

Volusia County Schools

Pierson Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Pierson Elementary School

1 W 1ST AVE, Pierson, FL 32180

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

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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 for an ever-changing global society.

Provide the school's vision statement.

All students engage in a superior 21st century education within a safe and supportive environment.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation 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 equitable opportunities for involvement of all learners and 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 and maintain a positive and equitable learning environment for all students.
Henry, Christie	Reading 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 an advocate for all students. These duties are embedded within the job role and also align with the leadership team's mission.
Henry, Courtney	Math 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 an advocate for all students. 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.

Name	Position Title	Job Duties and Responsibilities
Paulino, Claudio	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.
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.
Rice, Lisa	School Counselor	The School Counselor provides overarching support of students through a comprehensive school counseling program, working to maximize student success and promoting access and equity for all students in support of a positive school culture of success for all. The School Counselor supports teachers in accessing and implementing MTSS tiered interventions for students identified with academic deficits. These duties are embedded within the job role and also align with the mission of the school leadership team in improving student achievement.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Stakeholder involvement is achieved through various opportunities for input throughout the year and ongoing collaborative dialogue. The School Advisory Council (SAC) is one of the primary means of ongoing dialogue with stakeholders and serves to provide a monthly opportunity for stakeholders to respond to topics and school needs, as well as initiate topics of interest or concern. A standing agenda item is included on each SAC agenda and includes updates from school administration and on opportunity for input from all participants regarding School Improvement needs. The SAC is comprised of parents, teachers, staff and community members. A Student Voice Union is also established each year and provides an opportunity for student representatives to meet with school leadership and bring forth ideas and concerns, as well as engage in dialogue regarding school initiatives.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Effective implementation of the School Improvement Plan will be monitored through frequent progress monitoring checks to ensure the action steps are implemented with fidelity and producing positive student achievement outcomes. Progress checks will be aligned to the individual action steps within each Area of Focus and conducted at minimum as stated. Monitoring will be conducted through classroom walkthroughs, student progress monitoring, PLC minutes/input, feedback from stakeholders and stakeholder groups.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	60%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Hispanic Students (HSP)* White Students (WHT) Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: D 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	11	14	17	11	18	17	0	0	0	88
One or more suspensions	0	0	2	0	0	0	0	0	0	2
Course failure in English Language Arts (ELA)	0	0	0	1	0	1	0	0	0	2
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	3	17	0	0	0	20
Level 1 on statewide Math assessment	0	0	0	0	3	18	0	0	0	21
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	7	12	37	17	15	0	0	0	88

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

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

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	15	0	0	0	0	0	15
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	7	27	20	21	14	18	0	0	0	107
One or more suspensions	0	0	0	0	0	2	0	0	0	2
Course failure in ELA	0	0	0	0	0	1	0	0	0	1
Course failure in Math	0	0	0	0	0	2	0	0	0	2
Level 1 on statewide ELA assessment	0	0	0	11	12	33	0	0	0	56
Level 1 on statewide Math assessment	0	0	0	11	14	32	0	0	0	57
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	18	11	10	14	13	0	0	0	66

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	4	3	12	0	0	0	19

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	7	27	20	21	14	18	0	0	0	107
One or more suspensions	0	0	0	0	0	2	0	0	0	2
Course failure in ELA	0	0	0	0	0	1	0	0	0	1
Course failure in Math	0	0	0	0	0	2	0	0	0	2
Level 1 on statewide ELA assessment	0	0	0	11	12	33	0	0	0	56
Level 1 on statewide Math assessment	0	0	0	11	14	32	0	0	0	57
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	18	11	10	14	13	0	0	0	66

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	4	3	12	0	0	0	19

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	41	52	53	42	53	56	44		
ELA Learning Gains				47			55		
ELA Lowest 25th Percentile				30			41		
Math Achievement*	50	55	59	41	42	50	48		
Math Learning Gains				40			54		
Math Lowest 25th Percentile				25			32		
Science Achievement*	57	62	54	56	55	59	58		
Social Studies Achievement*					59	64			
Middle School Acceleration					45	52			
Graduation Rate					58	50			
College and Career Acceleration						80			
ELP Progress	62	60	59	45			42		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	253
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	41

