

Volusia County Schools

Pierson Elementary School



2022-23 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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: D (40%) 2018-19: C (52%) 2017-18: C (42%)
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	CSI
* 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)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	60%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	D		C	C

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SIP Authority

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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. 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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

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 visits 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.
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 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.
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.

Name	Position Title	Job Duties and Responsibilities
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.
Sheppard, Kimberly	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.
Quinonez, Maria	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 2022 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.*

0

Number of teachers with a 2022 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.*

20

Total number of teacher positions allocated to the school

45

Total number of students enrolled at the school

485

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

6

Identify the number of instructional staff who joined the school during the 2022-23 school year.

6

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	57	85	79	89	61	78	0	0	0	0	0	0	0	449
Attendance below 90 percent	7	27	20	21	14	18	0	0	0	0	0	0	0	107
One or more suspensions	0	0	0	0	0	2	0	0	0	0	0	0	0	2
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	0	0	2	0	0	0	0	0	0	0	2
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	11	12	33	0	0	0	0	0	0	0	56
Level 1 on 2022 statewide FSA Math assessment	0	0	0	11	14	32	0	0	0	0	0	0	0	57
Number of students with a substantial reading deficiency	0	18	11	10	14	13	0	0	0	0	0	0	0	66

Using the table above, complete the table below with the number of students by current grade level who have 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	4	3	12	0	0	0	0	0	0	0	19

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Date this data was collected or last updated

Monday 7/18/2022

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	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

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	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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	42%	53%	56%				39%	56%	57%
ELA Learning Gains	47%						40%	56%	58%
ELA Lowest 25th Percentile	30%						57%	46%	53%
Math Achievement	41%	42%	50%				61%	59%	63%
Math Learning Gains	40%						64%	56%	62%
Math Lowest 25th Percentile	25%						59%	43%	51%
Science Achievement	56%	55%	59%				41%	57%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	50%	58%	-8%	58%	-8%
Cohort Comparison		0%				
04	2022					
	2019	32%	54%	-22%	58%	-26%
Cohort Comparison		-50%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	33%	54%	-21%	56%	-23%
Cohort Comparison		-32%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	62%	60%	2%	62%	0%
Cohort Comparison		0%				
04	2022					
	2019	69%	59%	10%	64%	5%
Cohort Comparison		-62%				
05	2022					
	2019	51%	54%	-3%	60%	-9%
Cohort Comparison		-69%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	41%	56%	-15%	53%	-12%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	8	29	27	10	28	26	30				
ELL	37	44	28	37	40	29	45				
HSP	41	43	25	42	43	30	51				
WHT	46	57	50	40	38	20	62				
FRL	39	45	27	39	39	28	55				

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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CSI
OVERALL Federal Index – All Students	41
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	45
Total Points Earned for the Federal Index	326
Total Components for the Federal Index	8
Percent Tested	97%
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%	3
English Language Learners	
Federal Index - English Language Learners	38
English Language Learners Subgroup Below 41% in the Current Year?	YES

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
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%	0
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%	0
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%	0
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%	0
White Students	
Federal Index - White Students	45
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	40
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Pierson Elementary students demonstrated a slight increase from 2019 to 2022 on overall ELA proficiency in grades 3-5, moving from 39% proficient in 2019, 42% in 2021 and maintaining 42% proficient in 2022. Although a slight increase, it is noted that proficiency was maintained, and even slightly increased, through "Covid" impact years, when student attendance was greatly impacted. A 14% increase in Science was gained in 2021, with 55% of students proficient, through the use of common experiments and data based action plans for instruction. This increase was maintained in 2022, with 54% of students demonstrating proficiency. In Math, proficiency for grades 3-5 dropped from 47% (2021) to 41% (2022). Formative progress monitoring assessments throughout last school year, reflected the 2022 results seen with ELA and Science, with 47% of students in ELA and 61% of students proficient in Science on formatives. In Math, 69% of students were successful with grade level expectations on formative assessments, which demonstrates a significant gap between expected outcomes and actual proficiency. Assessment details for ESSA subgroups was consistent with the 2022 results, with SWD at 23%, ELL 38%, Hispanic 40% and FRL at 40% in ELA and SWD at 33%, ELL students at 37% in Math.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based on the overall 2022 assessment results, ELA and Math stand out as areas of focus, along with ESSA subgroups SWD, ELL, Hispanic, and students identified Low Socioeconomic/FRL. ELA Learning Gains demonstrated by Lowest Quartile dropped from 50% in 2021 to only 24% in 2022, with 42% of students overall demonstrating a Learning Gain. Math Learning Gains dropped from 44% to 37%, with the Lowest Quartile Learning Gains increasing from 21% to 26%. Overall school grade of D indicates a need for improvement in Tier 1 Core Instruction.

