Pierson Elementary School

2018-19 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)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	86%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	66%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	C	C	B*

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2018-19 DA Category and Statuses for Pierson Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	- 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 engage all students in a rigorous personalized learning environment that fosters collaborative practice, creativity, and innovation.

b. Provide the school's vision statement.

All students engage in a superior 21st century education.

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 the Volusia County Code of Student Conduct. 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. A comprehensive social emotional learning structure is in place to provide students with explicit instruction and practice with seven identified character strengths. 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 Kind, Be Responsible, Be Relentless, Be the BEST Cub you can be." 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 review and set 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 framework for instruction of social emotional instruction (SEL) includes the following seven key character strengths: zest, grit, self-control, optimism, gratitude, curiosity, and social intelligence. The Ruler and Sanford Harmony programs are also integrated into the classroom and building setting to support SEL needs. In addition to classroom instruction of the SEL program, the school counselor also meets with small groups of children during the school day in VPK- grade 5 to assist with anger and behavior management, home situations, and peer relations. 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. Additional supports and services are provided to students through the school's mentoring program, peer mediation opportunities, and anti-bullying initiatives. All staff receive training for suicide prevention and crisis response.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Early Warning indicators, including attendance below 90%, one or more suspensions, course failure in ELA or Math, and Level 1 achievement on statewide assessments, are monitored by the School Based Leadership Team in conjunction with student services. Using a multi tiered system appropriate interventions and resources are allocated to provide support to students determined at risk by the EWS monitoring 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	24	31	0	0	0	0	0	0	0	55

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	1	5	2	0	0	0	0	0	0	0	8

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

Academic interventions are designed to supplement core instruction and are targeted to specific deficits, such as basic reading skills, reading comprehension, early numeracy, etc. MTSS is a "system where resources and services are organized efficiently on a continuum of intensity based on students' academic and behavioral needs, whatever those needs might be." Teachers work in collaboration with school staff, administration, and specialists from VCS instructional services to identify and provide evidenced-based interventions and resources to improve student performance. Tutoring and Problem Solving Team process, which includes interventions for specific goals with behavior and academic concerns, are two important strategies implemented to assist at risk students. Early identification of students who may be at risk of developing more serious problems in the future so that preventative and early intervention supports can be put into place. Some essential elements of the school's MTSS plan are: screening of academics and behavior, frequent progress monitoring, evidence based interventions, use of school based and district/community resources, guidance support, collaboration with parents, mentoring, school-wide data tracking of individual students to promote early identification of concerns.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?
Yes

1. PFEP 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/649537.

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 and clubs, such as the local Lions Club and Kiwanis organization, 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 support after school tutoring and enrichment, as well as 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

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
Henry, Courtney	Teacher, K-12
Henry, Christie	Instructional Coach
Rice, Lisa	School Counselor
Kelly, Jolie	Instructional Media

b. Duties

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

Administrators- Coordinates and monitors all phases related to MTSS and SIP, Communicates school mission/vision as the instructional leader.
PST Chair--overseeing the PST process and early warning systems / supporting PST initiative through direct through collaboration and intervention strategies.
Instructional Coach--communication with grade levels and administration concerning data analysis and monitoring progress towards achieving the SIP goal(s) /supports grade level teams through collaboration and support of instructional strategies.
Curriciulum/Department Contact Teacher Leaders-communication with grade levels/faculty relating content specific district initiatives and collaborating with interdisciplinary teams.

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 Coach for the purpose of comprehensive staff development and coaching
• Family Center contact who facilitates our parent involvement program and access to resources
* Parent Liaison to increase family involvement and communication with families
• Reading Intervention Teacher to provide interventions for students in need
• Math and Academic Intervention Teachers to provide interventions for students in need
• Tutoring opportunities after 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
• Family 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 the district's Title X Coordinator, to ensure that homeless students have the materials and resources they need to be successful.

Supplemental Academic Instruction (SAI/UniSIG)
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 instruction
•Jump Rope for Heart
•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
Jolie Kelly	Teacher
Eliosa Ortiz	Parent
Samantha Van Buren	Teacher
Jennifer Robinson	Teacher
Silvia Denova	Education Support Employee
Silvia Torres	Teacher
Kelly Greenlund	Education Support Employee
Kirsten McGowan	Parent
Marisela Beltran	Parent
Ruthie Daily	Parent
Rachel Pearson	Parent
Stephanie Mills	Parent
Chrissie Aparricio	Parent
Nicole Feiden	Parent

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

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. SAC meetings provide an opportunity for stakeholders to receive information and provide input on all facets of the school, including the SIP.

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 2018-19.

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
Kelly, Jolie	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 Coach: 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 *Participate in weekly PLC activities.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Grade level teams utilize common planning time to collaboratively plan and develop instructional plans. In addition, the school builds positive working relationships with teachers by providing time for teachers to analyze data and determine flexible groupings based on identified needs through the weekly Professional Learning Community (PLC) time, Extended PLC opportunities and Module/Data Dives with grade level teams. PLC activities are supported by administration and academic coach/lead teachers.

