



# District Improvement Plan 2023 - 2024



**Pierce County**

## DISTRICT IMPROVEMENT PLAN

## 1 General Improvement Plan Information

## General Improvement Plan Information

District	Pierce County
Team Lead	Yvette Newton
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (Federal funds budgeted separately)
Transferability of Funds (ESSA Sec. 5103). If applicable, check the box and list the program(s) where funds are being transferred. Refer to the Federal Programs Handbook for additional information and requirements.	
Transfer Title II, Part A to:	Title V, Part B
Cumulative Percentage of Allocation to be Transferred to the Selected Grant(s)	100%

Transfer Title IV, Part A to:	Title I, Part A
Cumulative Percentage of Allocation to be Transferred to the Selected Grant(s)	100%

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
<input type="checkbox"/>	Free/Reduced meal application
<input checked="" type="checkbox"/>	Community Eligibility Program (CEP) - Direct Certification ONLY
<input type="checkbox"/>	Other (if selected, please describe below)

DISTRICT IMPROVEMENT PLAN

2 ED - Flex Waiver

Do you need a waiver? No

## 3. DISTRICT IMPROVEMENT GOALS

## 3.1 Overarching Need # 1

## Overarching Need

Overarching Need as identified in CNA Section 3.2	Effective Teachers & Leaders
Is Need # 1 also an Equity Gap?	No
Root Cause # 1	Lack of consistency in New Teacher Induction Program
Root Cause # 2	Lack of meaningful teacher and leader development
Goal	By FY 2025, Pierce County Schools will increase the percentage of teachers and leaders within the school system with the appropriate professional qualifications for their assignments by 3%.

## Action Step # 1

Action Step	Provide professional learning for teacher and leader development
Funding Sources	Title I, Part A Title V, Part B IDEA
Subgroups	N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity
Method for Monitoring Implementation	Agendas & Sign in Sheets
Method for Monitoring Effectiveness	TKES, LKES or Contributing Professionals Evaluations
Position/Role Responsible	Director of Instruction and Assessment
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation	Quarterly
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## Action Step # 1

Does this action step support the selected equity intervention?	No
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Okefenokee RESA, Colleges with programs, GLISI, P-20 Collaborative
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## Action Step # 2

Action Step	Provide induction training for new teachers and leaders
Funding Sources	Title I, Part A Title V, Part B IDEA
Subgroups	N/A
Systems	Effective Leadership Professional Capacity
Method for Monitoring Implementation	Agendas & Sign in Sheets
Method for Monitoring Effectiveness	TKES, LKES or Contributing Professionals Evaluations
Position/Role Responsible	Director of Instruction and Assessment
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation	Quarterly
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## Action Step # 2

Does this action step support the selected equity intervention?	No
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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## 3. DISTRICT IMPROVEMENT GOALS

## 3.2 Overarching Need # 2

## Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase literacy across all grade levels
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Ineffective use of data
Root Cause # 2	Lack of a consistent approach to teach literacy across grade bands
Goal	By FY 2025, Pierce County will increase the percentage of students scoring in Developing and Proficient by 3% on the Milestones Assessment in English Language Arts.

## Equity Gap

Equity Gap	Student achievement identify subgroups, grade level span and content area(s)
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Content Area(s)	ELA
Grade Level Span(s)	K 1 2 3 4 5 6 7 8 9 10 11 12
Subgroup(s)	Economically Disadvantaged Race / Ethnicity / Minority
Equity interventions	EI-1 Provide targeted teacher development on content, pedagogy and student supports and interventions

## Action Step # 1

Action Step	Provide professional learning on a structured literacy and phonics approach to teaching reading including best practices on vocabulary instruction and writing across the curriculum in grades K-8.
Funding Sources	Title I, Part A Title III, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation	Agendas & sign in sheets
Method for Monitoring Effectiveness	MAP & Edulastic Data
Position/Role Responsible	Director of Instruction and Assessment
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Heggerty Phonics, LETRS training
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## Action Step # 2

