2013-2014 SCHOOL IMPROVEMENT PLAN

Pierson Elementary School
1 W 1ST AVE
Pierson, FL 32180
386-749-6850
http://myvolusiaschools.org/school/pierson/pages/default.aspx

School Demographics

School Type	**Title I**	**Free and Reduced Lunch Rate**
Elementary School	Yes	87%
Alternative/ESE Center	**Charter School**	**Minority Rate**
No	No	77%

School Grades History

2013-14	**2012-13**	**2011-12**	**2010-11**
B	D	C	C

SIP Authority and Template

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

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 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

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

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

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

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
Pierson Elementary School

Principal
Richard Myers

School Advisory Council chair
Beth Harper

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

Name	Title
Richard Myers	Principal
Catherine Deane	Assistant Principal
Catherine Cortes	Reading Coach
Beth Harper	Math Coach
Jami Hinson	Writing coach
Mary Miller	Kindergarten Co Team Leader
Christina Crespo	Kindergarten Co Team Leader
Yanelisi Brugone	1st Grade Co Team Leader
Michelle Holland	1st Grade Co Team Leader
Morgan Ford	2nd Grade Team Leader
Alison Kline	3rd Grade Team Leader
Rosita Cosio	4th Grade Team Leader
Laura Bechard	5th Grade Team Leader
Kathryn Biferie	Special Area Team Leader
Kristine Komatz	ESOL Team Leader
Lenarda Fryar	ESE Team Leader

District-Level Information

District
Volusia

Superintendent
Dr. Margaret A Smith

Date of school board approval of SIP
12/10/2013

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

Pierson Elementary's SAC is comprised of 56% parents or community members and 44% faculty and staff. The membership represents the demographics of the school. Beth Harper is chairperson.

Involvement of the SAC in the development of the SIP

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.

Activities of the SAC for the upcoming school year

The School Advisory Council will meet monthly, At every meeting, the council will review the Title I budget, monitor progress of the school improvement plan and will be updated on the school and district's current events.

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

At this time, we have not been allocated funds for the 2013-14 school year.

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
2

 # receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Richard Myers		
Principal	Years as Administrator: 12	Years at Current School: 4

Credentials	B.S. Physical Education, M.S. Educational Leadership/Physical Education Certification, Educational Leadership Certification, School Principal Certification
Performance Record	2013--D school (19% R Level 3; 19% R Level 4 and Higher/31% M Level 3; 23% M Level 4 and Higher/21% S Level 3; 22% S Level 4 and Higher/30% W Level 3.5 or Higher) Learning Gains: R--48%, M--64% Lowest Quartile: R--50%, M--56% 2012--C school (25% R Level 3; 19% R Level 4 and Higher/27% M Level 3; 18% M Level 4 and Higher/45% S Level 3; 9% S Level 4 and Higher/72% W Level 3 or Higher) Learning Gains: R--58%, M--64% Lowest Quartile: R--54%, M--18% 2011--C school; AYP 77%; (63% R/64% M; 61% R/52% M; 67% R/46% M) 2010--A school; AYP 87%; (67% R/64% M; 64% R/67% M; 67% R/68% M) 2009--B school; AYP 74%; (62% R/61% M; 62% R/66% M; 69% R/66% M) 2008--B school; AYP 72%; (61% R/61% M; 59% R/68% M; 58% R/70% M) 2007--C school; AYP 77%; (59% R/61% M; 54% R/63% M; 56% R/64% M) 2006--D school; AYP 59%; (30% R/58% M; 41% R/64% M; 42% R) 2005--C school; AYP 60%; (33% R/59% M;46% R/65% M; 51% R) 2004--C school; AYP 63%; (33% R/62% M; 45% R/71% M; 45% R) 2003--C school; AYP--N/A; (34% R/59% M; 54% R/70% M; 57% R) 2002--D school; AYP--N/A; (30% R/54% M; 45% R/61% M; 48% R)

Catherine Deane		
Asst Principal	Years as Administrator: 2	Years at Current School: 2

