

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Pershing Elementary  
1800 PERSHING AVE  
Orlando, FL 32806  
407-858-3160

### School Demographics

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|   |                             |   |
|---|-----------------------------|---|
| <b>School Type</b><br>Elementary School | <b>Title I</b><br>No        | <b>Free and Reduced Lunch Rate</b><br>55% |
| <b>Alternative/ESE Center</b><br>No     | <b>Charter School</b><br>No | <b>Minority Rate</b><br>52%               |

### School Grades History

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|                     |                     |                     |                     |
|---------------------|---------------------|---------------------|---------------------|
| <b>2013-14</b><br>C | <b>2012-13</b><br>C | <b>2011-12</b><br>B | <b>2010-11</b><br>A |
|---------------------|---------------------|---------------------|---------------------|

### SIP Authority and Template

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Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## **Purpose and Outline of the SIP**

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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**

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### **Part II: Expected Improvements**

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### **Part III: Coordination and Integration**

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### **Appendix 1: Professional Development Plan to Support Goals**

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### **Appendix 2: Budget to Support Goals**

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## 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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

| DA Category | Region | RED |
|-------------|--------|-----|
| Not in DA   | N/A    | N/A |

  

| Former F | Post-Priority Planning | Planning | Implementing TOP |
|----------|------------------------|----------|------------------|
| No       | No                     | No       | No               |

## Current School Status

### School Information

#### School-Level Information

##### School

Pershing Elementary

##### Principal

Debra Vereen

##### School Advisory Council chair

Holly Strawn

#### Names and position titles of the School-Based Leadership Team (SBLT)

##### Name

##### Title

Elaine Lundberg-Curriculum Resource Teacherr

Rina Bontemps-Instructional Support

Elizabeth Craft-SLD Teacher

Shamela Williams-ESE Support

Lisa Dunlop-Media Specialist

#### District-Level Information

##### District

Orange

##### Superintendent

Dr. Barbara M Jenkins

##### Date of school board approval of SIP

1/28/2014

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Membership of the SAC

#### Involvement of the SAC in the development of the SIP

The SAC is working with the school team on a plan to assist with the school-wide increase and monitor of independent reading. They are planning activities that provide students the opportunity to be celebrated for accomplishing personal goals. They are working with the Media Specialist to select and purchase additional books for the media center.

SAC will be planning activities to highlight the Florida Sunshine State Books and to recognize students who read all or a large number of the books.

#### Activities of the SAC for the upcoming school year

The SAC has been and will continue to partner with Pershing to improve and enhance our Media visually and through the increase of teacher resources and student reading material.

The committee will also assist in recognizing student who achieve set personal reading goals through the purchase of incentives and items for celebration.

**Projected use of school improvement funds, including the amount allocated to each project**

There are no school improvement funds

**Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements**

**Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Administrators**

**# of administrators**

1

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

|                           |   |                            |
|---------------------------|---|----------------------------|
| <b>Debra Vereen</b>       |   |                            |
| Principal                 | Years as Administrator: 9   | Years at Current School: 2 |
| <b>Credentials</b>        | <p>Education, MS in<br/>Special Education<br/>Specialist Cert in<br/>Ed Leadership and<br/>Supervision, Ed.S.</p>   |                            |
| <b>Performance Record</b> | <p>Spring 2013 - Pershing Elementary 2012-2013 C grade, 63% High Standards in Reading, 60% in Math, 52% in Writing, 49% in Science. 68% students made learning gains in reading, 61% of the lowest 25% made learning gains in reading, 59% made learning gains in math, and 59% of lowest 25% made learning gains in math. AMOs for 2013 Reading: Blacks 38%, Hispanics 50%, Whites 80%, ELLs 43%, SWD N/A, ED 45%. Mathematics: Blacks 38%, Hispanics 30%, Whites 80%, ELLS 50%, SWD N/A, ED 46%.</p> <p>Spring 2012 - Pershing Elementary 2011-2012 B grade, 61% High Standards in Reading, 47% in Math, 80% in Writing, 43% in Science. 69% students made learning gains in reading, 68% of the lowest 25% made learning gains in reading, 40% made learning gains in math, and 41% of lowest 25% made learning gains in math. reading, 59% made learning gains in math, and 59% of lowest 25% made learning gains in math.</p> <p>AMOs for 2011-12 Reading: Black 35%, Hispanics 56%, Whites 76%, ELL 41%, SWD 26%, ED 48%. Only AMO goals for Hispanic and ELLs were met. Mathematics: Blacks 24%, Hispanics 44%, Whites 60%, ELLs 35%, SWD 26%, ED 27%</p> <p>Spring 2011 MetroWest Elem 2010-11 A grade, 87% High Standards in Reading, 89% in Mathematics, 95% high standards in Writing, 63% made High Standards in Science, 76% made learning gains in Reading, 75% in Mathematics, 72% of the Lower 25% made learning gains in Reading. , 80% of the Lower 25% made learning gains in Mathematics. AYP 2010-11: No</p> <p>Fall 2009- Winter 2005- Spring 2009 Mollie Ray Elem. -05-06-B grade, 64% High Standards in Reading, 54% in Mathematics, 84% high standards in Writing, 61% made learning gains in Reading, 64% in Mathematics, 72% of the Lower 25% made learning gains in Reading</p> |                            |

06-07 D grade, 44% High Standards in Reading, 30% in Mathematics, 73% high standards in Writing, 13% made High Standards in Science, 63% made learning gains in Reading, 52% in Mathematics, 64% of the Lower 25% made learning gains in Reading. , 72% of the Lower 25% made learning gains in Mathematics.  
07-08 F grade, 36% High Standards in Reading, 31% in Mathematics, 58% high standards in Writing, 7% made High Standards in Science, 55% made learning gains in Reading, 62% in Mathematics, 63% of the Lower 25% made learning gains in Reading , 81% of the Lower 25% made learning gains in Mathematics.  
08-09 A grade, 59% High Standards in Reading, 61% in Mathematics, 97% high standards in Writing, 19% made High Standards in Science, 71% made learning gains in Reading, 76% in Mathematics, 64% of the Lower 25% made learning gains in Reading. , 78% of the Lower 25%.

