

Volusia County Schools

Pierson Elementary School



2021-22 Schoolwide Improvement Plan

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Pierson Elementary School

1 W 1ST AVE, Pierson, FL 32180

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

Demographics

Principal: Kimberly Hutcherson J

Start Date for this Principal: 7/1/2015

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (52%) 2017-18: C (42%) 2016-17: C (43%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Volusia County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	83%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	62%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

School Board Approval

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SIP Authority

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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>.

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. 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: School Information

School Mission and Vision

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.

Provide the school's vision statement.

All students engage in a superior 21st century education.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Hutcherson, Kimberly	Principal	Serves as the steward of the school's mission, vision, and core values. Monitors achievement through ongoing progress monitoring, as well as school climate, to ensure an optimal learning environment and opportunities for involvement of all stakeholders. Identifies needs regarding performance or processes and implements a collaborative team initiative to focus appropriate resources and supports to increase student achievement, including data analysis, specific review of tiered interventions by grade level and individual students, frequent classroom visit and oversight of site based leadership team meetings as the team leader.
Deane, Catherine	Assistant Principal	Supports the academic goals through consistent involvement in monitoring achievement and working collaboratively with the principal and other leadership members and stakeholders to improve student achievement.
Henry, Christie	Instructional Coach	The Instructional Coach serves as a member of the leadership team to positively impact student achievement results and also supports faculty with instructional strategies, modeled lessons, pacing and planning, and data analysis. As a member of the leadership team, the Coach also serves as a content expert on instructional planning and curriculum, as well as a student advocate. These duties are embedded within the job role and also align with the leadership team's mission.
Henry, Courtney	Teacher, K-12	The Intervention Teacher supports student achievement through direct instructional services to the lowest quartile population and other students identified with academic deficits through progress monitoring. The duties embedded within the job role support the school leadership's team mission of improved student achievement. The teacher also serves as a collaborative member of the leadership team regarding ongoing monitoring of academic performance, content expert and advocate for students.
Cortes, Jose	Teacher, K-12	The ESOL Teacher supports student achievement through direct instructional services to students with language acquisition needs, which include some students in the lowest quartile. The duties embedded within the job role support the school leadership's mission of improved student achievement. The teacher also serves as a collaborative member of the leadership team regarding ongoing monitoring of academic performance, content expert and advocate for students.
Robinson, Jennifer	Teacher, ESE	The ESE Teacher supports student achievement through direct instructional services to students with Special Instruction/IEP, which include some students in the lowest quartile. The duties embedded within the job role support the school leadership's mission of improved student achievement. The teacher also serves as a collaborative member of the

Name	Position Title	Job Duties and Responsibilities
		leadership team regarding ongoing monitoring of academic performance, content expert and advocate for students.
Rice, Lisa	School Counselor	The Guidance Counselor provides overarching support of students identified with academic deficits by supporting teachers through PST process and MTSS tiered interventions. These duties are embedded within the job role and also align with the mission of the school leadership team in improving student achievement.
Gonzalez, Devan	Teacher, K-12	The Core Teacher supports student achievement through classroom instructional services to students in the general education setting, which include some students in the lowest quartile. The duties embedded within the job role support the school leadership's mission of improved student achievement. The teacher also serves as a collaborative member of the leadership team regarding ongoing monitoring of academic performance, content expert and advocate for students.
Ruth, Randy	Teacher, K-12	The Core Teacher supports student achievement through classroom instructional services to students in the general education setting, which include some students in the lowest quartile. The duties embedded within the job role support the school leadership's mission of improved student achievement. The teacher also serves as a collaborative member of the leadership team regarding ongoing monitoring of academic performance, content expert and advocate for students.

Demographic Information

Principal start date

Wednesday 7/1/2015, Kimberly Hutcherson J

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

13

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

21

Total number of teacher positions allocated to the school

41

Total number of students enrolled at the school

481

Identify the number of instructional staff who left the school during the 2020-21 school year.

2

Identify the number of instructional staff who joined the school during the 2021-22 school year.