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	326
Total Components for the Federal Index	8
Percent Tested	97
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	21	Yes	4	4
ELL	41			
AMI				
ASN				
BLK				
HSP	48			
MUL				
PAC				
WHT	59			
FRL	47			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	23	Yes	3	3
ELL	38	Yes	1	
AMI				
ASN				
BLK				
HSP	40	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL				
PAC				
WHT	45			
FRL	40	Yes	1	

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	41			50			57					62
SWD	14			24			18				5	41
ELL	29			40			49				5	62
AMI												
ASN												
BLK												
HSP	39			46			52				5	63
MUL												
PAC												
WHT	51			59			68				4	
FRL	37			47			50				5	61

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	42	47	30	41	40	25	56					45
SWD	8	29	27	10	28	26	30					23
ELL	37	44	28	37	40	29	45					45
AMI												
ASN												

2021-22 ACCOUNTABILITY 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	ELP Progress
BLK												
HSP	41	43	25	42	43	30	51					47
MUL												
PAC												
WHT	46	57	50	40	38	20	62					
FRL	39	45	27	39	39	28	55					45

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	44	55	41	48	54	32	58					42
SWD	11	31	30	15	25	18	15					38
ELL	37	43	20	42	47	19	44					42
AMI												
ASN												
BLK												
HSP	39	45	27	45	50	22	46					42
MUL												
PAC												
WHT	52	66		53	66		76					
FRL	40	57	38	44	49	25	54					42

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	43%	53%	-10%	54%	-11%
04	2023 - Spring	46%	57%	-11%	58%	-12%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	42%	53%	-11%	50%	-8%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	55%	57%	-2%	59%	-4%
04	2023 - Spring	55%	59%	-4%	61%	-6%
05	2023 - Spring	49%	55%	-6%	55%	-6%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	56%	61%	-5%	51%	5%

III. Planning for Improvement

Data Analysis/Reflection
 Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

2023 achievement results demonstrate a persistent need in ELA proficiency. Gains have been evident over the last several years of available data, with ELA proficiency on FSA at 30% in 2019, 42% for both 2021 and 2022 school years and 44% overall proficiency in the most recent assessment (FAST PM3) in May of 2023. (Grades 3 and 5, scored proficient at 42% and 43% respectively, with grade 4 scoring the highest percent proficient at 46). Despite the steady increase, even through COVID related concerns regarding attendance and in person learning opportunities, strategies implemented in ELA instruction resulted in stable scores and realization of small gains in the area of ELA proficiency. Following pandemic impacts, we did see a decrease in ELA learning gains, with our Lowest Quartile learning gains showing the most loss at only 25% of students making learning gains in 2022. This data reflects a significant decrease in typical leaning gains of our most fragile ELA students, which includes a significant number of students identified in the SWD subgroup. Learning gains in our Lowest Quartile in recent years, prior to 2022, average at 50% or higher. 2022SY data demonstrates the following subgroups below 41% percent proficient in ELA: SWD at 23%, ELL at 38%, Hispanic at 40% and FRL at 40%. Overall, ELA proficiency and learning gains remain our most critical need, with a particular emphasis on students identified in the SWD subgroup.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The 2023 FAST PM 3 results reveal increasing deficits among the ELL ESSA subgroup, when compared to prior years. 2022 ELA achievement on the FSA in the ELL subgroup was at 37% and 2023 FAST PM3 results were at only 13% proficient for the same subgroup. In years prior (2019, 2021 and 2022), standards aligned instruction utilizing on-grade-level passages from Ready Reading and C-Palms, with appropriate scaffolding, were utilized with small group instruction of ELL students in addition to Benchmark Advance ELL materials. In 2023SY only Benchmark Advance for ELL was used for small group instruction. While FSA and FAST are not the same assessments and the change in assessment may be a factor, the decrease in scores may more likely be attributed to the change in instructional planning and materials, as remaining components of the program, such as frequency and intensity, were implemented with fidelity consistent with prior years. The classroom walkthrough data demonstrated a need for increased intentionality regarding questioning and explicit instruction of benchmark aligned academic language.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

