monthly family events. Many parents volunteer during the year and serve as mentors for our students.

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

Pershing works with the Partners in Education Program to find local businesses wanting to build relationships with the school. The school offers mutual support with businesses in order to expand resources to better serve the students and staff. Businesses are invited to attend our monthly family events.

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
Jaster, Bernadette	Principal
Collins, Allison	Instructional Coach
Leonhardt, Tambra	Other
Ware, Valerie	Guidance Counselor
Dusing , Catherine	Teacher, ESE

Duties

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

Principal- Bernadette Jaster - monitors instruction through classroom visits and observations, monitors effectiveness of lesson plans, formative and summative assessments, and progress toward goals
 CRT- Tambra Leonhardt - inputs and monitors data, monitors math lesson plans
 Guidance/Dean/Staffing Coordinator - Valerie Ware - monitors data of ESE and 504 students, guidance issues and behavior issues
 ESE - Catherine Dusing - Instructional coach for teachers of ESE and 504, monitors data of ESE and 504 students
 Reading/Instructional Coach - Allison Collins - monitors and provides literacy support, testing coordinator, MTSS
 The leadership team meets weekly to stay up-to-date on school issues and collaborate on problem solving techniques for school wide concerns.

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

Principal and reading coach monitor instruction through classroom visits, observations and weekly lesson plan meetings. The leadership team maintains an ongoing focus on identifying needs and prioritizing funds.
 The CRT maintains the inventory of resources needed for instruction through bar coding and check out of materials.
 General whole group instruction is provided for all students and progress of students is monitored bi-weekly using formative assessment data. Teachers also provide intervention and enrichment, instruction with flexible grouping for 30 minutes five days per week.
 If the data suggests that there is minimal progress or regression for any student, the teacher inputs data on school data documents. This information is pulled weekly by the leadership team for review .
 The leadership team analyzes problem to determine if instructional or behavioral interventions are needed using appropriate evidence-based Tier II interventions.
 If a Tier II intervention is necessary, a highly-qualified classroom teacher provides specific supplemental instruction, using Voyager Passport or Kaleidoscope, to students in a flexible small group setting to support student’s specific instructional or behavioral needs. Progress monitoring continues on a bi-weekly basis. Teachers collect 5-6 weeks of data.
 After Tier II instruction has been implemented and there is 5-6 data points, teacher meets with leadership team to reanalyze student progress data and review newly implemented strategies.
 If targeted students are not making expected progress at the Tier II level, teachers must change

instruction after 5 data points and continue the process. At this point, continued documentation/evidence (graph) is required to show the student's limited progress. The team analyzes continuing problem with teacher to determine if more intense, individualized instructional or behavioral modifications are necessary through Tier III Intervention and Support. Implementation of Tier III begins if teams considers it necessary. Individualized, intense more focused Tier III intervention, is provided by a highly qualified teacher, in a small group setting (1-3 students). This will provide Tier III students with 20 additional minutes of instruction from a leadership team member. This process provides the necessary intervention to meet the needs of all students and allows Pershing to meet the goals and objectives stated on the School Improvement Plan. The problem-solving process described above also allows us to monitor student achievement data regularly and make appropriate adjustments to the School Improvement Plan throughout the school year. The leadership team will assist in setting clear expectations for instruction along with the facilitation of a systematic approach to teaching and learning. In order to assist teachers with student engagement, all instructional staff will attend Kagan training. This professional development opportunity instructs teachers in the cooperative learning process to help ensure students are engaged during whole group and small group instruction. The school leadership team will offer further professional development on cooperative learning tied to the Marzano Instructional Framework. This will assist students in learning how to process information and learn from one another.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Bernadette Jaster	Principal
Holly Strawn	Parent
Nariobi Fowler	Education Support Employee
Caleb Root	Parent
Lynzie Wheeler	Parent
Tambra Leonhardt	Teacher
Wren Sanchez	Parent
Gloria Peralta	Parent
Carla Adams	Business/Community
Patricia Fisher	Teacher
Ashley Prior	Parent
Travis Korty	Parent
Beth Vinci	Parent
Melissa Terek	Parent
Elizabeth Toney	Parent

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

The SAC reviewed last year's school improvement plan and assessment data. The SAC identified areas of focus for this year based upon school assessment data.