### Instructional Coaches

**# of instructional coaches**

4

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

| Elizabeth Craft           |   |                             |
|---------------------------|---|-----------------------------|
| Full-time / School-based  | Years as Coach: 2   | Years at Current School: 11 |
| <b>Areas</b>              | Reading/Literacy, Mathematics, Science, Data, RtI/MTSS, Other   |                             |
| <b>Credentials</b>        | Bachelor of Science in Education<br>Specialized ESE<br>Masters in Educational Leadership  |                             |
| <b>Performance Record</b> | <p>Spring 2013 - Pershing Elementary 2012-2013 C grade, 63% High Standards in Reading, 60% in Math, 52% in Writing, 49% in Science. 68% students made learning gains in reading, 61% of the lowest 25% made learning gains in reading, 59% made learning gains in math, and 59% of lowest 25% made learning gains in math.</p> <p>Spring 2012 - Pershing Elementary 2011-2012 B grade, 61% High Standards in Reading, 47% in Math, 80% in Writing, 43% in Science. 69% students made learning gains in reading, 68% of the lowest 25% made learning gains in reading, 40% made learning gains in math, and 41% of lowest 25% made learning gains in math.</p> <p>Spring 2011 - Pershing Elementary A grade, 77% High Standards in Reading, 83% in Math, 85% in Writing, 49% in Science. 64% students made learning gains in reading, 57% of the lowest 25% made learning gains in reading, 57% made learning gains in math, and 67% of lowest 25% made learning gains in math.</p> <p>Spring 2010 - Pershing Elementary A grade, 80% High Standards in Reading, 81% in Math, 85% in Writing, 62% in Science. 64% students made learning gains in reading, 60% of the lowest 25% made learning gains in reading, 72% made learning gains in math, and 63% of lowest 25% made learning gains in math.</p> |                             |

|                           |   |                            |
|---------------------------|---|----------------------------|
| <b>Rina Bontemps</b>      |   |                            |
| Full-time / School-based  | Years as Coach: 3   | Years at Current School: 2 |
| <b>Areas</b>              | Reading/Literacy, Mathematics, Data, RtI/MTSS   |                            |
| <b>Credentials</b>        | <p>BS in Fine Arts (Art Education), Certification -Art K-12<br/>                 MS in Education (Exceptional Student Education), Certification-<br/>                 SLD K-12<br/>                 ESOL Endorsement</p>  |                            |
| <b>Performance Record</b> | <p>Pershing Elementary 2012-2013 Instructional Resource Teacher (3rd grade support/3/4 students scored a level 2 or above in Reading).<br/>                 School grade C<br/>                 Richmond Height Elementary 2011-2012 Staffing Specialist, Guidance Counselor Designee, ELL Compliance Teacher, Behavior Specialist, RTI Coach (5th grade ESE Reading Support, 4th grade Reading Support)<br/>                 School grade C, 86% will achieve High Standards of Level 3 or Above, 70% will make Learning Gains and 70% of the lowest 25% will make Learning Gains, 69% of the will achieve Learning Gains, 58% of the lowest 25% made learning gains in Reading, 86% of the Black students will make Adequate Yearly Progress (AYP) in reading, Of the 3rd-5th grade students tested on the 2012 FCAT Reading Test, 86% of the Black students and 86% of our Economically Disadvantaged students did not make Adequate Yearly Progress (AYP) in reading. 86% will achieve High Standards of Level 3 or above in Math, 70% will make Learning Gains, and 70% of the lowest 25% will make Learning Gains, 86% will achieve High Standards of Level 4 and Level 5, 70% will make Learning Gains, and 70% of the lowest 25% will make Learning Gains, 65% made Learning Gains, 60% of the lowest 25% will make Learning Gains 80% of the Black Students will make Adequate Yearly Progress (AYP) in math, Of the 5th grade students tested on the 2012 FCAT Science Test 40% of the students will achieve High Standards of a Level 4 and Level 5, 94% will achieve High Standards level 3.0 or above on the FCAT Writing Test.<br/>                 Richmond Heights 2010-2011 Staffing Specialist, Guidance Counselor Designee, ELL Compliance Teacher, Behavior Specialist<br/>                 School grade, D school grade, 52% at Level 3 or Higher in Reading, 53% at Level 3 or Higher in Math, 94% Meeting the Writing Standard, 6% at Level 3 or Higher in Science, 54% Making Learning Gains in Reading, 49% Making Learning Gains in Math, 43% of the Lowest 25% Making Learning Gains in Reading, 50% Making Learning Gains in Math<br/>                 West Oaks Elementary 2009-2010 Art Teacher, ELL After-School Tutoring Facilitator<br/>                 School grade A, 67% at Level 3 or Higher in Reading, 66% at Level 3 or Higher in Math, 94% Meeting the Writing Standards, 68% Making Learning Gains in Reading, 67% Making Learning</p> |                            |

Gains in Math, 67 % of the Lowest 25% Making Learning Gains in Reading, 70% of the Lowest 25% Making Learning Gains in Reading, 70% of the Lowest 25% Making Learning Gains in Math  
West Oaks Elementary 2008-2009 Art Teacher, 5th grade  
Reading Intervention Teacher  
School grade B, 64% at level 3 or above in Reading, 55% at Level 3 or Higher in Math, 99% Meeting the Writing Standards, 31% at Level 3 or Higher in Science, 71% Making Learning Gains in Reading, 67% Making Learning Gains in Math, 68% of the Lowest 25% Making Learning Gains in Reading, 68% of the Lowest 25% Making Learning Gains in Math