1

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	73	74	73	71	76	84	0	0	0	0	0	0	0	451
Attendance below 90 percent	21	20	14	16	15	16	0	0	0	0	0	0	0	102
One or more suspensions	0	0	0	0	2	1	0	0	0	0	0	0	0	3
Course failure in ELA	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Course failure in Math	0	0	0	1	0	1	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	3	25	26	0	0	0	0	0	0	0	54
Level 1 on 2019 statewide FSA Math assessment	0	0	0	3	31	20	0	0	0	0	0	0	0	54
Number of students with a substantial reading deficiency	0	16	9	10	8	8	0	0	0	0	0	0	0	51

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	1	8	9	0	0	0	0	0	0	0	18

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	3	0	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Wednesday 9/1/2021

2020-21 - As Reported

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	
Number of students enrolled	69	72	72	75	75	84	0	0	0	0	0	0	0	447
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	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	2	14	0	0	0	0	0	0	0	16
Level 1 on 2019 statewide Math assessment	0	0	0	0	2	10	0	0	0	0	0	0	0	12

The number of students with two or more early warning indicators:

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

2020-21 - Updated

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	
Number of students enrolled	69	72	72	75	75	84	0	0	0	0	0	0	0	447
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	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	2	14	0	0	0	0	0	0	0	16
Level 1 on 2019 statewide Math assessment	0	0	0	0	2	10	0	0	0	0	0	0	0	12

The number of students with two or more early warning indicators:

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				39%	56%	57%	40%	55%	56%
ELA Learning Gains				40%	56%	58%	44%	51%	55%
ELA Lowest 25th Percentile				57%	46%	53%	35%	39%	48%
Math Achievement				61%	59%	63%	55%	60%	62%
Math Learning Gains				64%	56%	62%	43%	54%	59%
Math Lowest 25th Percentile				59%	43%	51%	26%	40%	47%
Science Achievement				41%	57%	53%	51%	58%	55%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	50%	58%	-8%	58%	-8%
Cohort Comparison						
04	2021					
	2019	32%	54%	-22%	58%	-26%
Cohort Comparison		-50%				
05	2021					
	2019	33%	54%	-21%	56%	-23%
Cohort Comparison		-32%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	62%	60%	2%	62%	0%
Cohort Comparison						
04	2021					
	2019	69%	59%	10%	64%	5%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-62%				
05	2021					
	2019	51%	54%	-3%	60%	-9%
Cohort Comparison		-69%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	41%	56%	-15%	53%	-12%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

For the ELA and Math sections, Grades 1-5, the number represents the total number of students tested during the iReady window. Percent proficiency is percentage of students scoring "early On Grade Level" or "Mid or Above Grade Level" on the iReady diagnostic assessment. For the Grade 5 Science section, the number represents the total number of students tested. This number consists of more than one assessment. /Percent proficiency is percent of students scoring 70% or above on the assessments.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	70/7.14%	71/32.39%	78/51.28%
	Economically Disadvantaged	65/6.15%	66/33.33%	69/53.62%
	Students With Disabilities	9/0.00%	9/22.22%	10/20.00%
	English Language Learners	25/0.00%	25/20.00%	27/29.63%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	68/2.94%	71/21.13%	78/41.03%
	Economically Disadvantaged	63/3.17%	66/19.70%	71/42.25%
	Students With Disabilities	9/11/11%	9/11.11%	11/18.18%
	English Language Learners	25/4.00%	25/4.00%	28/31.05%

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	71/9.86%	74/35.14%	73/56.16%
	Economically Disadvantaged	66/10.61%	68/35.29%	68/55.88%
	Students With Disabilities	8/0.00%	8/0.00%	8/12/50%
	English Language Learners	39/7.69%	41/31.71%	39/56.41%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	74/6.76%	69/23.19%	71/47.89%
	Economically Disadvantaged	69/5.80%	64/18.75%	66/46.97%
	Students With Disabilities	9/0.00%	8/0.00%	8/0.00%
	English Language Learners	39/0.00%	39/15.38%	39/43.59%
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	75/6.00%	81/49.38%	91/60.44%
	Economically Disadvantaged	63/26.98^	69/43.48%	76/56.58%
	Students With Disabilities	16/12.50%	18/5.56%	18/16.67%
	English Language Learners	40/20.00%	44/38.64%	47/55.32%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	72/13.89%	78/33.33%	79/53.16%
	Economically Disadvantaged	60/8.33%	66/28.79%	66/48.48%
	Students With Disabilities	16/0.00%	16/0.00%	14/28.57%
	English Language Learners	38/5.26%	41/24.39%	42/45.24%