In overall achievement of ELA and Math, the following deficits were found when comparing results to the state's percent proficient: In ELA - Fifth grade was at 42% proficient (-12% from state), Fourth grade was at 46% proficient (-11% from state), Third grade was at 42% (-8% from state). In Math - Fifth grade was at 49% proficient (-6% from state), Fourth grade was at 55% proficient (-6% from state), Third grade was at 55% (-4% from state). These results display an increase in overall average proficiency of grades 3-5, narrowing the disparity from prior year. The results are attributed to the increased number of students receiving benchmark aligned small group intervention and support in both subject areas, as well as the instructional focus on targeted remediation of gaps that occurred following Covid-related instructional impacts. Classroom walkthrough data indicates a need for greater alignment between instruction and benchmarks during whole group instruction, as well as consistent use of B1G M as a resource.

Which data component showed the most improvement? What new actions did your school take in this area?

The area of Math showed the most improvement, with a 12 point gain, from 41% proficient to 53% proficient, for students in grades 3-5, with grades 3 and 4 at 55% and grade 5 at 49%. Targeted small group instruction, tightly aligned to benchmark, as well as an increase in number of students receiving intervention is credited for the increase seen in Math. The addition of a dedicated math coach to the instructional team was also a contributing factor, as well as a second semester action plan that included leveled groups for both whole group and small group instruction based on PM2 data.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Two areas of concern are observed through careful review of the EWS data. The first area of concern is the number of students scoring Level 1 on statewide assessments. The second area of concern is the number of students absent ten or more days. The data also reflects a substantial number of students identified in ESSA subgroups in the Level 1 and/or attendance concerns.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Increasing ELA proficiency across all grade levels and maintaining growth in Math and Science remains the overall goal for the upcoming school year. The highest priorities for school improvement in the upcoming school year are: 1) Benchmark aligned whole group instruction 2) Benchmark aligned small group instruction and intervention 3) Effective implementation of MTSS for students identified with academic concerns 4) Increasing achievement of ESSA subgroups and 5) Collaborative Planning for grade level teams

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

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

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Area of Focus number 1 is aligned to the District Strategic Plan Goal 1: Engage all students in high levels of learning. ELA proficiency for 2023SY in FAST PM3 was 44%, with ESSA subgroups below 41. Despite incremental gains in overall ELA proficiency over the last several years, this area remains a persistent need. Math proficiency for 2023SY on FAST PM3 was 53%. Both areas, ELA and Math, are below the long term goal of 70% overall proficiency.

Measurable Outcome:

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

Learner Practice: By January of 2024, we will increase the percentage of students reaching 70% overall proficiency in ELA (from 44% to 50% or higher) and Math (from 53% to 60% or higher), including our ESSA subgroups: SWD, ELL, and Hispanic (increasing all subgroups to 41% or higher). District Unit Assessments in ELA and Math Chapter Assessments will be utilized in addition to iReady Diagnostics to monitor progress of our ESSA subgroups and Lowest Quartile.

Teacher Practice: By November of 2023, 100% of teachers providing instruction in ELA and/or Math will provide students with benchmark aligned tasks as evidenced by classroom walkthroughs.

Coaching Practice: By March of 2024, 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.

Learner Practice: Student data will be disaggregated after PM1, PM2 and District Assessments. Progress Monitoring (PM) data will be compared to state proficiency and growth trends following each administration of PM.

Teacher Practice: 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. Classroom walkthrough trends data will be collected and analyzed with each grade level team. Administration and coaches will participate in collaborative planning to monitor for benchmark aligned instruction and tasks.

