

Pierson Elementary School



2016-17 Schoolwide Improvement Plan

Pierson Elementary School

1 W 1ST AVE, Pierson, FL 32180

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

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	88%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	70%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	C	B*	B	D

**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 Volusia 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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Pierson Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

a. 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.

b. 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. Pierson Elementary is working to increase personalized learning experiences for all students.

c. 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.

d. 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. The school counselor also meets with small 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. the counselor works closely with school staff and classroom teachers to individualize student services and classroom support.

3. Early Warning Systems

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

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

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

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

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/319608>.

2. Description

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

2. 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. Pierson Elementary also enjoys a collaborative partnership with Food Brings Hope and the Barbara Bush Foundation. These organizations provide funding for tutoring buses and our Family Literacy Program, which serves both adults and students in reaching literacy goals. 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.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Hutcherson, Kimberly	Principal
Deane, Catherine	Assistant Principal
Cowart, Allison	Teacher, K-12
Hinson, Jami	Teacher, K-12
Miller, Mary	Teacher, K-12
Brugone, Yanelisi	Teacher, K-12
Henry, Courtney	Teacher, K-12
Henry, Christie	Instructional Coach
Rice, Lisa	School Counselor

b. Duties

1. 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

2. 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 RtI 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 and OPM 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
- Dance and 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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Kimberly Hutcherson	Principal
Mary Katherine Cowart	Parent
Jolie Kelly	Teacher
Amanda Love	Parent
Delia Morales	Parent
Rosa Hogan	Education Support Employee
Liliana Castaneda	Parent
Eliosa Ortiz	Parent
Loretta Asbury	Parent
Rocio Renteria	Parent
Janet Capuchin	Parent
Samantha Gemelli	Teacher
Jennifer Cascio	Teacher
Jami Hinson	Teacher

b. Duties

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

a. 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.

b. 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.

c. 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.

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

School improvement funds were used for curriculum and assessment resources last year. The remaining balance was rolled to 2016-17.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Hutcherson, Kimberly	Principal
Deane, Catherine	Assistant Principal
Hinson, Jami	Teacher, K-12
West, Lindsey	Teacher, K-12
Cowart, Allison	Instructional Coach
Miller, Mary	Teacher, K-12
Henry, Christie	Instructional Coach
Brugone, Yanelisi	Teacher, K-12
Cortes, Catherine	Teacher, K-12
Robinson, Jennifer	Instructional Media

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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.

D. Public and Collaborative Teaching

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

1. 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 during their Professional Learning Community based on the weekly schedule.

2. 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, as well as instructional coaching cycles where appropriate. Leadership opportunities will be provided as well as celebrations and teacher recognition.

3. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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, instructional modules and pacing guides for teachers and regularly scheduled use of assessments to track and monitor progress of students as they progress throughout

the year. The staff then provides differentiated instructional remediation, intervention and enrichment as needed throughout the year.

b. Instructional Strategies

1. 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. Intermediate grades also participate in individualized intervention, with teachers utilizing data from assessments to form instructional groups and plan intervention instruction. Additional staff, such as intervention teachers, ESOL providers, ESE teachers and Special Area teachers offer support to ensure small group numbers and support the school-wide intervention initiative.

2. 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: 4,500

Pierson Elementary offers after school Title I and Star tutoring program. This extends the core academic instructional for students identified for additional instruction through date analysis. This school year, tutoring opportunities will allow more time to be spent in providing differentiated reading intervention for all identified students. 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 to provide differentiated instruction.

Strategy Rationale

Increased amount of learning time provides opportunities for interventions in reading to reduce the learning gaps for identified 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 after school tutoring for differentiated reading intervention will be analyzed by use of data from in FAIR, DRA, Volusia Literacy Tests, SIPPS and other program assessments.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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.

b. College and Career Readiness

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

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

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

4. 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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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 Pierson Elementary implements differentiated rigorous instruction aligned with the Florida Standards and Instructional Shifts, then student achievement will increase.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If Pierson Elementary implements differentiated rigorous instruction aligned with the Florida Standards and Instructional Shifts, then student achievement will increase. 1a

G083519

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	70.0
FSA Mathematics Achievement	70.0
FCAT 2.0 Science Proficiency	70.0
Math Gains District Assessment	60.0
ELA/Reading Gains District Assessment	50.0

Targeted Barriers to Achieving the Goal 3

- There is a need for consistent PLC process and focus.
- There is a need for targeted professional development to develop understanding of the Instructional Shifts in ELA and Math.

Resources Available to Help Reduce or Eliminate the Barriers 2

- After School Tutoring Program
- SIPPS /WTI
- Waterford/ SuccessMaker
- Elements of Reading: Vocabulary
- Additional support personnel pushing in to the classrooms during WTI
- 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
- Weekly PLC Meetings at each grade level
- Intervention Teachers/ESOL/ESE Support Facilitation
- Technology (i.e., iPads, laptop carts, classroom desktops)
- Reading A-Z/RAZ Kids
- READY Writing/Reading
- Macmillan
- VPK
- eduphoria!