Development of this school improvement plan

The SAC is working with the school team on a plan to assist students in making gains and showing improvement. They continue to plan activities that provide students the opportunity to be celebrated for accomplishing personal goals.

Preparation of the school's annual budget and plan

The general budget, specifically the funds to which SAC gives input, are reviewed with SAC throughout the school year.

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

SAC is not using any school improvement funds to support the efforts of student achievement.

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

SAC vote is on September 22. During the meeting the SAC roster and bylaws will be finalized.

Literacy Leadership Team (LLT)

Membership:

Name	Title
Jaster, Bernadette	Principal
Potter, Sandra	Other
Collins, Allison	Instructional Coach
Leonhardt, Tambra	Other

Duties

Describe how the LLT promotes literacy within the school

The major initiative for the LLT this school year is to increase independent reading outside of the classroom through the implementation and use of Accelerated Reader. Students receive incentives for meeting AR monthly goals. There is a school-wide goal of 50 million words as tracked by AR by the end of the school year. The Media Clerk is also urging students to read the Sunshine State books. Students reflect on the books they have read to help embed writing within 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

Teachers in each grade level have common planning time and form professional learning communities. Time is provided each week for the team to plan with the coaches and create standards based lessons incorporating best practices and rigor.

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

1. Regular meetings of new teachers with Principal, CRT, Reading Coach, Grade level teams and mentors
2. Veteran staff paired with new teachers
3. Provide professional development to ensure growth and retention of new teachers
4. Referrals from current staff and district staff
5. Use of e-recruiting to identify qualified candidates for open positions

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

Mentors and new teachers meet monthly and at another time as a large group with other mentor and mentees.

Allison Collins (Reading/Instructional Coach) is responsible for facilitating group meetings and for meeting with mentors for mentorship support and update.

Pairings of teachers and mentors was based on staff desire to mentor and their history of effective classroom instruction and peer relationships.

Elizabeth McCall is paired with Patricia Fisher. Mrs. McCall is a new teacher. Her mentor, Mrs. Fisher has taught 27 years. She has completed her Clinical Educator training.

Isatou Sarr is paired with Allison Collins. Ms Sarr is a new teacher. Her mentor, Ms. Collins has taught for 16 years. She has completed her Clinical Educator training.

New teachers receive professional development to help them grow as new teachers. Additionally, the Instructional Coach pushes into their classrooms bi-weekly to provide support and feedback.

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

Instructional staff and administration are familiar with the new standards by deconstructing standards before teaching them. Core instructional programs and materials are aligned to the Florida Standards which are deconstructed to ensure alignment. Weekly professional development on deconstructing standards ensures programs and materials are aligned to the Florida Standards.

The school district has adopted state-approved materials and centralized purchasing and distribution of textbooks that ensures equity among schools for students.

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

Pershing uses a combination of previous year state assessment data, current baseline data and current bi-weekly assessment data to identify students at risk, on target, or in need of enrichment. All students receive core instruction. Classrooms incorporate best practices, ELL and ESE strategies. The K-12 Reading Plan is followed to provide students at risk receive 30 minutes of intervention on their level. This helps to close the achievement gap by meeting students at their level. Students on level and in need of daily enrichment receive 30 minutes of daily instruction connected to reading skills and strategies. Data on core, intervention, and enrichment is monitored bi-weekly. Instructional

plans are adjusted as needed based upon data. Students also receive daily small group instruction during the reading block with targets students based on data analysis.

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: After School Program

Minutes added to school year: 6,120

Students in grade 3 who are in the Lowest 25%, are provided with 60 minutes of support three times weekly to complete a preview of reading content for the following week, homework help, and research based computer program, iReady Reading. iReady is a differentiated and student-paced program that provides practice and monitors growth in reading and math.

Strategy Rationale

Providing additional support in a smaller class setting allows teachers to preview reading content with students. This ensures they have the background knowledge and vocabulary needed for the reading the following week so they are more likely to be successful during core instruction.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Leonhardt, Tambra, tambra.leonhardt@ocps.net

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

Data is collected every other week by the MTSS team on these particular students.

Strategy: Extended School Day

Minutes added to school year: 6,120

Students are able to participate in a variety of after school programs that promote arts to provide a well-rounded education. Our clubs include: Dance, Drama, Gardening, Battle of the Books, Science Olympiad, Art and Student Council.