| Elaine Lundberg           |  |                            |
|---------------------------|--|----------------------------|
| Full-time / School-based  | Years as Coach: 1  | Years at Current School: 1 |
| <b>Areas</b>              | Reading/Literacy, Mathematics, Science, Data, RtI/MTSS, Other  |                            |
| <b>Credentials</b>        | BS Elementary Education, MA Education Administration and Supervision<br><br>Spring 2013 - Pershing Elementary 2012-2013 C grade, 63% High Standards in Reading, 60% in Math, 52% in Writing, 49% in Science. 68% students made learning gains in reading, 61% of the lowest 25% made learning gains in reading, 59% made learning gains in math, and 59% of lowest 25% made learning gains in math.<br>Spring 2012 - Pershing Elementary 2011-2012 B grade, 61% High Standards in Reading, 47% in Math, 80% in Writing, 43% in Science. 69% students made learning gains in reading, 68% of the lowest 25% made learning gains in reading, 40% made learning gains in math, and 41% of lowest 25% made learning gains in math. 2011-2012 Westbrooke Elementary School -<br>earned "A" grade; 72% of students reading at or above grade level; 76% of students making a year's worth of progress in reading; 71% of struggling students making a year's worth of progress in reading; 70% of students at or above grade level in math; 80% of students making a year's worth of progress in math; 73% of struggling students making a year's worth of progress in math; 87% of students are meeting state standards in writing; 76% of students at or above grade level in Science.<br>2010-2011 Westbrooke Elementary School - earned "A" grade; 90% of AYP criteria met; 88% of students reading at or above grade level; 83% of students making a year's worth of progress in reading; 75% of struggling students making a year's worth of progress in reading; 86% of students at or above grade level in math; 77% of students making a year's worth of progress in math; 69% of struggling students making a year's worth of progress in math; 93% of students are meeting state standards in |                            |
| <b>Performance Record</b> |  |                            |

writing; 87% of students at or above grade level in Science.

2009-2010 Westbrooke Elementary School - earned an "A"; met 97% of the AYP criteria; 91% of students reading at or above grade level

68% of students making a year's worth of progress in reading; 59% of struggling students making a year's worth of progress in reading; 89% of students at or above grade level in math; 77% of students making a year's worth of progress in math; 77% of struggling students making a year's worth of progress in math; 94% of students are meeting state standards in writing; 80% of students at or above grade level in Science.

2008-2009 Westbrooke Elementary School - earned an "A" and met 100% of AYP criteria; 89% of students reading at or above grade level; 75% of students making a year's worth of progress in reading; 73% of struggling students making a year's worth of progress in reading; 90% of students at or above grade level in math; 82% of students making a year's worth of progress in math; 82% of struggling students making a year's worth of progress in math; 97% of students are meeting state standards in writing; 93% of students at or above grade level in Science.

2007-2008 Dillard Street Elementary School - earned an "A" and met 100% of AYP criteria; 84% of students reading at or above grade level; 70% of students making a year's worth of progress in reading; 60% of struggling students making a year's worth of progress in reading; 93% of students at or above grade level in math; 74% of students making a year's worth of progress in math; 71% of struggling students making a year's worth of progress in math; 76% of students are meeting state standards in writing; 71% of students at or above grade level in Science.

2006-2007 Dillard Street Elementary School - earned an "A" and met 97% of AYP criteria. 83% of students reading at or above grade level; 82% of students making a year's worth of progress in reading; 65% of struggling students making a year's worth of progress in reading; 83% of

students at or above grade level in math; 76% of students making a year's worth of progress in math; 67% of struggling students making a year's worth of progress in math; 78% of students are meeting state standards in writing; 55% of students at or above grade level in Science.

| Shamela Williams          |  |                            |
|---------------------------|--|----------------------------|
| Full-time / School-based  | Years as Coach: 1  | Years at Current School: 1 |
| <b>Areas</b>              | Data, RtI/MTSS, Other  |                            |
| <b>Credentials</b>        | Degree: Varying Exceptionalities/Specific Learning Disabilities - BCC 2002<br>Cert- Exceptional Student Education K-12   |                            |
| <b>Performance Record</b> | <p>2008-2009- Lockhart Middle School Orlando, FL Staffing Specialist<br/>School grade C<br/>% Meeting High Standards (FCAT Level 3 and Above) Reading 56%, Math 49% , Writing 92% , Science 33% Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.<br/>% of Students Making Learning Gains Reading 61%, Math 63% Adequate Progress of Lowest 25% in the School? Reading 61% (YES) Math 63% (YES)</p> <p>2009-2010- Lockhart Middle School Orlando, FL Staffing Specialist<br/>School grade C<br/>% Meeting High Standards (FCAT Level 3 and Above) Reading 56%, Math 49%, Writing 90%, Science 29%<br/>% of Students Making Learning Gains Reading 62%, Math 65% Adequate Progress of Lowest 25% in the School? Reading 71% (YES) Math 68% (YES)</p> <p>2010-2011- Northwestern Middle School Jacksonville, FL ESE Inclusion Teacher<br/>School grade D<br/>% Meeting High Standards (FCAT Level 3 and Above) Reading 30%, Math 42%, Writing 69%, Science 23%<br/>% of Students Making Learning Gains Reading 53%, Math 63% Adequate Progress of Lowest 25% in the School? Reading 60% (YES) Math 63% (YES)</p> <p>2011-2012- Northwestern Middle School Jacksonville, FL ESE Inclusion Teacher<br/>School grade D</p> <p>2012-2013- Andrew Jackson High School Jacksonville, FL ESE Inclusion Teacher<br/>School grade B</p> |                            |

**Classroom Teachers**

**# of classroom teachers**

22

**# receiving effective rating or higher**

22, 100%

**# Highly Qualified Teachers**

100%

**# certified in-field**

21, 95%

**# ESOL endorsed**

17, 77%

**# reading endorsed**

4, 18%

**# with advanced degrees**

6, 27%

**# National Board Certified**

0, 0%

**# first-year teachers**

3, 14%

**# with 1-5 years of experience**

5, 23%

**# with 6-14 years of experience**

6, 27%

**# with 15 or more years of experience**

11, 50%

**Education Paraprofessionals**

**# of paraprofessionals**

3

**# Highly Qualified**

3, 100%

**Other Instructional Personnel**

**# of instructional personnel not captured in the sections above**

8

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

Annually our school hosts junior and senior interns who are often considered for open positions.  
Weekly communication via staff newsletter.  
Monthly faculty/staff meetings to support new initiatives and provide training.  
Monthly Professional development to support new staff.  
New(er) teachers will be assigned an official mentor who they will meet with regularly and receive assistance, support, and direction.  
Attendance at weekly data/team meetings to provide support and answer questions.  
Recognize teachers that are meeting data targets.