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. To retain highly qualified teachers, the school encourages and supports 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. School administration participates in job fairs and recruitment activities, such as the Round Table discussion with senior interns at Daytona State College.

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 monthy meetings with administration. District E3 program, peer classroom visits, and teacher recognition programs are used to support and encourage instructional staff.

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's instructional program is founded on the Florida Standards. Teachers utilize the district created curriculum maps, instructional modules and pacing guides and regularly schedule assessments to monitor academic achievement as students progress throughout the year. All ELA instruction is tightly aligned by standard to ensure equitable access and opportunities for student practice and success. As a result of ongoing progress monitoring, the faculty then provides differentiated remediation, intervention and enrichment as needed throughout the year. PLC activities and instructional coaching cycles are implemented to ensure academic rigor and standards aligned instruction.

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 (WTI) to provide differentiated instruction to all students in grades Kindergarten through third grade. The Walk to Intervention groups are reviewed and adjusted

frequently using assessment data to provide ongoing support for individual students. Additional staff, such as intervention teachers, ESOL providers, and ESE teachers offer support to ensure small group numbers and support the school-wide intervention initiative. Only research based reading instruction and resources are used during WTI.

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: 2,640

Pierson Elementary offers an after school Title I 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. An additional opportunity for teachers to work with students in small groups is provided through the tutoring program. To utilize the best instructional practices, teachers work collaboratively with one another to provide differentiated instruction. Research based strategies and resources will be used for instructional intervention.

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 pre/post data, as well as ongoing progress monitoring throughout the tutoring initiative. Assessment results, such as iReady and DRA, Volusia Literacy Tests, SIPPS, iStation and other program assessments, will be used to determine the effectiveness of the intervention program.

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, §
1114(b)(7)(A)(iii)(V).

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 part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

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.

Three year average for FSA ELA resulted in Lowest 300 designation. Increased achievement in ELA was demonstrated in grades 3 and 4.

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"Â? 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.

Priority ELA instruction to increase vocabulary and reading comprehension strategies as a result of high poverty and large population of ESOL students.

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   If Pierson Elementary develops an Optimal Learning Environment that fosters collective efficacy and supports rigorous instruction, then student achievement and personal well-being 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 develops an Optimal Learning Environment that fosters collective efficacy and supports rigorous instruction, then student achievement and personal well-being will increase. `1a`

🔍 G100558

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	60.0
FCAT 2.0 Science Proficiency	76.0
FSA Mathematics Achievement	65.0
Math Gains District Assessment	61.0
ELA/Reading Gains District Assessment	59.0
ELA/Reading Lowest 25% Gains	55.0

Targeted Barriers to Achieving the Goal `3`

- There is a need for professional learning regarding Social Emotional Learning (SEL).
- There is a need for increased Collective Efficacy to support standards aligned, personalized instruction.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- After School Tutoring Program
- SIPPS /WTI
- Waterford/ SuccessMaker
- Additional support personnel pushing in to the classrooms during WTI
- Early Reading Intervention
- Early Intervention in Reading - ESE Self-Contained
- Leveled Text
- Making Meaning and IDR
- Academic Coaching
- 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

Assessment data, such as,first and last iReady assessments, selected Volusia Assessments, quarterly attendance/grades and PST data, will be used to monitor progress. All school data will be reviewed at SIP Progress Monitoring, SIP Mid-Year Progress Monitoring and results. Results of state assessments will also be used as progress indicators.

Person Responsible

Kimberly Hutcherson

Schedule

Monthly, from 8/22/2018 to 5/31/2019

Evidence of Completion

FSA Score Reports, FCAT 2.0 Report, Data Analysis of Volusia Assessments and iReady assessments at beginning year, mid-year and end of year. Grades/attendance and PST data. SIP Monitoring at Mid-Year.

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 develops an Optimal Learning Environment that fosters collective efficacy and supports rigorous instruction, then student achievement and personal well-being will increase. 1

🔑 G100558

G1.B1 There is a need for professional learning regarding Social Emotional Learning (SEL). 2

🔑 B271243

G1.B1.S1 Provide targeted professional learning for implementation of selected SEL strategies: Ruler and Sanford Harmony. 4

🔑 S287113

Strategy Rationale

Build school-wide capacity to support Social Emotional Learning / meet individual student needs.

Action Step 1 5

Conduct an ERPL session on Ruler and Sanford Harmony.

Person Responsible

Kimberly Hutcherson

Schedule

Evidence of Completion

ERPL Agenda and Sign-in Sheet, Walkthroughs to document use of SEL strategies, such as "morning meetings".

Plan to Monitor Fidelity of Implementation of G1.B1.S1 [6]

Monitor morning meetings and conduct discussion reviews with teachers regarding SEL (Ruler /Sanford Harmony)

Person Responsible

Kimberly Hutcherson

Schedule

Monthly, from 8/22/2018 to 5/31/2019

Evidence of Completion

Walk-throughs and Team/Faculty Meeting Agendas and Minutes

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 [7]

Progress monitoring: Attendance, Grades, Discipline Referrals, Guidance Data

Person Responsible

Lisa Rice

Schedule

Monthly, from 8/22/2018 to 5/31/2019

Evidence of Completion

Discipline referral data (decreasing for individual students and/or overall), PST behavior data, Improved attendance and/or grades for identified students or classroom groups.