- Curriculum Maps/Modules/Resources

Plan to Monitor Progress Toward G1. 8

Increased student achievement on state assessments

Person Responsible

Kimberly Hutcherson

Schedule

Quarterly, from 8/15/2016 to 6/5/2017

Evidence of Completion

FSA Score Reports, FCAT 2.0 Report, Data Analysis of Volusia Assessments each quarter. Mid-Year SIP monitoring.

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 Pierson Elementary implements differentiated rigorous instruction aligned with the Florida Standards and Instructional Shifts, then student achievement will increase. **1**

 **G083519**

G1.B4 There is a need for consistent PLC process and focus. **2**

 **B221487**

G1.B4.S1 Develop effective consistent PLCs with focus on knowledge and implementation of the Instructional Shifts. **4**

 **S233788**

Strategy Rationale

Increase consistency of PLC to improve data analysis/differentiated instruction and implementation of the Instructional Shifts.

Action Step 1 **5**

Provide focused agendas and data analysis tasks to align differentiated Florida Standards instruction utilizing Instructional Shifts.

Person Responsible

Kimberly Hutcherson

Schedule

Biweekly, from 8/15/2016 to 5/26/2017

Evidence of Completion

PLC agendas, PLC minutes, Data Analysis Summaries, Eduphoria Reports

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Administration and Instructional Coaches will attend and monitor PLC

Person Responsible

Kimberly Hutcherson

Schedule

Biweekly, from 8/15/2016 to 5/26/2017

Evidence of Completion

PLC agendas, PLC Minutes, Lesson Plans, Observation of Differentiated Instruction and Instructional Shifts

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Student Achievement on Volusia Assessments and State Assessments will be used to monitor effectiveness.

Person Responsible

Kimberly Hutcherson


Schedule

Quarterly, from 8/15/2016 to 5/26/2017

Evidence of Completion

PLC Agendas/Minutes, Performance on Volusia Assessments and State Assessments

G1.B6 There is a need for targeted professional development to develop understanding of the Instructional Shifts in ELA and Math. 2

 B221489

G1.B6.S1 Provide targeted professional learning for implementation of the Core Actions of the ELA and Math Instructional Shifts. 4

 S233789

Strategy Rationale

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

Action Step 1 5

Professional Learning regarding the Instructional Shifts in ELA and Math

Person Responsible

Kimberly Hutcherson

Schedule

Monthly, from 8/15/2016 to 5/1/2017

Evidence of Completion

Agendas and completed exit slips/ surveys in Survey Monkey

Plan to Monitor Fidelity of Implementation of G1.B6.S1 6

Administration and coaches will organize and monitor all professional learning activities throughout the school year, including designated school-based ERPL.

Person Responsible

Kimberly Hutcherson

Schedule

Monthly, from 8/15/2016 to 5/2/2017

Evidence of Completion

Professional Learning Agendas, Staff Feedback, Professional Learning Artifacts

Plan to Monitor Effectiveness of Implementation of G1.B6.S1 7

Create ELA/Math Instructional Shifts Teacher Toolbox and utilize Achieve the Core as one of the essential resources.

Person Responsible

Kimberly Hutcherson

Schedule

Monthly, from 8/9/2016 to 5/2/2017

Evidence of Completion

Professional Development Calendar, Professional Learning Implementation and Evaluation, Completed Teacher Toolbox, Lesson Plans and/or Lesson Observations.

G1.B6.S2 Create ELA/Math Instructional Shifts Teacher Toolbox and utilize Achieve the Core as one of the essential resources for professional learning. 4

 S233790

Strategy Rationale

The rationale is to support the instructional staff with needed training on ELA and Math Instructional Shifts to improve instructional practice and impact student achievement.

Action Step 1 5

Create Instructional Shifts resource for all faculty

Person Responsible

Kimberly Hutcherson

Schedule

On 8/18/2016

Evidence of Completion

Agenda and completed binder for teachers to maintain all Instructional Shifts resources and planning tools, including Achieve the Core resources.