### **Teacher Mentoring Program/Plan**

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities**

All new staff are invited to a New Teacher/Staff Luncheon which provides them with the opportunity to meet with and get to know the leadership team and each other. Each new teacher is assigned a mentor.  
Mentors and new teachers meet monthly and another time as a large group with other mentor and mentees. Elaine Lundberg (CRT) is responsible for facilitating group meetings and for meeting with mentors for mentorship support and update.  
Mrs. Lundberg's background with mentoring makes her an excellent candidate to lead this program. Pairings of teachers and mentors was based on staff desire to mentor and their history of effective classroom instruction and peer relationships.

### **Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)**

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

Step 1: General whole group instruction is provided for all students and progress of students monitored weekly using formative assessment data (FOCUS) Teachers also provide differentiated, intervention and enrichment, instruction with flexible grouping for 45 minutes four days per week.  
Step 2: If the data suggests that there is minimal progress or regression for any student, the teacher inputs data on RtI documentation and provides this information to the MTSS team (Principal, CRT, speech/language instructor, school psychologist, classroom teacher, ESE teacher (when applicable), intervention teacher). The teacher analyzes problem to determine if instructional or behavioral interventions are needed using appropriate evidence-based Tier II interventions.  
Step 3: If a Tier II intervention necessary, a highly-qualified classroom teacher provides specific supplemental instruction, using Voyager Passport, to student in a flexible small group setting (3-6 students) to support student's specific instructional or behavioral needs. Progress monitoring continues on a weekly basis. Teachers collect 5-6 weeks of data.  
Step 4: After Tier II instruction has been implemented and there is 5-6 data points, teacher meets with MTSS team(Principal, CRT, speech/language instructor, school psychologist, classroom teacher, ESE teacher

(when applicable), subject area/intervention teacher) to reanalyze student progress data and review newly implemented strategies.

Step 5: If targeted students are not making expected progress at the Tier II level, teachers must change instruction after 5 data points and continue the RtI 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.

Step 6: 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) during our Opt-out program. Which will provide Tier III students with 20 additional minutes of instruction from a MTSS team member. During this time the school psychologist may schedule an informal meeting with the RTI team and the classroom teacher to get to know the student if she feels it is necessary.

The RtI 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 MTSS problem-solving process also allows us to monitor student achievement data regularly and make appropriate adjustments to the School Improvement Plan throughout the school year. The MTSS will also provide data to SAC on targets, and the plan to meet expectations, they will assist in setting clear expectations for instruction along with the facilitation of a systematic approach to teaching and learning.

### **Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

Principal- Debra J. Vereen - monitors effectiveness and progress toward goals

CRT- Elaine Lundberg - testing coordinator and monitors data, communicates with principal

Staffing Coordinator - Shamela Williams - monitors data of ESE and 504 students

ESE - Elizabeth Craft - instructional coach for teachers of ESE and 504, monitors data of ESE and 504 students

Media Specialist/Literacy Committee Chair - Lisa Dunlop - monitors literacy on campus

Instructional Support/RTi - Rina Bontemps - monitors lowest 25% students

Grade-level Team Members - provide instruction and monitors data of assigned students, monitors effectiveness of SIP strategies

### **Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

Leadership Team meets every other week to discuss student data and students of concern (Lowest 25%, behavior, social/emotional). Leadership team also meets with grade level teams weekly to monitor data for all students. Focus of last PLC of every month is on our SIP goals and the progress of our lowest 25% students. Grade level and MTSS team analyze progress toward SIP targets after each summative assessments.

### **Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

Effectiveness of our core instructional programs are monitored through weekly curriculum assessments and formative assessments of weekly standard, FOCUS. Teachers are provided individualized differentiated instruction through small group lessons during the core reading and math programs. Students not performing on grade level, as assessed by state and district assessments, are also receiving an additional 30 minutes daily of instruction. Teachers are monitoring the progress of our below

grade level students weekly and graphing data. On grade level students are monitored through assessment every other week. Students participating in enrichment, above grade level, are also monitored - monthly.

Students who fail to show proper progress in reading through core and interventions are then receiving 20 minutes additional instruction through Imagine Learning, an online computer-based instruction of Reading. Data from Imagine Learning is collected every week and shared with the teachers. The MTSS team is responsible for collecting data from Imagine Learning. Students failing to show learning gains in math, participate in a before school computer program call Moby Max. Moby Max's differentiated computer program creates a personalized instructional plan for each student - making certain that each of our remedial students gets the additional instruction they need. Data is monitored and provided weekly by a member of the MTSS team.

All 5th grade students are taking four district science assessments. Science data is closely monitored by our 5th grade team and Ms. Withrow, our science committee chair and science teacher. Students needing remediation on particular science standards receive additional science lab time.

Writing is assessed monthly school-wide. Assessment data is shared by the teacher with the grade-level PLCs and MTSS team to monitor effectiveness of writing instruction. It is the expectation that writing be taught daily across all subject areas. FCAT writing data is monitored for fourth grade in a series of FCAT Writes like assessments called OCPS Writes. Teachers score student writing and develop plans to meet the needs of the students. A member of the MTSS team, Elizabeth Craft, is also pushing in to the 4th grade classrooms for instructional and student support.

This year many of our staff is attending the Behavior Leadership Academy to increase our understanding of positive and proactive behavior management strategies and reduce behavior problems on our campus. We understand that behavior and positive relationships have a tremendous impact on student achievement, so to support all of our SIP goals, teachers from across all grade level teams are participating in a series of professional development in the area of behavior leadership.

### **Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

Each week teachers are provided with an agenda to use during their grade-level PLCs. This agenda includes professional development (a short video analysis, article), data analysis of recent assessment, and problem-solving based on analysis of student scores. Members of the MTSS are a part of the problem-solving process and support the teachers through their area of expertise: curriculum, instruction, accommodations, and data analysis. Data and problem-solving is then shared at monthly SAC meetings. SAC members then have an opportunity to provide input and additional perspectives. Staff and parents (via SAC) continue to monitor our school data and growth toward SIP targets.