G1.B1.S2 Provide ongoing support and monitoring of selected SEL strategies: Ruler and Sanford Harmony. [4]

🔑 S287114

Strategy Rationale

Build school-wide capacity to support Social Emotional Learning / meet individual student needs.

> Action Step(s) Missing for Goal #1, Barrier #1, Strategy #2
> Complete one or more action steps for this Strategy or de-select it

G1.B6 There is a need for increased Collective Efficacy to support standards aligned, personalized instruction. 2

🔑 B271248

G1.B6.S1 Develop collective efficacy through systemic practices and Professional Learning that supports differentiated standards aligned instruction. 4

🔑 S287118

Strategy Rationale

Increased collective efficacy will in turn increase student achievement.

Action Step 1 5

Implement Collective Efficacy through Level Up structure during ELA blocks to support differentiated instruction.

Person Responsible

Kimberly Hutcherson

Schedule

Daily, from 8/22/2018 to 5/31/2019

Evidence of Completion

PLC agendas/minutes, Walkthroughs, Level Up lesson plans

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

Walkthroughs/observations will be conducted during Level Up small group instruction and PLC.

Person Responsible

Kimberly Hutcherson

Schedule

Biweekly, from 8/22/2018 to 5/31/2019

Evidence of Completion

Lesson plans, Walkthrough data, PLC agendas and minutes

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

Data/Feedback will be reviewed with instructional staff for discussion and ongoing support.

Person Responsible

Kimberly Hutcherson

Schedule

Monthly, from 8/22/2018 to 5/31/2019

Evidence of Completion

ELA grades (VLT, iReady, Quarterly ELA grades and Spring FSA ELA)

V. Professional Development Opportunities

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

G1. If Pierson Elementary develops an Optimal Learning Environment that fosters collective efficacy and supports rigorous instruction, then student achievement and personal well-being will increase.

G1.B1 There is a need for professional learning regarding Social Emotional Learning (SEL).

G1.B1.S1 Provide targeted professional learning for implementation of selected SEL strategies: Ruler and Sanford Harmony.

PD Opportunity 1

Conduct an ERPL session on Ruler and Sanford Harmony.

Facilitator

Justin Lipomi

Participants

All instructional staff of PES

Schedule

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Conduct an ERPL session on Ruler and Sanford Harmony.	$0.00
2	G1.B6.S1.A1	Implement Collective Efficacy through Level Up structure during ELA blocks to support differentiated instruction.	$0.00
		Total:	**$0.00**

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
		2019			
G1.B1.S1.A1 🔑 A389298	Conduct an ERPL session on Ruler and Sanford Harmony.	Hutcherson, Kimberly	8/22/2018	ERPL Agenda and Sign-in Sheet, Walkthroughs to document use of SEL strategies, such as "morning meetings".	No End Date one-time
G1.MA1 🔑 M425253	Assessment data, such as,first and last iReady assessments, selected Volusia Assessments,...	Hutcherson, Kimberly	8/22/2018	FSA Score Reports, FCAT 2.0 Report, Data Analysis of Volusia Assessments and iReady assessments at beginning year, mid-year and end of year. Grades/ attendance and PST data. SIP Monitoring at Mid-Year.	5/31/2019 monthly
G1.B1.S1.MA1 🔑 M425245	Progress monitoring: Attendance, Grades, Discipline Referrals, Guidance Data	Rice, Lisa	8/22/2018	Discipline referral data (decreasing for individual students and/or overall), PST behavior data, Improved attendance and/or grades for identified students or classroom groups.	5/31/2019 monthly
G1.B1.S1.MA1 🔑 M425246	Monitor morning meetings and conduct discussion reviews with teachers regarding SEL (Ruler /Sanford...	Hutcherson, Kimberly	8/22/2018	Walk-throughs and Team/Faculty Meeting Agendas and Minutes	5/31/2019 monthly
G1.B6.S1.MA1 🔑 M425251	Data/Feedback will be reviewed with instructional staff for discussion and ongoing support.	Hutcherson, Kimberly	8/22/2018	ELA grades (VLT, iReady, Quarterly ELA grades and Spring FSA ELA)	5/31/2019 monthly
G1.B6.S1.MA1 🔑 M425252	Walkthroughs/observations will be conducted during Level Up small group instruction and PLC.	Hutcherson, Kimberly	8/22/2018	Lesson plans, Walkthrough data, PLC agendas and minutes	5/31/2019 biweekly
G1.B6.S1.A1 🔑 A389306	Implement Collective Efficacy through Level Up structure during ELA blocks to support...	Hutcherson, Kimberly	8/22/2018	PLC agendas/minutes, Walkthroughs, Level Up lesson plans	5/31/2019 daily