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	79/20.25%	86/37.21%	95/29.47%
	Economically Disadvantaged	66/16.67%	71/35.21%	75/26.67%
	Students With Disabilities	20/10.00%	25/4.00%	27/7.41%
	English Language Learners	36/13.89%	38/34.21%	47/23.40%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	79/6.33%	86/33.72%	79/45.57%
	Economically Disadvantaged	65/6.15%	71/32.39%	63/47.62%
	Students With Disabilities	21/0.00%	23/13.04%	20/15.00%
	English Language Learners	37/10.81%	38/34.21%	38/42.11%
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	82/20.93%	87/33.33%	88/44.66%
	Economically Disadvantaged	69/19.44%	73/30.12%	73/41.18%
	Students With Disabilities	13/0.00%	15/5.56%	15/12.50%
	English Language Learners	44/11.11%	46/23.64%	46/37.04%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	85/30.59%	96/44.79%	92/54.35%
	Economically Disadvantaged	71/28.17%	82/41.46%	75/53.33%
	Students With Disabilities	12/0.00%	17/5.88%	18/11.11%
	English Language Learners	46/23.91%	52/36.54%	48/52.08%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	405/74%	331/65%	242/77%
	Economically Disadvantaged	340/69%	277/61%	201/74%
	Students With Disabilities	59/42%	521/43%	42/50%
	English Language Learners	218/59%	176/55%	126/67%

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	11	31	30	15	25	18	15				
ELL	37	43	20	42	47	19	44				
HSP	39	45	27	45	50	22	46				
WHT	52	66		53	66		76				
FRL	40	57	38	44	49	25	54				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	4	29	45	13	43	45	18				
ELL	33	44	63	57	61	54	32				
BLK	27			45							
HSP	35	43	63	59	61	54	32				
WHT	47	38	42	67	67	67	59				
FRL	35	40	55	58	61	58	36				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	8	30	33	18	22	27	14				
ELL	27	42	38	43	30	23	31				
BLK	9	20		36	50						
HSP	34	42	33	51	40	22	45				
WHT	57	52		64	49		76				
FRL	36	41	35	52	42	25	46				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	42
Total Points Earned for the Federal Index	374
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	23
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	37
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	40
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	63
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	44
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

ELA/Math LQ loss in 2021, SWD ELA Achievement down from 2019 (34-20) area of concern, ELA LG down (38), ELA LQ down (30), Math Achievement down (26), Math LG up (43), Math LQ down 43-18 area of concern, Math Achievement/LG down area of concern. Achievement/progress in SWD (28%) and Black/African American subgroups (36%) remain an ongoing area of concern.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The following areas demonstrate the greatest need for improvement: Math Achievement at 47%, LQ Math Learning Gains at 21%, ELA Proficiency improvement needed due to L300 status and overall ELA proficiency at 47%, SWD subgroup Math Proficiency at 28% and ELA Proficiency at 20%,

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Decreased math scores were observed for most students, including GE students, as well as SWD, Loss of instructional time and barriers found in distance learning during the fourth quarter of 2020SY, due to school closures, resulted in learning gaps in the area of math. Data analysis, along with additional reteaching, gap filling activities/intervention will be needed to address individualized needs and grade level trends. Student Data Notebooks will be also be utilized to support increased student achievement. ELA proved to be an area where overall progress was slightly improved, with the exception of the LQ (down7%), which may have been impacted by quarantines/school closure. Current small group intervention plans will be continued, as significant gains with ELL subgroup and steady improvement with overall ELA achievement has been observed over the last two years.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

ELA Learning Gains (from 40% to 51%), ELA Overall Proficiency from 39% to 42% , Science Achievement (Overall Proficiency from 41% to 55%)

What were the contributing factors to this improvement? What new actions did your school take in this area?

Core Connections K-5, Science common experiments 4-5, Stem Lab grades 3-5, Science PL, Fair Game training, Intervention /Level Up small group, Science Passages with ESOL Ss.

What strategies will need to be implemented in order to accelerate learning?

Begin school year with common experiments, Review Fair Game standards /Nature of Science, Science Coach, collaborate with ESOL and ESE sharing Science standards, Level Up routines,/intervention ASAP, data analysis from iReady diagnostics to identify areas of strengths/needs.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Teacher Clarity Book Study (ERPL Activities), Collective Efficacy, Avid Strategies (w/SWD)

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Coaching support and classroom monitoring w/feedback during PLC throughout the year to establish schoolwide consistency and sustainability of implemented strategies.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Aligned to Strategic Plan Goal 1A (All students are engaged in high quality standards aligned ELA instruction): Our Needs Assessment and Analysis demonstrated that ELA overall proficiency on FSA for 2021 was 42%, which is a slight increase over the 2019 score of 39%, but still well under goal. An increase in the reporting category for Text Based Writing was demonstrated in 2021 compared to 2019, with most students earning 6 or more of the points in that reporting category on the current assessment. ELA Learning Gains were 51% and 50% of the Lowest Quartile earned Learning Gains in ELA. Our two ESSA subgroups of concern (SWD and BLK) were also identified in the Lowest Quartile as well. ELA proficiency will continue to be an area of focus.