### **Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Before or After School Program

**Minutes added to school year:** 2,000

Students who are in the Lowest 25%, as assessed by FCAT 20, are provided 20 minutes four times weekly to complete a research based computer program, Moby Max. Moby Max is a differentiated and student-paced program that provides practices and monitors growth in math.

**Strategy Purpose(s)**

- Instruction in core academic subjects

**How is data collected and analyzed to determine the effectiveness of this strategy?**

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

**Who is responsible for monitoring implementation of this strategy?**

MTSS team

**Strategy:** Before or After School Program

**Minutes added to school year:** 30

Students are able to participate in our variety of after school programs that promote arts to provide a well-rounded education. Our clubs include: chorus, drama, pottery, and chess.

**Strategy Purpose(s)**

- Enrichment activities that contribute to a well-rounded education

**How is data collected and analyzed to determine the effectiveness of this strategy?**

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

**Who is responsible for monitoring implementation of this strategy?**

Teachers, Parent Volunteers, and Club Sponsors

**Literacy Leadership Team (LLT)**

**Names and position titles of the members of the school-based LLT**

| Name        | Title            |
|-------------|------------------|
| Lisa Dunlop | Media Specialist |

**How the school-based LLT functions**

LLT meets once a month, unless additional meetings are necessary. There are members representing many of the different grade levels and areas. Members of this team work closely with SAC and PTA to promote literacy on our campus. LLT functions as a Professional Learning Community and uses data to support their goals. LLT also uses the OPCS Reading Plan to guide their projects and goals.

A teacher representative from each grade level will make up the LLT and with a classified staff member with input from the SAC Chair.

### **Major initiatives of the LLT**

The major initiative for the LLT this school year is to increase independent reading outside of the classroom through direct instruction of independent reading, monitoring, celebrations, and opportunities.

## **Every Teacher Contributes to Reading Instruction**

### **How the school ensures every teacher contributes to the reading improvement of every student**

Each teacher is expected to follow the guidelines followed in our school Reading Plan. The school plan acts in accordance with the Orange County Public School Reading Plan. Teachers are using newly adopted Common Core Curriculum - HMH Journey's. Whole group instruction is 30 minutes, which leaves 60 minutes for small group instruction. Small groups are created based on formative assessment data to ensure all students are mastering all standards. In addition to the 90 minute reading block, teachers are also providing intervention and enrichment for students based on data collected on FAIR and OCPS Formative Assessments. Teachers are using Voyager Passport, a district approved intervention program, with students not performing on grade level. All students are progressed monitored - monthly, bi-weekly, or weekly depending on their tier of intervention. Furthermore, students not showing growth in reading (and all students who scored a 1 on FCAT 2013) are receiving additional 20 minutes of reading instruction provided by the MTSS team during their special area. All students are to have individualized independent reading goals that are being monitored by classroom teachers. Grade levels are displaying independent reading data in each classrooms and celebrating independent reading to encourage students to continue or improve with independent reading. To summarize, the use of the reading plan, new curriculum, planned intervention, increase in independent reading, and progress monitoring for all students are all strategies that ensure every teacher contributes to reading improvement of every student.

## **Preschool Transition**

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs**

The on-site VPre K students are afforded the opportunity to lunch in the cafeteria during the last two-three weeks of school for those students preparing to enter kindergarten. These students are also schedule for a visit to a kindergarten class room for one or more half day visits. In May of each year Pershing provides a kindergarten orientation to both parents and student 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.

## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

#### Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

| Group                      | 2013 Target % | 2013 Actual % | Target Met? | 2014 Target % |
|----------------------------|---------------|---------------|-------------|---------------|
| All Students               | 66%           | 63%           | No          | 69%           |
| American Indian            |               |               |             |               |
| Asian                      |               |               |             |               |
| Black/African American     | 43%           | 38%           | No          | 48%           |
| Hispanic                   | 55%           |               | No          | 60%           |
| White                      | 83%           | 80%           | Yes         | 84%           |
| English language learners  | 41%           | 43%           | Yes         | 47%           |
| Students with disabilities | 43%           | 0%            | No          | 49%           |
| Economically disadvantaged | 54%           | 45%           | No          | 59%           |

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3          | 38            | 21%           | 24%           |
| Students scoring at or above Achievement Level 4 | 76            | 42%           | 45%           |

#### Learning Gains

|   | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Students making learning gains (FCAT 2.0 and FAA)       | 70            | 68%           | 71%           |
| Students in lowest 25% making learning gains (FCAT 2.0) | 18            | 61%           | 70%           |

#### Comprehensive English Language Learning Assessment (CELLA)

|  | 2013 Actual #                              | 2013 Actual % | 2014 Target % |
|--|--|---------------|---------------|
| Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students) | 15   | 63%           | 66%           |
| Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)   | <i>[data excluded for privacy reasons]</i> |               | 36%           |
| Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)  | <i>[data excluded for privacy reasons]</i> |               | 28%           |

**Area 2: Writing**

|   | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5 | 29            | 52%           | 62%           |
| Florida Alternate Assessment (FAA) Students scoring at or above Level 4               |               |               |               |

**Area 3: Mathematics**

**Elementary and Middle School Mathematics**

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

| Group                      | 2013 Target % | 2013 Actual % | Target Met? | 2014 Target % |
|----------------------------|---------------|---------------|-------------|---------------|
| All Students               | 66%           | 60%           | No          | 69%           |
| American Indian            |               |               |             |               |
| Asian                      |               |               |             |               |
| Black/African American     | 48%           | 38%           | Yes         | 54%           |
| Hispanic                   | 55%           | 30%           | No          | 60%           |
| White                      | 79%           | 80%           | Yes         | 81%           |
| English language learners  | 41%           | 50%           | Yes         | 47%           |
| Students with disabilities | 34%           |               | No          | 41%           |
| Economically disadvantaged | 48%           | 46%           | Yes         | 54%           |

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3          | 50            | 28%           | 33%           |
| Students scoring at or above Achievement Level 4 | 59            | 33%           | 36%           |