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

Students and faculty were impacted more significantly by Covid related absences in the 2022 school year, which likely had a negative impact on assessment results. However, ELA achievement has been a persistent area of concern at Pierson Elementary for many years. Collaborative planning protocols, PLC norms and focus on before, during and after phases of planning through the collaborative planning process will be implemented for standards aligned instruction, as well as vertical teaming and opportunities for faculty to provide feedback to one another. Additionally, students will use grade level data trackers and receive bi-weekly visits from members of the School Leadership Team to review and discuss academic achievement and goals.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

2022 achievement results demonstrated 26% of students in the Lowest Quartile with a Learning Gain in Math, which is an increase of 6%. Overall achievement in ELA, which is the persistent area of concern, maintained at 42% from 2021, which is a slight increase in overall proficiency from 39% in 2019.

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

The school grade in 2019 was a C, with an overall 52%, at the upper end of the C range. Instructional strategies have been maintained, along with additional tracking of small group and intervention services using standards aligned instruction. However, both 2022 and 2021 were school years heavily impacted by school closures and Covid related absences of both students and faculty. 2021 assessment details revealed those negative impacts and 2022 was even more impacted by absences as indicated by the achievement results.

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

To accelerate learning, specific instructional groupings and lesson planning will be embedded within the collaborative planning activities and protocols for standards aligned instruction in the 2023SY to address individual student needs. A data wall, along with individual student data cards, will be implemented and will include specific data trackers for each grade level for use with students. Weekly PLC activities will include data analysis, with a particular focus on identified ESSA subgroups within the context of schoolwide progress monitoring. Additionally, AVID based WICOR strategies, including grade level organizational, focused note-taking tools and scaffolded questioning will be used within core instruction to support student learning. A data driven MTSS framework, with a strong emphasis on core instruction, will be used to provide tiered support and increase student achievement.

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.

MTSS training will be provided, with school-based follow up activities or support taking place as needed. Academic coaching will be an ongoing school initiative, with coaching cycles taking place throughout the year. Training will also be provided for new math curriculum and related instructional block components. Core Connection writing training and Benchmark Advance PD activities will also be taking place throughout the year.

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

To build capacity with standards aligned instruction, classroom visits and feedback to faculty will be an ongoing initiative, along with the related professional development for each core subject area.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Standards-aligned Instruction**Area of Focus****Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Our Area of Focus is aligned to the District Strategic Plan Goal 1: Engage all students in high levels of learning.

The Needs Assessment and Analysis was conducted and the overall school grade of D for the 2022SY indicates a need for improvement in Tier 1 Core Instruction for ELA and Math. Assessment details in these core subject areas confirm standards aligned instruction, as a priority need. Overall proficiency for students in grades 3-5 was 42% in ELA and 41% in Math, with ESSA subgroups below 41% for SWD, ELL, Hispanic and FRL.

Measurable**Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Learner Goal: By January of 2023, our goal will be to increase the percentage of students reaching 70% overall proficiency in ELA (from 42% to 50% or higher) and Math (41% to 50%), including our ESSA subgroups: SWD, ELL, Hispanic and FRL. District Unit Assessments in ELA and Math Chapter Assessments will be utilized to monitor progress of our ESSA subgroups and Lowest Quartile.

Teacher Practice: By November of 2022, 90% of classroom teachers will provide students with benchmark-aligned tasks as evidenced by walkthroughs.

Coaching Practice: By April of 2023, the number of teachers receiving Tier 2 and 3 support will decrease by 80%.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

This Area of Focus will be monitored through fidelity checks of the collaborative planning activities and use of core subject area planning protocols in ELA and Math to ensure consistent implementation at all grade levels. Fidelity checks will occur monthly, at minimum. A school-based data collection tool will be developed and utilized. Walkthrough data will be collected and analyzed to determine the fidelity of instruction from collaborative planning. The Academic Coach, will be responsible for monitoring fidelity of implementation, along with the administrative team and will provide coaching support.