Plan to Monitor Fidelity of Implementation of G1.B6.S2 6

Teacher usage of Instructional Shifts Toolbox

Person Responsible

Kimberly Hutcherson

Schedule

Quarterly, from 8/18/2016 to 5/26/2017

Evidence of Completion

Observation of teacher usage at faculty meetings, ERPL sessions and PLC meetings

Plan to Monitor Fidelity of Implementation of G1.B6.S2 6

Teacher usage of Instructional Shifts Toolbox

Person Responsible

Kimberly Hutcherson

Schedule

Quarterly, from 8/18/2016 to 5/26/2017

Evidence of Completion

Observation of teacher usage at faculty meetings, ERPL sessions and PLC meetings

Plan to Monitor Effectiveness of Implementation of G1.B6.S2 7

Ongoing progress monitoring of Volusia Assessments and FSA results

Person Responsible

Kimberly Hutcherson

Schedule

Quarterly, from 8/18/2016 to 5/26/2017

Evidence of Completion

SLT agendas, quarterly data analysis and reporting at Mid-Year Monitoring of SIP and EOY Monitoring of SIP

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B6.S2.A1 A299956	Create Instructional Shifts resource for all faculty	Hutcherson, Kimberly	8/18/2016	Agenda and completed binder for teachers to maintain all Instructional Shifts resources and planning tools, including Achieve the Core resources.	8/18/2016 one-time
G1.B6.S1.A1 A299955	Professional Learning regarding the Instructional Shifts in ELA and Math	Hutcherson, Kimberly	8/15/2016	Agendas and completed exit slips/surveys in Survey Monkey	5/1/2017 monthly
G1.B6.S1.MA1 M304402	Create ELA/Math Instructional Shifts Teacher Toolbox and utilize Achieve the Core as one of the...	Hutcherson, Kimberly	8/9/2016	Professional Development Calendar, Professional Learning Implementation and Evaluation, Completed Teacher Toolbox, Lesson Plans and/or Lesson Observations.	5/2/2017 monthly
G1.B6.S1.MA1 M304403	Administration and coaches will organize and monitor all professional learning activities...	Hutcherson, Kimberly	8/15/2016	Professional Learning Agendas, Staff Feedback, Professional Learning Artifacts	5/2/2017 monthly
G1.B4.S1.MA1 M304400	Student Achievement on Volusia Assessments and State Assessments will be used to monitor...	Hutcherson, Kimberly	8/15/2016	PLC Agendas/Minutes, Performance on Volusia Assessments and State Assessments	5/26/2017 quarterly
G1.B4.S1.MA1 M304401	Administration and Instructional Coaches will attend and monitor PLC	Hutcherson, Kimberly	8/15/2016	PLC agendas, PLC Minutes, Lesson Plans, Observation of Differentiated Instruction and Instructional Shifts	5/26/2017 biweekly
G1.B4.S1.A1 A299954	Provide focused agendas and data analysis tasks to align differentiated Florida Standards...	Hutcherson, Kimberly	8/15/2016	PLC agendas, PLC minutes, Data Analysis Summaries, Eduphoria Reports	5/26/2017 biweekly
G1.B6.S2.MA1 M304404	Ongoing progress monitoring of Volusia Assessments and FSA results	Hutcherson, Kimberly	8/18/2016	SLT agendas, quarterly data analysis and reporting at Mid-Year Monitoring of SIP and EOY Monitoring of SIP	5/26/2017 quarterly
G1.B6.S2.MA1 M304405	Teacher usage of Instructional Shifts Toolbox	Hutcherson, Kimberly	8/18/2016	Observation of teacher usage at faculty meetings, ERPL sessions and PLC meetings	5/26/2017 quarterly
G1.B6.S2.MA1 M304406	Teacher usage of Instructional Shifts Toolbox	Hutcherson, Kimberly	8/18/2016	Observation of teacher usage at faculty meetings, ERPL sessions and PLC meetings	5/26/2017 quarterly
G1.MA1 M304409	Increased student achievement on state assessments	Hutcherson, Kimberly	8/15/2016	FSA Score Reports, FCAT 2.0 Report, Data Analysis of Volusia Assessments each quarter. Mid-Year SIP monitoring.	6/5/2017 quarterly

V. Professional Development Opportunities

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

G1. If Pierson Elementary implements differentiated rigorous instruction aligned with the Florida Standards and Instructional Shifts, then student achievement will increase.

G1.B6 There is a need for targeted professional development to develop understanding of the Instructional Shifts in ELA and Math.

G1.B6.S1 Provide targeted professional learning for implementation of the Core Actions of the ELA and Math Instructional Shifts.

PD Opportunity 1

Professional Learning regarding the Instructional Shifts in ELA and Math

Facilitator

Christie Henry, Allison Cowart, Emily Edwards

Participants

All Faculty

Schedule

Monthly, from 8/15/2016 to 5/1/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B4.S1.A1	Provide focused agendas and data analysis tasks to align differentiated Florida Standards instruction utilizing Instructional Shifts.				\$0.00
2	G1.B6.S1.A1	Professional Learning regarding the Instructional Shifts in ELA and Math				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			4831 - Pierson Elementary School	Title I, Part A		\$0.00
			Notes: Professional development, ongoing progress monitoring			
			4831 - Pierson Elementary School	Title I, Part A		\$0.00
			Notes: Salaries			
3	G1.B6.S2.A1	Create Instructional Shifts resource for all faculty				\$0.00
Total:						\$0.00