Strategy Rationale

These programs help promote the arts and a well-rounded education. Additionally, student test scores are monitored throughout the school year to make sure participating students are showing growth.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Leonhardt, Tambra, tambra.leonhardt@ocps.net

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

Student test scores are monitored throughout the school year to make sure participating students are showing growth.

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 on-site VE Pre-K students eat lunch in the cafeteria daily.

Students preparing to enter kindergarten, are also scheduled for a visit to a kindergarten classroom for one or more half day visits.

In May of each year, Pershing provides a kindergarten orientation to both parents and students scheduled to enter kindergarten the following fall. During the orientation, the curriculum, daily schedule, and school activities are presented, along with a campus tour. Students in attendance will also have the opportunity to visit and participate in activities in a kindergarten classroom.

To ensure academic success, all students are assessed using the i-Ready reading and math diagnostic assessment to identify learning strengths and areas of need immediately so instructional time and interventions/enrichment can be provided.

In May, students in 5th grade are given the opportunity to visit the middle school they will attend the following school year. They get a tour of the facility and available programs are explained. Parents are also invited out for a night time orientation event.

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

Pershing's theme this year is Building for the Future. We are promoting college awareness through College Shirt/School Spirit day every week. We integrate 21st century skills and real-world experiences whenever appropriate. In addition, leadership is fostered to prepare students for college

and career readiness through the implementation of safety patrols, student council and the MAGIC program.

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

To prepare our students for 21st century careers with technology and industry, Pershing has increased access to digital curriculum and access through the use of i-Ready Reading, i-Ready Math, Accelerated Reader, and HMH Think Central for interactive lessons and digital experiments to provide real world experiences. Students in grades 2-5 have iPad mini's in their classrooms that can be utilized to read books, take Accelerate Reader tests, and do research.

Students in grades 4 and 5 will have the opportunity to begin working on CAPE Digital Tool Certification. Orange County Public Schools seeks to develop a systematic plan for embedding 21st century skills into student graduation pathways and provide staff with necessary training, then students will be prepared for post-graduation career goals. In order to accomplish this the district has included in its strategic plan, a goal to increase the percent of students. earning at least one digital tool certificate before completion of eighth grade.

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

Inquiry investigations and experiments are taking place weekly within the academic instruction to provide hands on experiences for students. These activities also cultivate problem solving skills through real world situations. Students are also using computer based programs such as myon, Accelerated Reader, and i-Ready to build academic 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

The strategies implemented at Pershing for improving student readiness based on the annual analysis of the High School Feedback report include intensive interventions, fluid instructional groups, and assessments during each unit/benchmark. Beginning of the year diagnostic assessments provided through i-Ready will be used to identify deficiencies. Teachers will form fluid and strategic small groups based upon i-Ready instruction and diagnostic testing. The leadership team formed fluid intervention and enrichment groups based on i-Ready diagnostic testing and teacher feedback. These groups will be fluid as students show progress on skills and work their way up to grade level proficiency. Technology has been embedded into the curriculum by using HMH Think Central and i-Ready. Academic achievement is recognized each quarter through awards ceremonies. Students are celebrated for high academic achievement and working hard to meet their goals. In order to motivate students to read non-fiction books, the Principal's Book Challenge was created. Students need to read 2-3 non-fiction books on a specific topic each month. Students are also highlighted for reading Sunshine State Books. Once they have read a book and passed an Accelerated Reader test, they are awarded a charm to wear showing they have read that specific sunshine state book. Charms are rewarded each month for students making their Accelerated Reader goals.

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Teachers will effectively use the collaborative planning process to design rigorous lessons and common assessments in order to increase student achievement.(Division Priority #1: Accelerate Student Performance)

- G2.** Teachers will develop their proficiency using the Instructional Framework in order to increase student achievement.(Division Priority #2: Investing in Human Capital)

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. Teachers will effectively use the collaborative planning process to design rigorous lessons and common assessments in order to increase student achievement.(Division Priority #1: Accelerate Student Performance) 1a

G073195

Targets Supported 1b

Indicator	Annual Target
AMO Math - ED	64.0

Resources Available to Support the Goal 2

- Teachers have the standards, item specs and focus calendars.
- The master schedule includes time 2-4 days per week for teacher collaboration.
- Administrator and Reading coach have all completed Leaders of Learning and have participated in inter-rater reliability.
- Teachers include the standard in instruction and can test it appropriately to measure student success.
- Teachers started to use cooperative learning structures during instruction to provide students with opportunities to be engaged in the learning.
- The principal attended the Collaborative Planning session, provided by the SELC.
- The reading coach attended the Coaching Foundations course that focused on lesson design.