Credentials	B.S. Elementary Education, M.S. Educational Leadership/ Elementary Education Certification, Educational Leadership Certification, Educational Media Specialist Certification, ESOL Certification
Performance Record	2013--D school (19% R Level 3; 19% R Level 4 and Higher/31% M Level 3; 23% M Level 4 and Higher/21% S Level 3; 22% S Level 4 and Higher/30% W Level 3.5 or Higher) Learning Gains: R--48%, M--64% Lowest Quartile: R--50%, M--56%

Instructional Coaches

# of instructional coaches

3

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Catherine Cortes		
Full-time / School-based	Years as Coach: 4	Years at Current School: 25
Areas	Reading/Literacy	

Credentials	B.A. Elementary Education, M.S. Educational Leadership, Ed.D. Curriculum and Instruction/ ESOL Endorsement, Reading Endorsement, Educational Leadership Certification, Elementary Education Certification
Performance Record	2013--D school (19% R Level 3; 19% R Level 4 and Higher/31% M Level 3; 23% M Level 4 and Higher/21% S Level 3; 22% S Level 4 and Higher/30% W Level 3.5 or Higher) Learning Gains: R--48%, M--64% Lowest Quartile: R--50%, M--56% 2012--C school (25% R Level 3; 19% R Level 4 and Higher/27% M Level 3; 18% M Level 4 and Higher/45% S Level 3; 9% S Level 4 and Higher/72% W Level 3 or Higher) Learning Gains: R--58%, M--64% Lowest Quartile: R--54%, M--18% 2011--C school; AYP 77%; (63% R/64% M; 61% R/52% M; 67% R/46% M)

Jami Hinson		
Full-time / School-based	Years as Coach: 1	Years at Current School: 18
Areas	Reading/Literacy	
Credentials	B.A. Elementary Education, M.S. Reading Education Elementary Education Certification National Board Certification K-3 Early Childhood ESOL Endorsed K-12 Reading Certification	
Performance Record	N/A	

Beth Harper		
Full-time / School-based	Years as Coach: 2	Years at Current School: 9
Areas	Mathematics	
Credentials	B.A. Elementary Education, M.S. Educational Leadership, ESOL Certification, Educational Leadership Certification, Elementary Education Certification	
Performance Record	2005--A school 75% R Level 3 or higher; 60% M Level 3 or higher; 72% W achieving state's standards Learning Gains: R--72%, M--75% Lowest Quartile: R--61%	

Classroom Teachers

# of classroom teachers
45

 # receiving effective rating or higher
44, 98%

 # Highly Qualified Teachers
100%

 # certified in-field
45, 100%

 # ESOL endorsed
40, 89%

 # reading endorsed
5, 11%

 # with advanced degrees
17, 38%

 # National Board Certified
2, 4%

 # first-year teachers
5, 11%

 # with 1-5 years of experience
8, 18%

 # with 6-14 years of experience
19, 42%

 # with 15 or more years of experience
14, 31%

Education Paraprofessionals

# of paraprofessionals
5

 # Highly Qualified
5, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
1

 # 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

The principal contacts local colleges and universities in an effort to recruit upcoming graduates. School administration participates in the district sponsored job fairs. In an effort to retain highly qualified teachers, the school will encourage participation in new teacher programs (Empowering Educators for Excellence, mentors, peer classroom visits), professional development and PLC activities. Leadership opportunities will be provided as well as celebrations and teacher recognition.

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

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.

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

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 three times per year to monitor MTSS and analyze individual student data. These data chats will be conducted in our school's data room using individual student's data analysis cards.

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

Administrators--overseeing all phases related to MTSS and SIP
PST Chair, School Social Worker and School Psychologist--overseeing the PST process and early warning systems
Grade-Level Team Leaders--communication with administration on a weekly basis through PLC minutes related to data analysis and progress toward SIP goal(s)
Instructional Coaches--communication with grade levels and administration concerning data analysis and monitoring progress towards achieving the SIP goal(s)

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

Administrators, PST Chair, School Psychologist, Grade-Level Team Leaders, Instructional Coaches, and other relevant team members.