Action Step	Utilize instructional technology (Chromebooks & Chromebooks carts), instructional software, adaptive technology, high interest novels, and teacher tools to support and engage students.
Funding Sources	Title I, Part A Title I, Part C Title III, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Usage reports
Method for Monitoring Effectiveness	Growth reports
Position/Role Responsible	Title III Coordinator, Director of Instruction & Assessment, Director of Student Services
Evidence Based Indicator	Promising

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? No

## Action Step # 2

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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## Action Step # 3

Action Step	Provide extended learning opportunities (after school tutoring) for at-risk students to increase literacy skills.
Funding Sources	Title I, Part A Title III, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation	Lesson Plans, Time Sheets, Student Attendance, Class Observations
Method for Monitoring Effectiveness	Comparison of test scores on MAP, GMAS, or other screener
Position/Role Responsible	Assistant Superintendent of Curriculum & Instruction & School Principal
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation	Quarterly
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## Action Step # 3

Does this action step support the selected equity intervention?	No
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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## Action Step # 4

Action Step	Provide teachers for supplemental support for at-risk students in literacy
Funding Sources	Title I, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation	Teacher schedules
Method for Monitoring Effectiveness	Student growth based on MAP, GMAS, or other screening data
Position/Role Responsible	Assistant Superintendent of Curriculum & Instruction & School Principals
Evidence Based Indicator	Demonstrate a Rationale

## Action Step # 4

Timeline for Implementation	Quarterly
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Does this action step support the selected equity intervention?	No
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Intervention Specialists
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## Action Step # 5

Action Step	Provide instructional coaches to support teachers to improve the instructional program
Funding Sources	Title I, Part A
Subgroups	Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction
Method for Monitoring Implementation	Work Schedule
Method for Monitoring Effectiveness	PL sign-in sheets & agendas, walkthroughs, coaching notes
Position/Role Responsible	Principal
Evidence Based Indicator	Strong

## Action Step # 5

Timeline for Implementation	Quarterly
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Does this action step support the selected equity intervention?	No
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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## 3. DISTRICT IMPROVEMENT GOALS

## 3.3 Overarching Need # 3

## Overarching Need

Overarching Need as identified in CNA Section 3.2	Align revised math standards with instructional materials
Is Need # 1 also an Equity Gap?	No
Root Cause # 1	Inconsistent approaches to teaching math across grade bands
Root Cause # 2	Ineffective use of data
Goal	By FY 2025, Pierce County Schools will increase the students scoring in Proficient and Distinguished on the mathematics section of Milestones by 3%.

## Action Step # 1

Action Step	Utilize instructional technology (Chromebooks & Chromebooks carts), instructional software, adaptive technology, high interest novels, and teacher tools to support and engage students
Funding Sources	Title I, Part A Title I, Part C Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation	Program reports
Method for Monitoring Effectiveness	Growth reports
Position/Role Responsible	Title III Coordinator, Director of Instruction & Assessment, Director of Student Services
Evidence Based Indicator	Promising

## Action Step # 1

Timeline for Implementation	Quarterly
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Does this action step support the selected equity intervention?	No
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	GLRS & RESA
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## Action Step # 2

Action Step	Provide professional learning on best practices in teaching math.
Funding Sources	Title I, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation	Sign In Sheets & Agendas
Method for Monitoring Effectiveness	Observations & Walkthroughs
Position/Role Responsible	Assistant Superintendent of Curriculum & Instruction and Director of Instruction and Assessment
Evidence Based Indicator	Promising

## Action Step # 2

Timeline for Implementation	Quarterly
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Does this action step support the selected equity intervention?	No
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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## Action Step # 3

Action Step	Provide extended learning opportunities (after school tutoring) for at-risk students to increase mathematics skills
Funding Sources	Title I, Part A Title III, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation	Lesson Plans, Time Sheets, Student Attendance, Class Observations
Method for Monitoring Effectiveness	Comparison of scores on MAP, GMAS, or other screener
Position/Role Responsible	Assistant Superintendent of Curriculum & Instruction & School Principal



## Action Step # 3

Evidence Based Indicator	Demonstrate a Rationale
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Timeline for Implementation	Quarterly
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Does this action step support the selected equity intervention?	No
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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## Action Step # 4