Coaching Practice: Fidelity checks will occur monthly, at minimum. A school-based data collection tool, aligned with instructional look-fors, will be utilized. Walkthrough data will be collected and analyzed to determine the fidelity of instruction from collaborative planning. Along with the administrative team, the Academic Coaches will be responsible for monitoring fidelity of implementation and will also provide coaching feedback and support.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The evidenced-based intervention being implemented for this Area of Focus is collaborative planning.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

A collaborative planning framework of planning with follow up feedback after lessons are implemented will increase 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)

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Content coaches will facilitate planning and provide support with core subject planning protocols for ELA and Math to ensure explicit systematic instruction at all grade levels.

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

By When: Beginning August, 2023, content coaches will facilitate (weekly) collaborative planning sessions during PLC. Planning sessions will continue through the school year.

Follow up classroom visits will be conducted by Academic Coaches to observe planned instruction during collaborative planning sessions and actionable feedback will be provided to teachers.

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

By When: Classroom walkthroughs and actionable feedback will be completed per the specified instruction block identified during collaborative planning and actionable feedback will be provided no later than one week following the classroom visit to observe the planned instruction.

ESSA subgroup achievement data will be analyzed following assessments to determine instructional adjustments/needs.

Person Responsible: Catherine Deane (cdeane@volusia.k12.fl.us)

By When: Beginning with baseline data from assessments in August, 2023 and following each unit assessment and diagnostic or Progress Monitoring (FAST PM).

Content coaches will provide coaching cycles and activities for each grade level team following a self-assessment, by teachers, regarding coaching support needs related to best practices for instructional planning.

Person Responsible: Courtney Henry (cwhenry@volusia.k12.fl.us)

By When: The self-assessment will occur no later than September 1, 2023. Initial targeted support based on the identified needs will be completed by September 30, 2023.

#2. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The second 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, student responses observed in the climate survey, as well as input from the school counselor regarding student needs, reveal a need for additional SEL support and strategies. Students demonstrating academic needs also require MTSS interventions. The Early Warning System report shows a total of 66 students with a substantial reading deficiency and overall proficiency for ELA on FAST PM3 2023SY was at 44%.

Measurable Outcome:

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

Learner Practice: Our goal is to increase effective Core behavioral instruction to 90% during the 2023-24SY and engage in instructional and behavioral strategies that positively impact discipline and academic data by increasing percent of students proficient on assessments and decrease discipline referrals.

Teacher Practice: By May of 2024, we will utilize our 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 increasing capacity for self-regulation and development of key character traits among all students. Effective MTSS strategies will be implemented for needs evidenced in review of EWS data, including students identified in EWS and LQ or ESSA subgroups (SWD, ELL, Hispanic and FRL).

Coaching Practice: Content coaches will provide support in core subject planning and instructional strategies to impact ICEL areas for successful implementation of MTSS for identified students, including those students in Lowest Quartile and ESSA subgroups.

Monitoring:

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

This Area of Focus will be monitored by the SEL Teacher on Assignment (TOA) and administrative team. *PBIS initiatives will be monitored at the end of each quarter through the implementation checklists and Benchmarks of Quality surveys.

*Academic and/or behavioral data for students receiving interventions through MTSS will be monitored monthly.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 SEL TOA during PBIS PLCs on a monthly basis.

*Fidelity checklists will be monitored by the school's SEL TOA and Administrative team, following the close of the reporting windows for fall reporting, spring reporting and year end.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific 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.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

MTSS initial support training will be provided to all instructional staff, with follow up support offered as needed throughout the school year.

Person Responsible: Lisa Rice (lbrice@volusia.k12.fl.us)

By When: Initial MTSS training conducted August, 2023 with all instructional, and follow up trainings to provide additional support to teachers as needed/requested.

Twice per month PLCs will engage in data analysis of LQ and ESSA subgroup students to determine the effect of the intervention. Contributing factors related to instruction, curriculum and environment will all be analyzed (ICEL) during each PLC. The instruments for data collection will be the QPA for grades K/1 and DIBELS/ORF and QPA for grades 2-5. Classroom walkthrough data trends will be shared with teachers for analysis and reflective planning.

Person Responsible: Catherine Deane (cdeane@volusia.k12.fl.us)

By When: Beginning with first PLC of the school year, in August 2023 and continuing at weekly PLC meetings throughout the school year.