Targeted Barriers to Achieving the Goal 3

- Teachers have a basic understanding of the standards and how to incorporate them into instruction.

Plan to Monitor Progress Toward G1. 8

Monitor lesson plans and provide feedback

Person Responsible

Bernadette Jaster

Schedule

Weekly, from 8/25/2015 to 6/3/2016

Evidence of Completion

Lesson Plan PLC notes, Lesson Plans

Plan to Monitor Progress Toward G1. 8

Instructional Framework PD

Person Responsible

Bernadette Jaster

Schedule

Monthly, from 9/2/2015 to 5/13/2016

Evidence of Completion

Agenda, PD materials, sign in sheets

Plan to Monitor Progress Toward G1. 8

Teacher Observation with formative feedback

Person Responsible

Bernadette Jaster

Schedule

Weekly, from 9/8/2015 to 5/1/2016

Evidence of Completion

iObservation reports

G2. Teachers will develop their proficiency using the Instructional Framework in order to increase student achievement.(Division Priority #2: Investing in Human Capital) 1a

G073196

Targets Supported 1b

Indicator	Annual Target
5Es Score: Collaborative Teachers	2.34
AMO Math - ED	64.0

Resources Available to Support the Goal 2

- Item specifications
- Marzano's Instructional Framework
- Webb's Depth of Knowledge (DOK)
- Instructional Management System (IMS)
- Kagan Training

Targeted Barriers to Achieving the Goal 3

- Professional Development in the Instructional Framework has been limited since the inception. 2014-15 started the process.

Plan to Monitor Progress Toward G2. 8

Monitor lesson plans and provide feedback

Person Responsible

Bernadette Jaster

Schedule

Weekly, from 8/11/2015 to 6/3/2016

Evidence of Completion

Action Plan Notes, iObservation reports

Plan to Monitor Progress Toward G2. 8

Instructional Framework PD

Person Responsible

Allison Collins

Schedule

Monthly, from 9/2/2015 to 5/1/2016

Evidence of Completion

Agenda, PD materials, sign in sheets

Plan to Monitor Progress Toward G2. 8

Teacher Observation with formative feedback

Person Responsible

Bernadette Jaster

Schedule

Weekly, from 9/8/2015 to 5/1/2016

Evidence of Completion

iObservation reports

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. Teachers will effectively use the collaborative planning process to design rigorous lessons and common assessments in order to increase student achievement.(Division Priority #1: Accelerate Student Performance)

1

 G073195

G1.B2 Teachers have a basic understanding of the standards and how to incorporate them into instruction.

2

 B191221

G1.B2.S1 An Action Plan focused on PD in the Instructional Framework will be created, adjusted and inspected three times during the school year. This PD will include how to increase student engagement to improve student achievement at the level of rigor embedded in lesson plans and during instruction. **4**

 S202690

Strategy Rationale

Incorporation of the strategies embedded in the instructional framework during instruction will increase student engagement and improve student achievement.

Action Step 1 **5**

PD will be provided to teachers to guide them through the process of including the standards during instruction and monitoring the effect through appropriate assessments.

Person Responsible

Bernadette Jaster

Schedule

Biweekly, from 9/4/2015 to 5/1/2016

Evidence of Completion

Agenda, PD materials, sign in sheets

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

A schedule for common planning and teacher observation will be developed.