**Learning Gains**

|   | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Learning Gains  | 60            | 59%           | 70%           |
| Students in lowest 25% making learning gains (FCAT 2.0 and EOC) | 60            | 59%           | 70%           |

**Area 4: Science**

**Elementary School Science**

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

|  | 2013 Actual #                              | 2013 Actual % | 2014 Target % |
|--|--|---------------|---------------|
| Students scoring at Achievement Level 3          | <i>[data excluded for privacy reasons]</i> |               | 20%           |
| Students scoring at or above Achievement Level 4 | 17   | 34%           | 40%           |

**Florida Alternate Assessment (FAA)**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Levels 4, 5, and 6 |               |               |               |
| Students scoring at or above Level 7   |               |               |               |

**Area 5: Science, Technology, Engineering, and Mathematics (STEM)**

**All Levels**

|  | 2013 Actual # | 2013 Actual % | 2014 Target |
|--|---------------|---------------|-------------|
| # of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs) | 4             |               | 6           |
| Participation in STEM-related experiences provided for students  | 368           | 92%           | 95%         |

**Area 8: Early Warning Systems**

**Elementary School Indicators**

|   | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Students who miss 10 percent or more of available instructional time  | 36            | 9%            | 7%            |
| Students retained, pursuant to s. 1008.25, F.S.   | 16            | 4%            | 3%            |
| Students who are not proficient in reading by third grade   | 26            | 36%           | 30%           |
| Students who receive two or more behavior referrals   | 14            | 4%            | 3%            |
| Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S. | 10            | 4%            | 3%            |

**Area 9: Parent Involvement**

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Parental involvement targets for the school**

Pershing is working toward 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.

**Specific Parental Involvement Targets**

| Target  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Ensure parent participation and community attendance at is at 90% for nine of the ten scheduled meeting | 10            | 70%           | 90%           |
| Increase active parent organization (PTA) membership.   | 200           | 75%           | 85%%          |

## Goals Summary

- G1.** To Improve writing scores.
- G2.** To improve Math Learning Gains for all students.
- G3.** To increase learning gains in reading of our lowest 25%.

## Goals Detail

### G1. To Improve writing scores.

#### Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Social Studies
- Science
- Science - Elementary School
- STEM
- STEM - All Levels
- EWS
- EWS - Elementary School

#### Resources Available to Support the Goal

- Hired new 4th grade teacher with experience in teaching successful writers.
- Scheduled SLD teacher to partner with 4th grade teachers to provide support for low performing writers.

#### Targeted Barriers to Achieving the Goal

- New students to school at 4th grade with limited writing proficiency.
- 2 of 3 teachers on team in second year of teaching and scoring writing with limited funding for training.

## Plan to Monitor Progress Toward the Goal

Monitor % of students writing at proficiency after each assessment.

### Person or Persons Responsible

4th Grade Teachers and MTSS Team

### Target Dates or Schedule:

Sept, Oct, Dec, and Jan

### Evidence of Completion:

Number of students scoring at proficiency after each assessment are to be graphed and displayed.

## G2. To improve Math Learning Gains for all students.

### Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration)
- Science
- Science - Elementary School
- STEM
- STEM - All Levels

### Resources Available to Support the Goal

- Use of Moby Math computer-based program mornings Tuesday through Friday

### Targeted Barriers to Achieving the Goal

- Challenge of getting bussed students to the lab on a regular basis.

## Plan to Monitor Progress Toward the Goal

Student attendance and progress on Moby Math program. Increase in student mathematics skill set

### Person or Persons Responsible

Rina Bontemps, students, teachers grades 4th and 5th

### Target Dates or Schedule:

Daily and weekly monitor of program data, end of unit assessments.

### Evidence of Completion:

Student attendance data and program achievement data, increase success on Core unit assessment, Benchmark assessment, Focus assessments.

**G3. To increase learning gains in reading of our lowest 25%.**

**Targets Supported**

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- EWS
- EWS - Elementary School

**Resources Available to Support the Goal**

- Use of Imagine Learning computer-based reading support program
- Participation in the 3rd Grade Reading Acceleration Initiative through the MAO

**Targeted Barriers to Achieving the Goal**

- Providing students with the additional time access the program
- Behavioral issues among students in the lowest 25% that prevent students from instruction.
- Providing teachers or a teacher willing to participate in the program through it's duration.

**Plan to Monitor Progress Toward the Goal**

Students in the bottom 25% will improve Benchmark results by 10-15 percentage points

**Person or Persons Responsible**

Students identified as those in bottom 25% in reading

**Target Dates or Schedule:**

Weekly unit assessments, weekly monitor of IL program results, 2nd Benchmark assessment

**Evidence of Completion:**

Increased percentage of students in bottom 25% scoring proficient on the 2nd district reading assessment .

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** To Improve writing scores.

**G1.B1** New students to school at 4th grade with limited writing proficiency.

**G1.B1.S1** Progress monitor new students and target instruction to meet individual needs.

#### Action Step 1

Use district training to improve teachers' ability to monitor progress in writing.

#### Person or Persons Responsible

4th Grade Teachers and MTSS

#### Target Dates or Schedule

Sept, Oct, Dec, and Jan

#### Evidence of Completion

student writing scores

#### Facilitator:

4th Grade Teacher, Cindy Rappold

#### Participants:

4th Grade Teachers

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

Informal and Formal Observations

#### Person or Persons Responsible

Principal, Debra Vereen

#### Target Dates or Schedule

Sept-May

#### Evidence of Completion

Teachers are following school writing plan, conference with new students, and can show evidence of growth.

## Plan to Monitor Effectiveness of G1.B1.S1

Student Growth

### Person or Persons Responsible

4th Grade Teachers, Leadership Team

### Target Dates or Schedule

Sept, Oct, Dec, and Jan

### Evidence of Completion

Increase in score on OCPS Writes! assessment.

**G1.B1.S2** Use conferencing and goal setting to create positive learning-centered relationships with our new students.

### Action Step 1

Conference with new students to Pershing.

#### Person or Persons Responsible

4th Grade Teachers

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Conference Notes

## Plan to Monitor Fidelity of Implementation of G1.B1.S2

Informal and Formal Observations during Writing

### Person or Persons Responsible

Principal, Debra Vereen

### Target Dates or Schedule

Sept-May

### Evidence of Completion

Teachers are monitoring with students during writing instruction.