Person responsible for monitoring outcome:

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

Evidence-based**Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

The evidence-based strategy being implemented is collaborative planning.

Rationale for**Evidence-based Strategy:**

Explain the rationale for selecting this specific

A collaborative planning framework will increase effective Tier 1 core instruction at each grade level. "When teachers collaborate on their planning and teaching, they are better able to meet the needs of diverse students", "Effective collaborative teachers can achieve more effective outcomes for their students, feel happier about their work and be more likely to work together..." (Villa, Thousand & Nevin, 1999)

strategy.
Describe the
resources/
criteria used for
selecting this
strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Provide training with core subject planning protocols and best practices for ELA and Math. Each grade level/team will conduct a self-assessment regarding planning best practices prior to the first collaborative planning session.

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

Tier teachers based on instructional walk through and assessment data, using the Skill/Will Matrix, to determine level of coaching support. Create coaching schedule indicating focus, frequency and level of support.

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

Each grade level/team will develop specific PLC norms and planning expectations following the self-assessment and discussion of best practices for instructional planning.

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

Coaches will facilitate planning to ensure plans are aligned to benchmarks/standards and incorporate higher level questioning and benchmark aligned student tasks. Each grade level/team will conduct collaborative planning, weekly, using the required planning deliverables.

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

School Leadership Team members will actively participate in collaborative planning sessions and provide fidelity checks.

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

Develop and communicate planning protocol detailing teacher roles for before, during and after common planning.

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

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus
Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Our Area of Focus is aligned to the District Strategic Plan Goal 1: Engage all students in high levels of learning. A Needs Assessment and Analysis was conducted and it revealed that only 25% of students identified in the Lowest Quartile earned Learning Gains, well below both the district average and the school's historical average. Additional analysis showed that most of the students in our Lowest Quartile are also in one or more of our targeted ESSA subgroups, SWD, ELL and FRL.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Learner: Our goal will be to increase the percentage of our Lowest Quartile demonstrating proficiency, from 25% to 41% or higher, including our ESSA subgroups SWD, ELL and FRL. We will utilize district Unit Assessments in ELA and Chapter Assessments in Math to monitor progress of our LQ and ESSA subgroups.
 Teacher practice: By November of 2022, 90% of teachers will provide appropriate interventions to students receiving tier 2 and tier 3 support, with integrity and fidelity.
 Coaching practice: By May 2023, the number of teachers receiving tier 3 support will decrease by 75%.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

This Area of Focus will be monitored through fidelity checks of the interventions that were selected to ensure the fidelity and integrity of implementation. Twice per month PLCS will engage in data analysis of LQ and ESSA subgroup students to determine the effect of the intervention. Instruction, curriculum and environment will all be assessed (ICEL) during each PLC. The instruments for data collection will be the QPA for grades K/1 and DIBELS/ORF for grades 2-5.

Person responsible for monitoring outcome:

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

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

The evidence based strategy being implemented is a robust, district-wide Multi-tiered System of Supports.
 * K-2 will implement SIPPS which is a systematic foundational skills program. It will be monitored through fidelity checks during intervention time and through monitoring of Mastery test data.
 *3-5 will implement SIPPS PLUS or Rewards program.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for

MTSS is grounded in careful analysis of data collected through Progress Monitoring and Data Based Decision Making. The power of a tiered system of supports rests in the fact that is based on prevention. MTSS is not a "wait to fail" model for students who are in need of additional supports. The potential benefits of a Multi-Tiered System of Supports were outlined in John Hattie's work and can yield an effect size of 1.29, when implemented with fidelity. Faculty will be provided with essential training in MTSS and its strategies to support student learning.

selecting this strategy.**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Provide MTSS training on August 23, 2022 to all faculty members. Additional trainings and support will be provided on three additional Early Release Professional Development sessions, provided by district, throughout the year.

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

During preplanning, August 2022, intervention rosters from the 2021-22SY will be reviewed, along with the most recent data available, to set up intervention groups. Students will transition in and out of intervention, using OPM data. Decision rules and ICEL strategies will be used to determine how to meet the needs of these students in Tier 2 and Tier 3 interventions.

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

Implementation of professional learning of MTSS strategies following district ERPLs. Using the Decision Rules guidance and ICEL strategy for tiered instruction:

Tier 1: All students (100%) will receive Tier 1, with at least 80% of students meeting proficiency to indicate good quality core instruction.