Measurable Outcome: Increase ELA overall proficiency from 42% to 58%. Increase ELA LQ Learning Gains from 50% to 55%, including ESSA subgroups, SWD and BLK.

Monitoring: The Area of Focus will be monitored through frequent classroom visits using our grade level specific Level Up Essential Elements document, which supports ELA Standards Aligned Instruction, as a data collection tool, with follow up discussion and feedback provided during PLC with grade level teams and departments. Additional PD and/or coaching will be made available as evidenced through observation. Persons responsible - Administration: Kimberly Hutcherson and Catherine Deane and Instructional Coach: Christie Henry.

Person responsible for monitoring outcome: Kimberly Hutcherson (khutche@volusia.k12.fl.us)

Evidence-based Strategy: Our evidence based strategy is Teacher Clarity. We will monitor it through frequent walkthroughs by school based administration, coaches and district support team. Grade level teams and individual teachers will receive feedback to support the use of learning intentions and success criteria.

Rationale for Evidence-based Strategy: Teacher Clarity has an effect size of 0.75 (Hattie, 2009). The average effect size is 0.40, which is equal to one year of growth. The use of Teacher Clarity is likely to have a significantly greater than average impact when implemented with fidelity. Dr. Hattie makes the following observations regarding Teacher Clarity and Excellent Teachers: 1)Appropriately high expectations 2)Shares notions of success criteria with students 3) ensures constructive alignment between the lesson, task and assignment 4)ensures lesson is relevant, accurate and comprehensible to students and 5) provides feedback for next steps

Action Steps to Implement

Review 2021 FSA data with faculty and overview of data analysis (preplanning August 2021).

Person Responsible Kimberly Hutcherson (khutche@volusia.k12.fl.us)

Conduct Book Study - Teacher Clarity Play Book - ERPL (August 2021)

Person Responsible Kimberly Hutcherson (khutche@volusia.k12.fl.us)

Use of Learning Intentions and Success Criteria in all learning environments.

Person Responsible Kimberly Hutcherson (khutche@volusia.k12.fl.us)

PLC teams will incorporate key discussion questions related to Teacher Clarity 1)Where are we going? 2)Where are we now? 3) How do we move learning forward? 4)What did we learn today? 5) Who benefitted and who did not?

Person Responsible Kimberly Hutcherson (khutche@volusia.k12.fl.us)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	This Area of Focus aligns to Strategic Plan Goal 1B (All students are engaged in high quality standards aligned mathematics instruction): A review of a comprehensive Needs Assessment and Analysis revealed our Math Proficiency was at 47%. 44% of students earned Math Learning Gains and LQ Math Learning Gains were at 21%. Overall, we saw a significant decrease in overall proficiency and LQ Learning Gains in the area of Math. Data also revealed many students within one of our two priority ESSA subgroups, SWD, were represented in the LQ as well.
Measurable Outcome:	Increase Math overall proficiency from 47% to 65%. Increase Math LQ Learning Gains from 44% to 50% and LQ Math Learning Gains from 21% to 40%, including ESSA Subgroups (SWD and BLK).
Monitoring:	This Area of Focus will be monitored through frequent classroom visits using a small group math walkthrough tool with specific look-fors. School administration, Instructional Coach and grade level teams will participate in PLC meetings to review instructional data and planning needs. Coaching cycles and/or additional PD will be implemented as evidenced by need.
Person responsible for monitoring outcome:	Kimberly Hutcherson (khutche@volusia.k12.fl.us)
Evidence-based Strategy:	Our evidence based strategy is Small Group Instruction, which will be monitored through frequent walkthroughs by school based administration, instructional coach, and district support team. Time will be dedicated during PLC to pacing, planning and assessment techniques for small group math instruction.
Rationale for Evidence-based Strategy:	Small Group Instruction has an effect size of 0.47 (Hattie, 2009). The average effect size is 0.40, which is equal to one year of growth. The use of Small Group Instruction is likely to have an equal or greater than average impact when implemented with fidelity. Dr. Hattie makes the following observations regarding effective use of Small Group Instruction 1)can provide differentiation 2)build self efficacy and 3)boost student achievement.