## Plan to Monitor Effectiveness of G1.B1.S2

Monitor student growth on writing assessment.

### Person or Persons Responsible

4th Grade Teacher and MTSS

### Target Dates or Schedule

Sept, Oct, Dec, and Jan

### Evidence of Completion

Student scores on OCPS Writes.

**G1.B2** 2 of 3 teachers on team in second year of teaching and scoring writing with limited funding for training.

**G1.B2.S1** Use district resources to provide teacher training with scoring and mini lessons.

### Action Step 1

Access District Training and/or Provide In-school Training

### Person or Persons Responsible

Expert Teacher, CRT

### Target Dates or Schedule

Oct, Nov, Jan, and Feb

### Evidence of Completion

Sign-in Sheets, Exit Slips

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

District or In-school Training

### Person or Persons Responsible

CRT

### Target Dates or Schedule

Sept-Feb

### Evidence of Completion

Sign-in Sheets, Exit Slips

## Plan to Monitor Effectiveness of G1.B2.S1

Student Scores

### Person or Persons Responsible

4th Grade Teachers, MTSS Team

### Target Dates or Schedule

Sept, Oct, Dec, and Jan

### Evidence of Completion

Students show increase in score on OCPS Writes Assessment.

## G2. To improve Math Learning Gains for all students.

### G2.B1 Challenge of getting bussed students to the lab on a regular basis.

**G2.B1.S1** Ensure that 4th and 5th grade Moby Math students are in the lab three to four mornings a week for 15 to 20 minutes by reducing delays associated with moving through breakfast lines.

#### Action Step 1

4th and 5th grade Moby Math students at head of breakfast line, to facilitate a swift entry and exit at breakfast.

#### Person or Persons Responsible

Breakfast monitors: Coach Sarria and Ms. Cato

#### Target Dates or Schedule

Daily

#### Evidence of Completion

Daily attendance and accumulated minutes on program.

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

Monitor of student consistent attendance and program time increase

#### Person or Persons Responsible

Rina Bontemps, Coach Sarria, and Ms. Cato

#### Target Dates or Schedule

Daily

#### Evidence of Completion

90% of students in the program will document consistent attendance, time on program and see an increase in mathematics skills and skill levels.

### Plan to Monitor Effectiveness of G2.B1.S1

Increase of student mathematics skills and skill levels

#### Person or Persons Responsible

Rina Bontemps, 4th and 5th grade teachers

#### Target Dates or Schedule

daily, weekly with Moby Math progress monitor, on unit assessment for the Core, on Benchmark assessments.

#### Evidence of Completion

Increased rates of success on assessments, attendance during morning lab time and minutes on program.

**G3.** To increase learning gains in reading of our lowest 25%.

**G3.B1** Providing students with the additional time access the program

**G3.B1.S1** Create Opt Out Program (Rising Stars) whereby targeted students are provided 20 additional minutes to access Imagine Reading program during the first 20 minutes of Special Area two to three time weekly.

**Action Step 1**

Parents/guardians of targeted students will be encouraged to provide permission to allow students to opt out of the first 20 minutes of Special Area two to three times weekly.

**Person or Persons Responsible**

Identified students in bottom 25%

**Target Dates or Schedule**

Special Area, two to three times weekly, first twenty minutes.

**Evidence of Completion**

Parent permission, student attendance, increased time on program.

**Facilitator:**

District Trainers for the Imagine Learning Program

**Participants:**

CCT and Administrator

**Plan to Monitor Fidelity of Implementation of G3.B1.S1**

Student attendance, time on task during Rising Stars Club

**Person or Persons Responsible**

Pershing Leadership team members

**Target Dates or Schedule**

two to three times weekly during the first twenty minutes of Special Area times.

**Evidence of Completion**

100% student student attendance, improved student progress on Imagine Learning Program.

### Plan to Monitor Effectiveness of G3.B1.S1

Academic improvement of students in bottom 25% in reading

#### Person or Persons Responsible

Students in bottom 25% (4th and 5th grade students)

#### Target Dates or Schedule

Daily, weekly, on core and district assessments.

#### Evidence of Completion

Increased student achievement on Imagine Learning program, Core unit assessments, Benchmark assessments.

### G3.B2 Behavioral issues among students in the lowest 25% that prevent students from instruction.

**G3.B2.S1** School-wide implementation of positive and proactive behavior classroom management strategies.

#### Action Step 1

Provide release time for teachers to attend BLTA training and to meet prior to and following formal meetings. Team members will plan and implement school-wide expectations for behavior with the participation and support of the entire Pershing staff.

#### Person or Persons Responsible

Identified members of the BLTA Team.

#### Target Dates or Schedule

September - June 2014

#### Evidence of Completion

A school-wide management system will be developed, presented to the staff, and implemented.

#### Facilitator:

FDLRS training team

#### Participants:

BLTA members

## Action Step 2

Enroll teachers and staff members in Behavioral Leadership Academy (FDLRS)

### Person or Persons Responsible

Discipline Team and Grade Level Representatives

### Target Dates or Schedule

Sept-May 2014

### Evidence of Completion

Behavioral leadership team complete course and implement strategies. Reduction in the number of suspensions and Level 3 referrals.

### Facilitator:

FDLRS

### Participants:

Behavior Leadership Team- One representative from each grade level and special area team.

## Plan to Monitor Fidelity of Implementation of G3.B2.S1

Implementation of Behavior Leadership Strategies

### Person or Persons Responsible

MTSS Team

### Target Dates or Schedule

Sept-May, This team will meet monthly, the last Tuesday for grades 3-3 and Thursday for K-2 of each month.

### Evidence of Completion

Decrease in number of behavior calls that result in student removal, level 3 referrals and/or suspension from school.

**Plan to Monitor Effectiveness of G3.B2.S1**

Decrease in behavioral related issues.

**Person or Persons Responsible**

MTSS and Discipline Committee

**Target Dates or Schedule**

MTSS/PLC Meeting (End of every month)

**Evidence of Completion**

Decrease in student behavioral issues that result in student removal, especially among students in the lowest 25%.