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

Pinnacle Gradebook provides evidence of performance in core instruction across content areas. In addition, information gleaned from FAIR assessments, DRAs, OPM probes, interim assessments and FCAT provide valuable information regarding reading performance for both individuals and groups of students. Interim assessments and FCAT also provide critical information regarding student performance in the areas of mathematics, science, and writing. Pinnacle Insight reports provide further information regarding performance by both individual and groups of students (disaggregated by specific groups) in order to inform instruction and intervention. Behavioral expectations are communicated by the school to all students and parents. Those students who do not obtain proficiency in behavioral expectations are provided supports and interventions matched to student need. Office discipline data is maintained and monitored by the school site. Tier 2 and tier 3 supports/interventions and the response to these interventions are entered into the electronic PST system. Summary reports within the system are available to MTSS school-based leadership (i.e. the Principal, PST Chair, and school psychologist)..

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

The District Coordinator of MTSS in conjunction with the Deputy Superintendent for Instructional Services will be providing schools with relevant training materials on MTSS. In addition to an overview of MTSS that will be available to all schools, the foundational principles of MTSS and resources will be embedded within other resources and trainings (e.g., Deliberate Practice and Common Core State Standards Training). .

Describe the plan to support MTSS. School-based support for MTSS will be provided by the District MTSS Leadership Team. In turn, the school-based MTSS Leadership team will disseminate relevant MTSS information to teachers and parents. Data-based meetings throughout the school year will identify those students in need of academic and/or behavioral supports. Furthermore, based on this data-based decision making, supports will be implemented and monitored. School-specific reports, such as those available in Pinnacle Insight, will facilitate the development of a data-based MTSS framework. This data, in conjunction with identified school-based tiered resources, will ensure that a Multi-Tiered System of Supports is an overarching framework that guides the work of the school.

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: Extended Day for All Students

Minutes added to school year: 10,800

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

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

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

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

Who is responsible for monitoring implementation of this strategy?

Literacy Leadership Team will monitor the implementation of this strategy.

Literacy Leadership Team (LLT)

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

Name	Title
Richard. T. Myers	Principal
Catherine Deane	Assistant Principal
Beth Harper	Math Coach
Catherine Cortes	Reading Coach
Jami Hinson	Writing Coach

How the school-based LLT functions

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.
Grade-Level Team Leaders: Provide information about core instruction; participate in student data collection; deliver Tier 1 instruction/intervention; collaborate with other teachers that provide Tier 2 interventions; integrate Tier 1 materials/instruction with Tier 2/Tier 3 activities.
Academic Coaches: Observe and coach teachers on the implementation of best practices; develop, lead and evaluate core content standards/programs; research existing literature on scientifically-based curriculum, behavior assessment and intervention approaches; identify systemic patterns of student need while working with District personnel to identify appropriate, evidence-based intervention strategies; assist with school assessments in order to provide early intervention services for children considered "at risk"; provide support for progress monitoring, data collection and data analysis; participate in the design and delivery of professional development.
Intervention Teachers: Instruct and assess "at risk" students; collaborate with core instruction providers regarding interventions and student progress.
*Meet weekly to review literacy programs and their effectiveness *Create capacity of reading knowledge within the school *Implement a variety of strategies to build a culture of literacy.

Major initiatives of the LLT

*Focus on areas of concern across the school
*Provide professional development opportunities for teachers
*Schedule activities that promote reading.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the 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 District, in conjunction with the local Head Start agency, Early Learning Coalition, VPK Sites and other local pre-school facilities, coordinates efforts to promote continuity of services and effective transitions for children and their families. These include: • Providing the opportunity for ongoing communication between agencies to facilitate coordination of programs and shared expectations for children's learning and development as the children transition to elementary school. • Collaborating and

participating in joint professional development, including transition-related training for school staff and pre-school staff when feasible. • Utilizing pre-school assessments to monitor readiness skills for students transitioning from pre-school to kindergarten. • Providing to the pre-school agencies local public school policies, kindergarten registration, kindergarten orientation and other relevant information to ease the transition of children and families.