Action Step	Provide teachers for supplemental support for at-risk students in mathematics
Funding Sources	Title I, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation	Teacher schedules

## Action Step # 4

Method for Monitoring Effectiveness	Student growth based on MAP, GMAS, or other screening data
Position/Role Responsible	Assistant Superintendent of Curriculum & Instruction & School Principals
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)? Intervention Specialists

## Action Step # 5

Action Step	Provide instructional coaches to support teachers to improve the instructional program
Funding Sources	Title I, Part A
Subgroups	Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction
Method for Monitoring Implementation	I.C. Schedule

## Action Step # 5

Method for Monitoring Effectiveness	PL sign-in sheets & agendas, walkthroughs, coaching notes
Position/Role Responsible	Principal
Evidence Based Indicator	Strong

Timeline for Implementation      Quarterly

Does this action step support the selected equity intervention?      No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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### 3. DISTRICT IMPROVEMENT GOALS

#### 3.4 Overarching Need # 4

##### Overarching Need

Overarching Need as identified in CNA Section 3.2	Improve school climate, culture, and school safety.
Is Need # 1 also an Equity Gap?	No
Root Cause # 1	Classroom management (location of highest numbers of referrals)
Root Cause # 2	Add Tier II PBIS training to provide focused support for students that do not respond to Tier I supports
Root Cause # 3	Social and emotional needs not addressed proactively
Goal	By the end of 2023, Pierce County students will demonstrate a 10% decrease in the amount of instructional days lost due to inappropriate behavior.

##### Action Step # 1

Action Step	Provide PBIS Team Training and Universal Classroom Training for designated staff
Funding Sources	Title I, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation	Agenda & Sign in sheets
Method for Monitoring Effectiveness	Spotlight data - discipline and attendance
Position/Role Responsible	PBIS Coordinator & PBIS Team Members
Evidence Based Indicator	Strong

## Action Step # 1

Timeline for Implementation	Quarterly
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Does this action step support the selected equity intervention?	No
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Okefenokee RESA - Emotional Poverty PD
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## Action Step # 2

Action Step	Provide professional learning on SEL and mental health.
Funding Sources	Title I, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Agenda & sign-in sheets
Method for Monitoring Effectiveness	Spotlight data, counselor data
Position/Role Responsible	PBIS Coordinator
Evidence Based Indicator	Demonstrate a Rationale

## Action Step # 2

Timeline for Implementation	Quarterly
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Does this action step support the selected equity intervention?	No
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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## 3. DISTRICT IMPROVEMENT GOALS

## 3.5 Overarching Need # 5

## Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase achievement for the students with disabilities subgroup
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Process for analyzing data and using the information to drive instruction
Root Cause # 2	There is a need for professional learning on reading strategies related to science of reading
Goal	The percentage of Students with Disabilities scoring at Developing or higher on GMAS will increase by 5%.

## Equity Gap

Equity Gap	Student achievement identify subgroups, grade level span and content area(s)
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Content Area(s)	ELA Mathematics Science Social Studies
Grade Level Span(s)	K 1 2 3 4 5 6 7 8 9 10 11 12
Subgroup(s)	Economically Disadvantaged Race / Ethnicity / Minority
Equity interventions	EI-1 Provide targeted teacher development on content, pedagogy and student supports and interventions

## Action Step # 1

Action Step	Provide professional learning for special education teachers on analyzing and using data to drive instruction.
Funding Sources	IDEA
Subgroups	Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation	agendas and sign-in sheets, lesson plans
Method for Monitoring Effectiveness	data notebooks, GMAS data, MAP growth
Position/Role Responsible	District staff, lead teachers
Evidence Based Indicator	Strong

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?

## Action Step # 2



## Action Step # 2

Action Step	Provide professional learning on Orton-Gillingham for elementary special education teachers.
Funding Sources	IDEA
Subgroups	Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation	sign-in sheets and agendas
Method for Monitoring Effectiveness	Progress Monitoring data, MAP data analysis
Position/Role Responsible	District staff, lead teachers
Evidence Based Indicator	Strong

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?