**G3.B3** Providing teachers or a teacher willing to participate in the program through it's duration.

**G3.B3.S1** Encourage teachers to share the position or seek to secure and hire an hourly certified teacher.

**Action Step 1**

Secure a certified teacher to provided pre-teach/preview instruction for selected 3rd grade bubble students.

**Person or Persons Responsible**

Principal

**Target Dates or Schedule**

Before program start date:October 28, 2013

**Evidence of Completion**

Acceleration Teacher has been hired and is ready to implement the expected program.

**Plan to Monitor Fidelity of Implementation of G3.B3.S1**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Effectiveness of G3.B3.S1**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title II Funding: Title II funding will be used for teacher training in the implementation of a school-wide behavior management program. Many of our struggling or under-achieving students also struggle with behavior. It is important that students in the lowest 25% stay in the classroom to be exposed to all critical instruction. In effort to lower suspensions and classroom removal of students, teachers must be properly trained and a positive, proactive plan be implemented. We recognize that to increase student achievement and best serve our students, especially those in our lowest 25%, our school must improve our behavior intervention program.

Teachers, representing each grade level, will attend Behavioral Leadership Academy through FDLRS. This year long series of professional development opportunities, online and in-person, guides teachers in the process in creating school-wide, proactive and positive behavioral management methods. This infrastructure is integral in the development of a multi-tier system of support when it comes to student behavior. The Behavior Leadership Team Academy series includes a two hour online orientation, 3 face-to-face full day training opportunities, and 3 mandatory coaching sessions.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

### G1. To Improve writing scores.

#### G1.B1 New students to school at 4th grade with limited writing proficiency.

##### G1.B1.S1 Progress monitor new students and target instruction to meet individual needs.

#### PD Opportunity 1

Use district training to improve teachers' ability to monitor progress in writing.

#### Facilitator

4th Grade Teacher, Cindy Rappold

#### Participants

4th Grade Teachers

#### Target Dates or Schedule

Sept, Oct, Dec, and Jan

#### Evidence of Completion

student writing scores

**G3.** To increase learning gains in reading of our lowest 25%.

**G3.B1** Providing students with the additional time access the program

**G3.B1.S1** Create Opt Out Program (Rising Stars) whereby targeted students are provided 20 additional minutes to access Imagine Reading program during the first 20 minutes of Special Area two to three time weekly.

**PD Opportunity 1**

Parents/guardians of targeted students will be encouraged to provide permission to allow students to opt out of the first 20 minutes of Special Area two to three times weekly.

**Facilitator**

District Trainers for the Imagine Learning Program

**Participants**

CCT and Administrator

**Target Dates or Schedule**

Special Area, two to three times weekly, first twenty minutes.

**Evidence of Completion**

Parent permission, student attendance, increased time on program.

**G3.B2** Behavioral issues among students in the lowest 25% that prevent students from instruction.

**G3.B2.S1** School-wide implementation of positive and proactive behavior classroom management strategies.

**PD Opportunity 1**

Provide release time for teachers to attend BLTA training and to meet prior to and following formal meetings. Team members will plan and implement school-wide expectations for behavior with the participation and support of the entire Pershing staff.

**Facilitator**

FDLRS training team

**Participants**

BLTA members

**Target Dates or Schedule**

September - June 2014

**Evidence of Completion**

A school-wide management system will be developed, presented to the staff, and implemented.

**PD Opportunity 2**

Enroll teachers and staff members in Behavioral Leadership Academy (FDLRS)

**Facilitator**

FDLRS

**Participants**

Behavior Leadership Team- One representative from each grade level and special area team.

**Target Dates or Schedule**

Sept-May 2014

**Evidence of Completion**

Behavioral leadership team complete course and implement strategies. Reduction in the number of suspensions and Level 3 referrals.

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

| Goal  | Description  | Total   |
|-------|--|---------|
| G3.   | To increase learning gains in reading of our lowest 25%. | \$5,550 |
| Total |  | \$5,550 |

### Budget Summary by Funding Source and Resource Type

| Funding Source | Technology | Evidence-Based Program | Evidence-Based Materials | Total   |
|----------------|------------|------------------------|--------------------------|---------|
| General Budget | \$3,150    | \$0                    | \$0                      | \$3,150 |
| Title II       | \$0        | \$1,400                | \$0                      | \$1,400 |
| General Budget | \$0        | \$0                    | \$1,000                  | \$1,000 |
| Total          | \$3,150    | \$1,400                | \$1,000                  | \$5,550 |

### Budget Details

*Budget items identified in the SIP as necessary to achieve the school's goals.*

#### G3. To increase learning gains in reading of our lowest 25%.

##### G3.B1 Providing students with the additional time access the program

**G3.B1.S1** Create Opt Out Program (Rising Stars) whereby targeted students are provided 20 additional minutes to access Imagine Reading program during the first 20 minutes of Special Area two to three time weekly.

#### Action Step 1

Parents/guardians of targeted students will be encouraged to provide permission to allow students to opt out of the first 20 minutes of Special Area two to three times weekly.

#### Resource Type

Technology

#### Resource

30 Imagine Learning Licenses

#### Funding Source

General Budget

#### Amount Needed

\$3,150

**G3.B2 Behavioral issues among students in the lowest 25% that prevent students from instruction.**

**G3.B2.S1 School-wide implementation of positive and proactive behavior classroom management strategies.**

**Action Step 1**

Provide release time for teachers to attend BLTA training and to meet prior to and following formal meetings. Team members will plan and implement school-wide expectations for behavior with the participation and support of the entire Pershing staff.

**Resource Type**

Evidence-Based Program

**Resource**

Substutes for BLTA members for release time to attend research-based training provided by FDLRS staff

**Funding Source**

Title II

**Amount Needed**

\$1,400

**Action Step 2**

Enroll teachers and staff members in Behavioral Leadership Academy (FDLRS)

**Resource Type**

Evidence-Based Materials

**Resource**

Materials for BLTA Team

**Funding Source**

Genreal Budget

**Amount Needed**

\$1,000