Person Responsible

Bernadette Jaster

Schedule

Every 3 Weeks, from 9/8/2015 to 5/1/2016

Evidence of Completion

Common Planning agendas, sign in sheets, IObservation reports.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Teacher teams will meet together with administrators and/or coaches to design lessons and common assessments. (job embedded PD)

Person Responsible

Bernadette Jaster

Schedule

Weekly, from 8/10/2015 to 6/3/2016

Evidence of Completion

PLC notes, lesson plans, common assessments

G2. Teachers will develop their proficiency using the Instructional Framework in order to increase student achievement.(Division Priority #2: Investing in Human Capital) 1

G073196

G2.B1 Professional Development in the Instructional Framework has been limited since the inception. 2014-15 started the process. 2

B191228

G2.B1.S1 Regular PD in the Instructional Framework will be provided to ensure consistent background knowledge. 4

S202691

Strategy Rationale

Teachers will gain a better understanding of the relevance and the rationale for the Instructional Framework.

Action Step 1 5

Action Plan outlining elements of focus for the school year

Person Responsible

Bernadette Jaster

Schedule

Quarterly, from 9/4/2015 to 5/1/2016

Evidence of Completion

PD materials, Agenda, sign in sheet

Action Step 2 5

PD will be provided at the faculty meetings

Person Responsible

Allison Collins

Schedule

Monthly, from 8/5/2015 to 5/1/2016

Evidence of Completion

Agenda, PD materials, sign in sheets

Action Step 3 5

Regular teacher observations with formative feedback

Person Responsible

Bernadette Jaster

Schedule

Weekly, from 9/8/2015 to 5/1/2016

Evidence of Completion

iObservation Reports

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Action Plan

Person Responsible

Bernadette Jaster

Schedule

Quarterly, from 9/4/2015 to 5/1/2016

Evidence of Completion

Action Plan Notes, iObservation reports

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Instructional Framework PD

Person Responsible

Allison Collins

Schedule

Monthly, from 9/4/2015 to 5/1/2016

Evidence of Completion

Agenda, PD materials, sign in sheets

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Teacher Observation with formative feedback

Person Responsible

Bernadette Jaster

Schedule

Weekly, from 9/8/2015 to 5/1/2016

Evidence of Completion

iObservation reports

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Action Plan

Person Responsible

Bernadette Jaster

Schedule

Quarterly, from 9/4/2015 to 5/1/2016

Evidence of Completion

Action Plan Notes, iObservation reports

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Instructional Framework PD

Person Responsible

Allison Collins

Schedule

Monthly, from 9/2/2015 to 5/1/2016

Evidence of Completion

Agenda, PD materials, sign in sheets

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Teacher Observation with formative feedback

Person Responsible

Bernadette Jaster

Schedule

Weekly, from 9/8/2015 to 5/1/2016

Evidence of Completion

iObservation reports

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.B2.S1.A1	PD will be provided to teachers to guide them through the process of including the standards during instruction and monitoring the effect through appropriate assessments.	Jaster, Bernadette	9/4/2015	Agenda, PD materials, sign in sheets	5/1/2016 biweekly
G2.B1.S1.A1	Action Plan outlining elements of focus for the school year	Jaster, Bernadette	9/4/2015	PD materials, Agenda, sign in sheet	5/1/2016 quarterly
G2.B1.S1.A2	PD will be provided at the faculty meetings	Collins, Allison	8/5/2015	Agenda, PD materials, sign in sheets	5/1/2016 monthly
G2.B1.S1.A3	Regular teacher observations with formative feedback	Jaster, Bernadette	9/8/2015	iObservation Reports	5/1/2016 weekly
G1.MA1	Monitor lesson plans and provide feedback	Jaster, Bernadette	8/25/2015	Lesson Plan PLC notes, Lesson Plans	6/3/2016 weekly
G1.MA2	Instructional Framework PD	Jaster, Bernadette	9/2/2015	Agenda, PD materials, sign in sheets	5/13/2016 monthly
G1.MA3	Teacher Observation with formative feedback	Jaster, Bernadette	9/8/2015	iObservation reports	5/1/2016 weekly
G1.B2.S1.MA1	Teacher teams will meet together with administrators and/or coaches to design lessons and common assessments. (job embedded PD)	Jaster, Bernadette	8/10/2015	PLC notes, lesson plans, common assessments	6/3/2016 weekly
G1.B2.S1.MA1	A schedule for common planning and teacher observation will be developed.	Jaster, Bernadette	9/8/2015	Common Planning agendas, sign in sheets, iObservation reports.	5/1/2016 every-3-weeks
G2.MA1	Monitor lesson plans and provide feedback	Jaster, Bernadette	8/11/2015	Action Plan Notes, iObservation reports	6/3/2016 weekly
G2.MA2	Instructional Framework PD	Collins, Allison	9/2/2015	Agenda, PD materials, sign in sheets	5/1/2016 monthly
G2.MA3	Teacher Observation with formative feedback	Jaster, Bernadette	9/8/2015	iObservation reports	5/1/2016 weekly
G2.B1.S1.MA1	Action Plan	Jaster, Bernadette	9/4/2015	Action Plan Notes, iObservation reports	5/1/2016 quarterly
G2.B1.S1.MA5	Instructional Framework PD	Collins, Allison	9/2/2015	Agenda, PD materials, sign in sheets	5/1/2016 monthly
G2.B1.S1.MA6	Teacher Observation with formative feedback	Jaster, Bernadette	9/8/2015	iObservation reports	5/1/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.MA1	Action Plan	Jaster, Bernadette	9/4/2015	Action Plan Notes, iObservation reports	5/1/2016 quarterly
G2.B1.S1.MA2	Instructional Framework PD	Collins, Allison	9/4/2015	Agenda, PD materials, sign in sheets	5/1/2016 monthly
G2.B1.S1.MA3	Teacher Observation with formative feedback	Jaster, Bernadette	9/8/2015	iObservation reports	5/1/2016 weekly