Tier 2: 15% of students will receive targeted level of prevention

Tier 3: 3 to 5% of students receive intensive level of prevention.

All students receive these supports in a stacked manner, including Students with Disabilities.

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

Monthly PLC to determine progress of lowest quartile, including ESSA subgroups, making progress towards 70% proficiency on Unit/Chapter Assessments in ELA and Math.

*Bi-weekly checkpoints of targeted students - make adjustments to the intervention, as needed, through data analysis, while considering ICEL.

*Monitoring fidelity of Tier 2 and Tier 3 interventions of LQ students through walkthroughs.

*Students that continue to need further supports/intervention would be identified in order to move them to Tier 3.

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

#3. Positive Culture and Environment specifically relating to Positive Behavior Intervention and Support**Area of Focus Description and Rationale:****Include a rationale that explains how it was identified as a critical need from the data reviewed.**

The Area of Focus is aligned to the District Strategic Plan Goal 3: Provide a safe, healthy and supportive environment. Students require self-regulation and strategies for perseverance to be successful in school. Additionally, a slight increase in discipline referrals was observed in the final quarter of the 22SY. District data shows disproportionate discipline of minority students and students with disabilities.

Measurable Outcome:**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

During the 2021-22SY, 31.58% of VCS schools indicated an ineffective Core behavioral instruction and fidelity. An effective Core was indicated at a rate of 68.42%.

Learner: Our goal will be to increase effective Core behavioral instruction to 90% during the 2022-2023SY.

Teacher practice: By May of 2023, we will utilize our existing identified character traits along with the PBIS Implementation Checklist data and Benchmarks of Quality data to progress monitor fidelity of implementation with a focus on decreasing discipline referrals and suspensions of all student subgroups by 80%.

Monitoring:**Describe how this Area of Focus will be monitored for the desired outcome.**

This Area of Focus will be monitored in the fall, spring and year's end through the implementation checklists and Benchmarks of Quality surveys. Office discipline referrals will be monitored both at the district level and school level monthly, during PBIS PLCs to increase core instruction in behavior for all students and intensifying monitoring of disproportionate rates of discipline.

Person responsible for monitoring outcome:

Catherine Deane (cdeane@volusia.k12.fl.us)

Evidence-based Strategy: Describe the evidence-based strategy being

The evidence based strategy being implemented is a multi-disciplinary approach through district wide MTSS framework. Outcomes will be measured and monitored:

*Office discipline referrals will be monitored by the district MTSS planning team and by the school based

PBIS PLCs on a monthly basis.

*Fidelity checklists will be monitored by the PBIS District Coordinator, Dr. Mandy Ellzey, following the close

of the reporting windows for fall reporting, spring reporting and year end. This data will

implemented for this Area of Focus.

also be monitored by the PBIS team to be used for progress monitoring and planning.

Rationale for Evidence-based**Strategy:****Explain the rationale for selecting this specific strategy.****Describe the resources/criteria used for selecting this strategy.**

PBIS is grounded in strategic analysis of data collected through Progress Monitoring and Data-based Decision Making. Based upon research, the PBIS Implementation Checklist is a quick checklist to assess the degree of implementation for actively implementing schools. It gives teams a sense of what has-been-done and what needs-to-be-done in the PBIS implementation process. The Benchmarks of Quality survey is intended to guide both initial implementation and sustained use of PBIS Tier 1. Kincaid, D., Childs, K., & George, H. (2010). These assessments contains 53-items divided into ten critical elements that make up an effective PBIS Tier 1 system. Completion of the BoQ produces scale and subscale scores indicating the extent to which these critical elements are in place.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Pierson Elementary has established a PBIS Site Team and attended PBIS training, Summer 2022. Site Team will present the PBIS overview to all faculty and staff.

Person**Responsible**

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

A brochure regarding PBIS implementation will be developed by the PBIS Site Team, and provided to faculty and staff.

Person**Responsible**

Claudio Paulino (cpaulino@volusia.k12.fl.us)

Professional Learning through ERPLs on MTSS/PBIS systems and structures will be provided, with follow up and support as needed.

Person**Responsible**

Catherine Deane (cdeane@volusia.k12.fl.us)

Monthly PBIS PLCs follow Positive Behavior Interventions and Supports (PBIS) Year-at-a-Glance 2022-23SY for monthly PBIS goals and activities.