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

School improvement funding allocations are aligned to needs revealed following careful analysis of data and input from stakeholders. Needs are prioritized based on achievement data, which includes overall reading proficiency below 50%. Multiple data points are utilized to determine accurate ranking of needs. The School Leadership Team works collaboratively to ensure available funding and resources are utilized effectively. The Areas of Focus, which are established from the 2023SY data trends, final PM monitoring, and gap analysis, include explicit and systematic instruction at every grade level and also include targeted support for students identified in subgroups where achievement is not meeting expectation of 41% or higher, as well as students

identified through EWS. The areas align with the district's strategic goals and the mission and vision of the school.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

To gain a better understanding of the overall needs of students, a Needs Assessment and Analysis was completed based on holistic data including STAR and local assessments. This Analysis also included a review of the prior year's findings for a deeper look into trends and areas for improvement. Based on this review, Tier 1 Core instruction in K-2, both whole group and small group, was identified as a continuing area for improvement. Assessment details in the core subject area also confirmed collaborative planning as a priority need. While growth in standards aligned instruction was observed, this also continues as an area for targeted improvement as well. Vocabulary and comprehension persist as a critical need for our students, while phonological awareness phonics and high frequency words are a noted area of strength. In keeping with the processes that contribute to reading identified in Scarborough's Reading Rope, consistent and explicit instruction will continue for the different strands encompassing word recognition, which include phonological awareness, decoding and sight recognition of familiar words. More than 50% of students in grades Kindergarten and Second demonstrated proficiency on STAR Reading, with only first grade showing fewer than 50% proficient (at 40% proficient). Reading strands identified in Language Comprehension (background knowledge, vocabulary, language structures, verbal reasoning and literacy knowledge) include some of the areas where data indicates improvement is also needed for students to become skilled readers. Standards aligned instruction and collaborative planning will be used to address these instructional needs and to build the necessary language and experiential background of learners through an integrated instructional approach.

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

Analysis following a Needs Assessment, using holistic data of FAST PM 1-3, as well as local assessments, reveals that reading Comprehension has remained a persistent area in need of improvement for many years. Overall proficiency in Reading for grades 3-5 for the 2023SY was at 44%, as evidenced by FAST PM3 in May, 2023 (3rd grade at 42%, 4th grade at 46% and 5th grade at 43%). While below expectation, this data reflects a steady growth with incremental improvement over the last several years, as proficiency for grades 3-5 in 2019 was at 39%. ESSA subgroups were also analyzed,

with data revealing a disparity between proficiency in ESSA subgroups (ELL and SWD) and overall achievement. The ELL subgroup showed only 13% proficient, which reflected a significant reduction (24 points below prior year proficiency). The SWD subgroup was at 14% proficient, which demonstrated a 6 point increase over prior year. Both subgroups (ELL and SWD) are targeted areas for improvement. As noted in Scarborough's Reading Rope, Language Comprehension is a targeted area of need and will be addressed through explicit standards aligned instruction provided in an integrated approach, used in both whole group and small group, to support students' acquisition of vocabulary and background knowledge. Through collaborative planning efforts, students will also receive access to grade level curriculum with appropriate scaffolding and support to access text and demonstrate improvement in the fluent execution and coordination of both word recognition and text comprehension.

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 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 Measurable Outcomes

Our goal will be to increase the percentage of students reaching 70% overall proficiency in in grades K-2 (to overall proficiency at 50% or higher), including ESSA subgroups below 41% (ELL and SWD), as well as other subgroups below 70% (Hispanic and FRL). District VBA assessments will be utilized to monitor progress of our ESSA subgroups and Lowest Quartile.

Grades 3-5 Measurable Outcomes

Our goal will be to increase the percentage of students reaching 70% overall proficiency in ELA (from 44% to 50% or higher), including ESSA subgroups below 41% (ELL and SWD), as well as other subgroups below 70% (Hispanic and FRL). District VBA assessments will be utilized to monitor progress of our ESSA subgroups and Lowest Quartile.