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

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Strategies for improving student readiness for the public postsecondary level

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	51%	38%	No	56%
American Indian				
Asian				
Black/African American		15%		22%
Hispanic	46%	32%	No	51%
White	69%	59%	No	72%
English language learners	42%	26%	No	48%
Students with disabilities	25%	7%	No	33%
Economically disadvantaged	48%	34%	No	54%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	49	19%	37%
Students scoring at or above Achievement Level 4	49	19%	19%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	85	48%	58%
Students in lowest 25% making learning gains (FCAT 2.0)	23	50%	60%

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)	122	45%	50%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	94	34%	39%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	85	31%	36%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

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	23	30%	40%
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	50%	53%	Yes	55%
American Indian				
Asian				
Black/African American		31%		37%
Hispanic	48%	49%	Yes	54%
White	56%	71%	Yes	60%
English language learners	45%	46%	Yes	51%
Students with disabilities	25%	17%	No	33%
Economically disadvantaged	50%	51%	Yes	55%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	78	31%	35%
Students scoring at or above Achievement Level 4	58	23%	23%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	113	64%	70%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	25	56%	61%

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	21	22%	30%
Students scoring at or above Achievement Level 4	22	22%	22%

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)	2		4
Participation in STEM-related experiences provided for students	104	19%	40%

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			
Students retained, pursuant to s. 1008.25, F.S.	18	4%	3%
Students who are not proficient in reading by third grade	48	58%	48%
Students who receive two or more behavior referrals	33	5%	4%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	29	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

Refer to PIP.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Refer to PIP			

Goals Summary

G1.   Provide effective literacy instruction including school-wide differentiated reading intervention.

Goals Detail

G1. Provide effective literacy instruction including school-wide differentiated reading intervention.

Targets Supported
- Writing
- Science - Elementary School
- STEM - All Levels
- EWS - Elementary School

Resources Available to Support the Goal
- Plus One hour
- SIPPS
- Waterford - K-3
- Elements of Reading: Vocabulary
- Additional support personnel pushing in to the classrooms during the Plus One hour
- Leveled Literacy Intervention
- Early Reading Intervention - Kindergarten
- Early Intervention in Reading - ESE Self-Contained
- Leveled Text
- Making Meaning
- Academic Coaches and Instructional Support Teacher-On-Assignments
- Title I Funding
- District Curriculum Staff
- One hour PLC time per week in addition to daily planning time

Targeted Barriers to Achieving the Goal
- We need time to provide differentiated reading intervention for all students.
- There is a need for professional development for integrating effective writing during literacy instruction.

Plan to Monitor Progress Toward the Goal

Increased student achievement in FAIR, DRA, DIA, SIPPS, writing samples and other program assessments

Person or Persons Responsible
Instructional Staff and Administration

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Data from FAIR, DRA, DIA, SIPPS, writing samples and other program assessments

Action Plan for Improvement

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

G1. Provide effective literacy instruction including school-wide differentiated reading intervention.

G1.B1 We need time to provide differentiated reading intervention for all students.

G1.B1.S1 In addition to the 120 minute reading block, the first hour of the school day will be dedicated to providing differentiated reading intervention for all students.

Action Step 1

The Plus One hour is designated as reading intervention on the master schedule. During this hour grades K-3 will be using SIPPS to build foundational skills based on the SIPPS placement results. Teachers in grades 4-5 will use data to drive their differentiated, small-group instruction. All faculty members (including special area and ESOL teachers, counselor, academic coaches) will be providing instruction during the Plus One hour.

Person or Persons Responsible

All faculty members

Target Dates or Schedule

Daily

Evidence of Completion

Master schedule, administrative walk throughs, SIPPS Mastery Tests, reading District Interim Assessments (DIA), FAIR results

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

Monitor the implementation of the SIPPS program and differentiated small-group instruction during the Plus One hour of reading intervention

Person or Persons Responsible

Administration and Reading Coach

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans, walk-throughs and SIPPS coaching feedback form

Plan to Monitor Effectiveness of G1.B1.S1

Ongoing progress monitoring of assessment data in PLC, data analysis and preponderance meetings

Person or Persons Responsible

Instructional staff and administration

Target Dates or Schedule

Weekly PLC meetings, four data analysis/preponderance meetings

Evidence of Completion

Increases in FAIR, DRA, DIAs, SIPPS Mastery Tests and other program assessments

G1.B8 There is a need for professional development for integrating effective writing during literacy instruction.

G1.B8.S1 The district Instructional Support Teacher on Assignment and school-based writing coach will provide professional development, modeling, follow-up coaching and ongoing support during literacy instruction.