Action Steps to Implement

Schedule district support from Math Department / PLC with Grade Level teams regarding Small Group Instruction and specific instructional look-fors during classroom visits.

Person Responsible Christie Henry (cyhenry@volusia.k12.fl.us)

Conduct ongoing/frequent classroom visits and provide feedback during PLC meetings.

Person Responsible Kimberly Hutcherson (khutche@volusia.k12.fl.us)

Conduct PLCs focused on identifying learning intentions, review student work, discuss student needs/next steps for intervention regarding grade, classroom or individual (refer for intervention services, adjustment of small group, reteaching whole group lessons, etc.).

Person Responsible Kimberly Hutcherson (khutche@volusia.k12.fl.us)

#3. Leadership specifically relating to Walkthroughs**Area of Focus Description and Rationale:**

Aligned to Strategic Plan Goal 1 (Ensure every student receives high quality equitable standards based curriculum and instruction that is consistent throughout the district): A comprehensive review of our Needs Assessment and Analysis revealed the following from the 2021 FSA results: ELA) A slight increase in overall ELA proficiency of 3% (from 39% to 42%), with a more significant increase observed within the Text Based Writing reporting category. Most students earned 6 or more of the points in that reporting category on the current assessment compared to the 2019 results. MATH) Math overall proficiency dropped from 61% (2019) to 47%, with Learning Gains in Math dropping from 64% to 44%. LQ Learning Gains were at 21%. SCIENCE) Overall proficiency in science increased by 14%, rising to 55% in 2021 from 41% in 2019. While the school grade of C was maintained and some improvement in ELA and Science was observed, prior year School Improvement Goals were not met.

Measurable Outcome:

Increase Overall School Accountability Percentage from 44% to 54%, moving the school grade from C to B.

Monitoring:

The Area of Focus will be monitored through monthly walkthroughs during core ELA and Math instructional blocks utilizing walkthrough tools with specific look-fors in either ELA or Math. Specific, actionable feedback will be provided following walkthroughs. Additional PD and/or coaching will be made available as evidenced through observation. Persons responsible - Administration: Kimberly Hutcherson and Catherine Deane and Instructional Coach: Christie Henry.

Person responsible for monitoring outcome:

Kimberly Hutcherson (khutche@volusia.k12.fl.us)

Evidence-based Strategy:

The evidence based strategy being implemented for this Area of Focus is Walkthroughs. The strategy will be monitored through monthly walkthroughs by school based administration, instructional coach, followed by specific actionable feedback to instructional staff. District support team will provide support and feedback when available and the school based team will follow up with grade level team during PLC and provide additional support when needed.

Rationale for Evidence-based Strategy:

Meaningful teacher performance feedback raises student achievement by improving classroom practice. Goal Referenced, Specific, Actionable, and Timely. Visible Learning/ Hattie (2008), Classroom Instruction That Works/ Marzano, Pickering & Pollock (2001), Framework for Teaching/Charlotte Danielson (1996, 2013).

Action Steps to Implement

Conduct monthly walkthroughs in core instructional areas utilizing the appropriate data collection tool /look-fors and provide specific feedback with actionable steps for improved instructional practice at the weekly PLC meeting following data collection.

Person Responsible

Kimberly Hutcherson (khutche@volusia.k12.fl.us)

Provide coaching cycles and/or follow up PD as evidenced by need.

Person Responsible

Christie Henry (cyhenry@volusia.k12.fl.us)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Pierson Elementary has a low rating with a reported 0.4 incidents per 100 students. This is below the statewide elementary school rate of 1.0 incidents per 100 students. Incidents reported include bullying, hitting/striking and classroom disruptions. Our school plans to reduce incidents by implementing the following:

Training/review in Sanford harmony program requirements.

Train teachers in Restorative Circle strategy.

Provide consistent supervision during transition times and recess activities.

Identifying mentors for students with specific behavioral needs.

Establishing PBIS team to develop clear expectations for student behavior in various areas on campus.

Monthly discipline meetings with SLT/School Social Worker.