Monitoring

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 impact student achievement outcomes.

Monitoring of data points, at the individual student level, as well as grade level, will occur following each FAST PM and VBA. Additional data points for K-5 will be captured and reviewed for action per decision tree (QPA, VPAS, DIBELS ORF). Program assessments, such as UFLI and SIPPS in K-3 and Rewards and Measuring Up in 4-5, will also be monitored for mastery and intervention placement. Being A Reader will also be utilized for small group instruction in grades K-2 and monitored through achievement on those related program assessments. Planning protocols and data analysis will be monitored at PLC and walkthrough data and feedback will also be provided for continued growth in established Look-Fors.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Henry, Christie, cyhenry@volusia.k12.fl.us

Evidence-based Practices/Programs

Description:

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. §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?

Benchmark (BEST) aligned instruction is the essential driver of instruction, along with evidence-based programs, including UFLI, Rewards, Being A Reader (K-2), Magnetic Reading (3-5) and SIPPS. Daily small group differentiated intervention and designated intervention blocks are utilized to ensure all students receive appropriate tiered support. Using baseline data and continuous monitoring of data to align and adjust instruction and instructional groups, the district Decision Tree is used to identify programs and resources for each student. Additionally, grade level teams engage in collaborative planning efforts for Tier 1 instruction, utilizing planning protocols, test item specifications, and grade level (BEST) benchmarks.

Rationale:

Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

There is an evidenced need, as observed from the 2023SY data, for reading proficiency to increase. The district approved resources and curriculum is used for delivery of core ELA instruction, as well as interventions. The selected (research based) resources address the identified need and have a record of effectiveness for our population per the district and What Works Clearinghouse.

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
Walkthrough tool with established Look-Fors for benchmark aligned instruction will be used to provide bi-weekly feedback to teachers/grade levels as well as communicate and highlight evidence-based practices that are impacting student achievement.	Hutcherson, Kimberly, khutche@volusia.k12.fl.us
Tiered coaching support will be provided based on walkthrough data.	Henry, Courtney, cwheny@volusia.k12.fl.us
Ongoing progress monitoring will be conducted to guide instruction and make data based decisions regarding intervention needs for the grade level, as well as individual students.	Hutcherson, Kimberly, khutche@volusia.k12.fl.us
Professional Learning opportunities will be provided based on data trends, tiered support needs, and teacher preference.	Deane, Catherine, cdeane@volusia.k12.fl.us

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
 List the school's webpage* where the SIP is made publicly available.

The SIP for Pierson Elementary is disseminated in a variety of ways. It is available on the school's website (<https://pierson.vcsedu.org/>) and is also shared at School Advisory Meetings and is available in hard copy at the school site.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
 List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

The Family Engagement Plan is developed annually in collaboration with stakeholders. Input is gathered from surveys, in both print and digital formats, as well as multiple in-person events throughout the school year. The Family Engagement plan is available on the school's website (<https://pierson.vcsedu.org/>) and in hard copy at the school site. Additionally, stakeholders receive updates regarding the Family Engagement Plan and opportunities for input at School Advisory Meetings. 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 faculty and staff share a core set of operating principles known as the Five Essentials. We incorporate these principles into every facet of our school environment and instructional program. All staff, including, teachers, school leaders, and team members focus five essential areas: 1) A belief in all students, 2) College and career readiness, 3) Collective Efficacy, 4) Culture of Innovation and 5) Development of essential character strengths for academic success.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