Action Step 1

Provide time for professional development opportunities and coaching

Person or Persons Responsible

Writing Coach and administration

Target Dates or Schedule

Daily

Evidence of Completion

Writing Coach's log, exit slips

Facilitator:

Jami Hinson, Writing Coach

Participants:

All classroom teachers

Plan to Monitor Fidelity of Implementation of G1.B8.S1

Log coaching activities in Microsoft Outlook calendar

Person or Persons Responsible

Administration

Target Dates or Schedule

Daily

Evidence of Completion

Calendar, administrative walk-throughs

Plan to Monitor Effectiveness of G1.B8.S1

Progress monitoring of writing samples

Person or Persons Responsible

Instructional staff, administration

Target Dates or Schedule

PLC meetings

Evidence of Completion

Writing prompts/samples

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 I, Part A

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

Programs supported by Title I at Pierson Elementary include:
• Academic Coaches for the purpose of comprehensive staff development and coaching
• Family Center para-professional who facilitates our extensive parent involvement program
• Reading Intervention Teachers to provide interventions for students in need
• Math/Science Intervention Teacher to provide interventions for students in need via a push-in model
• Tutoring before, after, and during school
• Supplemental materials and supplies needed to close the achievement gap
• Supplemental funds for ongoing staff development as determined by the results of FCAT data
• Parent To Kids workshops to teach literacy skills to parents so they can help their children to become better readers

Title I, Part C Migrant

The District Migrant Education Program Coordinator, Migrant Advocates and Migrant Recruiters work together to provide services and support to the migrant students and their parents. The MEP Coordinator works with Title I and other programs to ensure student needs are met. The Migrant Education Program provides the following:
• Academic Assistance through credit accrual/recovery, tutoring, and summer school
• Translation Services for parent/teacher conferences
• Parental support through parent/kid activity nights and workshops on school success
• Migrant Parent Advisory Council (MPAC)
• Medical assistance through referrals to outside community agencies
• Food assistance through referrals to food assistance programs

Title I, Part D

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

Title II

The district receives federal funds to provide access to Professional Development activities for public and private school teachers and principals in the core subject areas to ensure quality instruction and student success.

Title III

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

Title X Homeless

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

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

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

• Peer Mediation
• Crisis training
• Suicide prevention
• Bullying

Nutrition Programs

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

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

Head Start

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

• Providing the opportunity for ongoing channels of communication with Head Start to facilitate coordination of programs and for shared expectations for children's learning and development as the children transition to elementary school.

• Assisting in the development of a systematic procedure for transferring, with parental consent, Head Start program records, for each participating child to the school in which such child will enroll.

• Collaborating and participating in joint professional development, including transition-related training for school staff and Head Start staff when feasible.

• Coordinating the services being provided by Head Start with services in elementary schools.

• Providing to the Head Start agency local public school policies, kindergarten registration and other relevant information to ease the transition of children and families from Head Start.

Job Training

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

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. Provide effective literacy instruction including school-wide differentiated reading intervention.

G1.B8 There is a need for professional development for integrating effective writing during literacy instruction.

G1.B8.S1 The district Instructional Support Teacher on Assignment and school-based writing coach will provide professional development, modeling, follow-up coaching and ongoing support during literacy instruction.

PD Opportunity 1

Provide time for professional development opportunities and coaching

Facilitator

Jami Hinson, Writing Coach

Participants

All classroom teachers

Target Dates or Schedule

Daily

Evidence of Completion

Writing Coach's log, exit slips

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Provide effective literacy instruction including school-wide differentiated reading intervention.	$5,000
	Total	$5,000

Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Total
Title I Budget	$5,000	$5,000
Total	$5,000	$5,000

Budget Details

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

G1. Provide effective literacy instruction including school-wide differentiated reading intervention.

G1.B8 There is a need for professional development for integrating effective writing during literacy instruction.

G1.B8.S1 The district Instructional Support Teacher on Assignment and school-based writing coach will provide professional development, modeling, follow-up coaching and ongoing support during literacy instruction.

Action Step 1

Provide time for professional development opportunities and coaching

Resource Type

Personnel

Resource

Substitutes for classroom teachers will be necessary to provide professional development.

Funding Source

Title I Budget

Amount Needed

$5,000