Additionally, a schoolwide personalized learning model, incorporating core principles known as The Five Essentials are embedded throughout the classroom environment and instructional program. A Belief in All Students, College Graduation Goal, Excellent Teachers and Leaders, Culture of Innovation and Key Character Strengths combine to provide a framework for explicit teaching and focus on core principles of character and behaviors to develop successful and happy students. Administration monitors trends and discipline concerns to proactively manage concerns through early intervention with guidance support, parent conferencing, mentoring and other avenues. More intensive behavioral concerns are met with increased supports and services as needed.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Positive relationships with parents, families and other community stakeholders are built through interactions and communications that foster a collaborative and welcoming climate. All activities and interactions are focused on supporting the academic and social emotional needs of our students. The school's mission is to engage students in a rigorous personalized learning environment that fosters collaborative practice, creativity and innovation. By providing families with frequent information regarding student achievement and grade level benchmarks, along with strategies to use at home, a strong connection between home and school is maintained. A

collaborative and welcoming school climate is essential. Open communication with school staff and meaningful family engagement opportunities are two key areas of focus. The administration, faculty and staff of Pierson Elementary believe in the importance of fostering connection with students through a sincere, deliberate commitment to the belief that all students will meet high academic standards and that schools have the ability and the responsibility to partner with all families and ensure instructional equity for all students. Some of the annual activities include: Meet the Teacher, Open House, Literacy Nights, Parent-Teacher Conferences, Student Led Conferences, Parents to Kids Workshops, Plaza Comunitaria, PTA events, School Advisory Council and Volunteer/Business Partner opportunities, as well as other outreach services including Project Share, Family Literacy initiatives.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Our faculty and staff share a core set of operating principles known as the Five Essentials. Our school has adopted a school-wide personalized learning model. We incorporate these principles into every facet of our school environment and instructional program. All staff, including, teachers, school leaders, and team members focus on the following:

1. A Belief in All Students

Our work at Pierson Elementary is built on the most basic of beliefs: that all students will learn and achieve at the highest levels. Excellent teaching requires a teacher to build positive relationships with every student, and have a growth mindset that allows the teacher to take ownership for the success of all students. All staff are committed to positive relationships with students.

2. College Graduation is the Goal

Grounded in this belief, teachers, leaders, and team members at PES are united around a shared goal: to prepare our students to succeed in college and the competitive world beyond.

3. Excellent Leaders & Teachers (Collective Efficacy)

Outstanding schools are built, led, and sustained by instructional innovation and the belief that together we can accomplish our goals. Supported and empowered by leaders, excellent teachers help students develop the character, knowledge, habits of mind, and skills needed to be successful in college and beyond.

Teachers are the most important in-school factor contributing to student achievement. Pierson Elementary invests in school-wide professional development, leveraging frameworks, and tools that provide a common language and facilitate the exchange of effective practices. Excellent teaching means a teacher must plan and execute rigorous, engaging lessons that fit into a logical scope and sequence, and use student data to assess objectives and movement toward big goals for student achievement and growth. Ongoing progress monitoring and differentiated instruction are essential to personalized learning.

4. Culture of Innovation

In an innovative environment, leaders and teachers are empowered to make creative decisions. By using real-time data to assess student achievement, teachers can leverage instructional technology to impact mastery of content and personalize learning for each student. In an excellent classroom culture, the teacher creates an environment where students are joyfully engaged, meaningfully on-task, and feel ownership for their individual and collective successes.

5. Academics and Character (Character Strengths): Each week the School Counselor selects a character strength to celebrate and a student is recognized from each class for demonstrating the identified strength. Guidance lessons around these topics are also provided.

ZEST - Approaching life with excitement and energy; feeling alive and activated (actively participates, shows enthusiasm, invigorates others).

SELF CONTROL - Regulating what one feels and does; being self-disciplined (comes to class prepared, pays attention and resists distractions, remembers and follows directions, gets to work rather than procrastinating); Interpersonal (responds positively to challenges, accepts constructive feedback, allows others to speak without interruption, is polite to adults and peers, keeps temper in check).

GRATITUDE- Being aware of and thankful for opportunities that one has and for good things that happen (recognizes and shows appreciation for others, recognizes and shows appreciation for his/her

opportunities).

CURIOSITY - Taking an interest in experience and learning new things for its own sake; finding things fascinating (is eager to explore new things, asks and answers questions to deepen understanding, actively listens to others).

OPTIMISM - Expecting the best in the future and working to achieve it (gets over frustrations and setbacks quickly, believes that effort will improve his or her future).

GRIT - Finishing what one starts; completing something despite obstacles; a combination of persistence and resilience (finishes whatever he or she begins, tries very hard even after experiencing failure, works independently with focus).

SOCIAL INTELLIGENCE - Being aware of motives and feelings of other people and oneself, including the ability to reason within large and small groups (able to find solutions during conflicts with others, demonstrates respect for feelings of others, knows when and how to include others).

Parent Stakeholders also play a part in reinforcing these character strengths at home as well. As partners, school staff and parents work together to ensure a positive school environment.