Efforts to strengthen the academic program for all learners includes small group instruction and enrichment opportunities, as well as intervention. Through the school's WIN (What I Need) block, students are provided with appropriately challenging instruction and activities to accelerate learning. Tiered, differentiated instruction is provided during the WIN block, with students identified in ESSA subgroups performing below expectation and/or lowest quartile receiving small group intensive intervention. The WIN block is structured in addition to the traditional ninety minute ELA block to ensure students receive instruction and interventions in a stacked manner, from whole group instruction to small group tier 2 and 3 support. Students identified as on or above grade level likewise receive differentiated activities to accelerate their learning. In addition to the WIN block, a tightly structured small group instruction plan with specific resources for each tiered instructional level, named LEVEL UP, is utilized within the ELA and Math blocks to maximize instructional time and resources. LEVEL UP is aimed at ensuring all students receive access to on grade level instruction with appropriate scaffolds and teachers maintain high expectations. Students receive equitable access to benchmark aligned instruction, strong student engagement and tasks aligned to the benchmark and opportunities for collaboration.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Our school receives school improvement support through Comprehensive Support and Improvement (CSI) activities, due to the overall Federal Index of 40% /school grade D (1 point below the 41% threshold for C rating), resulting from losses in learning gains of the lowest quartile, in the 2022SY. In collaboration with the DOE School Improvement Specialist (SIS), the school team works with district staff and the SIS to coordinate support for low performing subgroups and specific areas of need identified through careful analysis of data. Teachers and administrators identified (by DOE) as high performing receive UniSIG Supplemental Allocation for both the 2023SY and the following 2024SY, after earning a school grade of C in the 2023SY. Additionally, the school receives CSI funding allocation to purchase curriculum supports and staff interventionists to support instruction.

Our school also receives support from Title I and the district's Migrant Department /Migrant Title I, Part C. The District Migrant Education Program (MEP) 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. Provisions through Title I and the Migrant department includes the following:

- Academic Assistance through credit accrual/recovery, intervention, tutoring, and summer school
- Translation services for parent/teacher conferences
- Parental Support through parent/student activity nights, academic workshops and parent liaison activities
- Migrant Parent Advisory Council (MPAC)
- Medical assistance through referrals to outside community agencies
- Food assistance through referrals to food assistance program

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction				\$120,998.11
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	120	4831 - Pierson Elementary School	UniSIG	1.0	\$49,512.84
			<i>Notes: The intervention teacher to mentor, build relationships, set goals with academics in reading via multisensory activities and monitoring progress working with students. They will primarily work with students that showed little to no learning gains to support the intensive intervention need to help these students close their academic gaps. In addition to direct student contact, the intervention teacher would monitor student progress and meet with admin and coaches every other week to share student progress and action plan for the following two weeks.</i>			
	5100	210	4831 - Pierson Elementary School	UniSIG	0.0	\$6,718.89
			<i>Notes: Retirement 13.57%</i>			

	5100	220	4831 - Pierson Elementary School	UniSIG	0.0	\$3,787.73
			<i>Notes: Social Security 7.65%</i>			
	5100	230	4831 - Pierson Elementary School	UniSIG	0.0	\$6,780.00
			<i>Notes: Medical Flat Rate</i>			
	5100	230	4831 - Pierson Elementary School	UniSIG	0.0	\$3.27
			<i>Notes: Life Insurance .0066%</i>			
	5100	240	4831 - Pierson Elementary School	UniSIG	0.0	\$742.69
			<i>Notes: Workmens Comp 1.5%</i>			
	5100	750	4831 - Pierson Elementary School	UniSIG	0.0	\$18,000.00
			<i>Notes: Stipends - Substitute to provide Reading tutoring through the day (1 sub x \$120 per day x 150 days) The total Cost for this activity is \$19,377</i>			
	6300	120	4831 - Pierson Elementary School	UniSIG	0.0	\$9,600.00
			<i>Notes: Stipends for Collaborative Planning Weekly - Math, ELA, Science- Teams will analyze data from formative, district, and state assessments. The teams will create intervention and enrichment action plans for individual students, classes, and grade levels. The team will monitor and adjust instructional groups based on OPM data for intervention and enrichment. The team will pace instruction using the curriculum map, assessment calendar, and for motive assessment data to choose appropriate standards/benchmarks needed for core instruction and intervention groups. The team will monitor progress towards achievement of the SIP focus areas. The team will participate in weekly collaborative planning with the instructional coaches, support facilitation, general education teachers, and intervention teachers to develop clarity of the standard, target task aligned activities, and develop rigorous questions to ensure the mastery of standards being taught. (8 Teachers x 2 times per month X 10 months x 4 hours @ \$30/hr = \$23,274.24) The total cost for this activity is \$29,092.80</i>			
	6300	210	4831 - Pierson Elementary School	UniSIG	0.0	\$1,302.72
			<i>Notes: Retirement 13.57%</i>			
	6300	220	4831 - Pierson Elementary School	UniSIG	0.0	\$734.40
			<i>Notes: Social Security 7.65%</i>			
	5100	220	4831 - Pierson Elementary School	UniSIG	0.0	\$1,377.00
			<i>Notes: Social Security 7.65%</i>			
	5100	510	4831 - Pierson Elementary School	UniSIG	0.0	\$10,474.15
			<i>Notes: Materials & supplies; paper, copies, pencils, markers, highlighters, training binders and books., for all professional development and after-school work within the school for turnaround work.</i>			
	6300	120	4831 - Pierson Elementary School	UniSIG	0.0	\$9,870.00
			<i>Notes: Supplements for SLT Leaders - Leaders will support grade level/department teacher teams with the effective management and implementation of the curriculum and standards. These leaders are expected to set an example for others through their demonstration of integrity and professionalism. All instructional leaders will participate in</i>			