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. Teachers will effectively use the collaborative planning process to design rigorous lessons and common assessments in order to increase student achievement.(Division Priority #1: Accelerate Student Performance)

G1.B2 Teachers have a basic understanding of the standards and how to incorporate them into instruction.

G1.B2.S1 An Action Plan focused on PD in the Instructional Framework will be created, adjusted and inspected three times during the school year. This PD will include how to increase student engagement to improve student achievement at the level of rigor embedded in lesson plans and during instruction.

PD Opportunity 1

PD will be provided to teachers to guide them through the process of including the standards during instruction and monitoring the effect through appropriate assessments.

Facilitator

Bernadette Jaster, Allison Collins

Participants

All Instructional Staff

Schedule

Biweekly, from 9/4/2015 to 5/1/2016

G2. Teachers will develop their proficiency using the Instructional Framework in order to increase student achievement.(Division Priority #2: Investing in Human Capital)

G2.B1 Professional Development in the Instructional Framework has been limited since the inception. 2014-15 started the process.

G2.B1.S1 Regular PD in the Instructional Framework will be provided to ensure consistent background knowledge.

PD Opportunity 1

Action Plan outlining elements of focus for the school year

Facilitator

Bernadette Jaster, Allison Collins, Tambra Leonhardt, Elizabeth Theis

Participants

Teachers

Schedule

Quarterly, from 9/4/2015 to 5/1/2016

PD Opportunity 2

PD will be provided at the faculty meetings

Facilitator

Allison Collins, Bernadette Jaster

Participants

Teachers

Schedule

Monthly, from 8/5/2015 to 5/1/2016

PD Opportunity 3

Regular teacher observations with formative feedback

Facilitator

Bernadette Jaster, Allison Collins

Participants

Teachers

Schedule

Weekly, from 9/8/2015 to 5/1/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B2.S1.A1	PD will be provided to teachers to guide them through the process of including the standards during instruction and monitoring the effect through appropriate assessments.				\$0.00
2	G2.B1.S1.A1	Action Plan outlining elements of focus for the school year				\$400.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
		100-Salaries	0901 - Pershing Elementary	General Fund		\$400.00
<i>Notes: 8 hours each of planning for action plan by principal and Reading coach.</i>						
3	G2.B1.S1.A2	PD will be provided at the faculty meetings				\$29,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
		100-Salaries	0901 - Pershing Elementary	General Fund		\$29,000.00
<i>Notes: Monthly PD provided to teachers. 1 hour , 25 staff members, 2 times per month, 10 months Reading Coach and principal prepare bi- monthly 4 hours, 2 staff members, 20 PD opportunities</i>						
4	G2.B1.S1.A3	Regular teacher observations with formative feedback				\$2,100.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
		100-Salaries	0901 - Pershing Elementary	General Fund		\$2,100.00
<i>Notes: teacher observations using 10 observations per staff member 20 minutes per observation</i>						
Total:						\$31,500.00