Person**Responsible**

Catherine Deane (cdeane@volusia.k12.fl.us)

Monthly monitoring of student discipline and observation data

Fall - Complete PBIS Implementation Checklist

Spring - Complete PBIS Implementation Checklist

End of Year - Complete Benchmarks of Quality and Tiered Fidelity Inventory

Person**Responsible**

Catherine Deane (cdeane@volusia.k12.fl.us)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Following a Needs Assessment and Analysis to better understand the overall needs of students, it was determined that improvement in Tier 1 Core Instruction is needed in ELA for grades K-2. Assessment details in this core subject area confirm standards aligned instruction and collaborative planning as priority needs to address emerging vocabulary and comprehension needs. Overall proficiency for students in grades K-2 was 65% in ELA. Although phonological awareness, phonics and high frequency words are noted strengths of most K-2 students, a trend of increasing deficits in the area of vocabulary and comprehension, in both literature and informational text, can be seen. It was noted that students are required to become more independent in second grade when taking ELA assessments. To build the necessary language and experiential background of learners, an integrated approach within the instructional program is needed. This will be accomplished through standards aligned instruction and collaborative planning efforts.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

Following a Needs Assessment and Analysis to better understand the overall school grade of D for the 2022SY, it was determined that improvement in Tier 1 Core Instruction is needed in ELA. Assessment details in this core subject area confirm standards aligned instruction and collaborative planning as priority needs. Overall proficiency for students in grades 3-5 was 42% in ELA, with ESSA subgroups below 41% for SWD, ELL, Hispanic and FRL.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

Our goal will be to increase the percentage of students reaching 70% overall proficiency in ELA (from 42% to 50% or higher), including our ESSA subgroups: SWD, ELL, Hispanic and FRL. District Unit Assessments in ELA and Math Chapter Assessments will be utilized to monitor progress of our ESSA subgroups and Lowest Quartile.

Grades 3-5: Measureable Outcome(s)

Our goal will be to increase the percentage of students reaching 70% overall proficiency in ELA (from 42% to 50% or higher), including our ESSA subgroups: SWD, ELL, Hispanic and FRL. District Unit Assessments in ELA and Math Chapter Assessments will be utilized to monitor progress of our ESSA subgroups and Lowest Quartile, as well as CIPM assessments.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

We will monitor our area of focus through completed planning protocols, data analysis at PLCs, and walkthrough data and feedback for continued growth.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Hutcherson, Kimberly, khutche@volusia.k12.fl.us

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Evidence-based practices/programs being implemented are ELA Benchmark Advanced Curriculum aligned to the BEST Standards, daily small group differentiated instruction utilizing ELA Benchmark Advanced Curriculum to also include the intervention and enrichment toolkit. Additionally, collaborative planning with grade level teams utilizing a planning protocol and Test Item Specifications.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

We will use the district approved ELA resources and curriculum for core instruction as well as interventions. These address the identified need and have a record to effectiveness for our population per the district.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
<p>ELA Collaborative Planning with grade level teams to include support teachers, administration, academic coach, and regional resource teachers. Academic Coach and regional resource teacher in order to ensure that instruction and students tasks are aligned to the benchmark.</p> <p>Literacy Leadership, Literacy Coaching team, including District Transformation Resource Teachers, will facilitate Professional learning on the Collaborative Planning Protocol. Formative and summative assessment data will be considered during planning.</p>	<p>Henry, Christie, cyhenry@volusia.k12.fl.us</p>
<p>Monitor ELA assessment data during weekly PLCs and Monthly School Leadership Team Meetings. Academic Coach, regional resource teacher, administration, and support staff will participate as appropriate. Additionally, a focus on Tier 2 and 3 students through progress monitoring will occur and instructional decisions made to increase student achievement.</p>	<p>Henry, Christie, cyhenry@volusia.k12.fl.us</p>
<p>Select teachers will participate in ongoing tier 1 and tier 2 level coaching support in ELA with the academic coach. This support will include observations, feedback, modeling, lesson planning, assessment review, and as appropriate mini professional learning sessions.</p>	<p>Henry, Christie, cyhenry@volusia.k12.fl.us</p>

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 and Family Literacy initiatives.

Our school also receives support from the district's Migrant Department /Migrant Title I, Part C. 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/student 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 program

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

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.