			<i>ongoing professional learning. They will also support with the delivery of professional learning for all teachers. They will participate in Learning Walks and Data Chats with administration, and following each, they will be expected to share out at a faculty meeting or professional learning (6 x \$1,645 = \$11,637.12)</i>			
	6300	210	4831 - Pierson Elementary School	UniSIG	0.0	\$1,339.36
			<i>Notes: Retirement 13.57%</i>			
	6300	220	4831 - Pierson Elementary School	UniSIG	0.0	\$755.06
			<i>Notes: Social Security 7.65%</i>			
2	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System				\$86,732.39
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	130	4831 - Pierson Elementary School	UniSIG	1.0	\$61,887.48
			<i>Notes: TOA- The TOA will work with individual and small groups of students to support the district's vision for resilience education. The TOA will aim to seamlessly integrate student civic, character and life skills education into the academic experience for all learners and educators. By providing a foundation for safe and positive learning through resiliency education, our school will enhance students' ability to succeed in school, careers, and life. The TOA will also serve as a teacher leader on our Positive Behavioral Interventions and Supports (PBIS) team. By utilizing research based lessons, the TOA will lead the initiative to decrease the numbers of referrals and improve our attendance rate by decreasing the number of students with 10% or more days absent. The district will be providing ongoing MTSS/PBIS training ongoing throughout the year. The TOA will be required to attend the district trainings in order to accurately facilitate and support the implementation of PBIS. In addition, she will work to support coaching teachers to create individual behavior plans for students to decrease not only the referral count, but also the levels of offenses by providing calm down strategies for students. The TOA will also be working closely with the district social worker and District Student Services department to implement strategies to decrease the number of students with 10% or more days absent.</i>			
	5100	210	4831 - Pierson Elementary School	UniSIG	1.0	\$8,398.13
			<i>Notes: Retirement 13.57%</i>			
	5100	220	4831 - Pierson Elementary School	UniSIG	1.0	\$4,734.39
			<i>Notes: Social Security 7.65%</i>			
	5100	230	4831 - Pierson Elementary School	UniSIG	1.0	\$6,780.00
			<i>Notes: Medical Flat Rate</i>			
	5100	230	4831 - Pierson Elementary School	UniSIG	1.0	\$4.08
			<i>Notes: Life .0066%</i>			
	5100	240	4831 - Pierson Elementary School	UniSIG	1.0	\$928.31
			<i>Notes: Workmens Comp 1.5%</i>			
	6300	640	4831 - Pierson Elementary School	UniSIG	0.0	\$4,000.00
			<i>Notes: Non-Capital Equipment - Document Cameras for teacher use to enhance the classroom instruction. 10 X 190 = \$1,900. The total cost for this activity is \$2,000.</i>			
					Total:	\$207,730.50

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No