

Volusia County Schools

PIERSON ELEMENTARY SCHOOL



2025-26 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

I. School Information

A. 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.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Kimberly Hutcherson

KHUTCHE@volusia.k12.fl.us

Position Title

Principal

Job Duties and Responsibilities

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.

Leadership Team Member #2

Employee's Name

Joselyn Baker

jbaker1@volusia.k12.fl.us

Position Title

Assistant Principal

Job Duties and Responsibilities

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.

Leadership Team Member #3

Employee's Name

Christie Henry

cyhenry@volusia.k12.fl.us

Position Title

Academic Coach

Job Duties and Responsibilities

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.

Leadership Team Member #4

Employee's Name

Courtney Henry

cwhenry@volusia.k12.fl.us

Position Title

Academic Coach

Job Duties and Responsibilities

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.

Leadership Team Member #5

Employee's Name

Kimberly Sheppard

KDSHEPPA@volusia.k12.fl.us

Position Title

Teacher

Job Duties and Responsibilities

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.

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

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

The school leadership team seeks the input of stakeholders for the development of the school improvement plan. The team considers results of the 24-25 Climate survey, input from parent surveys from Title I meetings and The School Advisory Council (SAC). Stakeholder involvement is achieved through various opportunities for input throughout the year and ongoing collaborative dialogue. The 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.

3. 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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 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.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	CSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 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 <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: C 2023-24: C 2022-23: C 2021-22: D 2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 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	
School Enrollment	74	84	64	107	69	81				479
Absent 10% or more school days		2	2	5	2	3				14
One or more suspensions	2	7	3	11	5	4				32
Course failure in English Language Arts (ELA)				1		1				2
Course failure in Math					1	1				2
Level 1 on statewide ELA assessment		1	3	27	13	18				62
Level 1 on statewide Math assessment				16	15	25				56
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		11	12	27	3	5				58
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2025-26

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		1	3	5	3	5				17

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year			1	2						3
Students retained two or more times										0

Prior Year (2024-25) As Last 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 school days		16	15	20	15	9				75
One or more suspensions				1	2					3
Course failure in English Language Arts (ELA)					10					10
Course failure in Math					5					5
Level 1 on statewide ELA assessment		1	3		2	3				9
Level 1 on statewide Math assessment					2	3				5
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		12	17	32						61
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2024-25) As Last Reported (pre-populated)

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		6	6	10	15	5				42

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year					3					3
Students retained two or more times										0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

Data for 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	50	56	59	40	55	57	41	52	53
Grade 3 ELA Achievement	49	58	59	41	56	58	43	55	53
ELA Learning Gains	59	57	60	50	57	60			
ELA Lowest 25th Percentile	54	53	56	50	50	57			
Math Achievement*	53	61	64	48	57	62	50	55	59
Math Learning Gains	59	62	63	54	59	62			
Math Lowest 25th Percentile	36	50	51	45	46	52			
Science Achievement	60	63	58	47	60	57	57	62	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	56	65	63	56	60	61	41	60	59

*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.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	53%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	476
Total Components for the FPPI	9
Percent Tested	97%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
53%	48%	51%	41%	47%		51%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 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%
Students With Disabilities	25%	Yes	6	1
English Language Learners	42%	No		
Hispanic Students	48%	No		
White Students	61%	No		
Economically Disadvantaged Students	50%	No		

D. 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.

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	50%	49%	59%	54%	53%	59%	36%	60%					56%
Students With Disabilities	11%	4%	35%	41%	15%	30%	25%	31%					33%
English Language Learners	37%	34%	52%	48%	36%	47%	30%	42%					56%
Hispanic Students	44%	42%	57%	48%	44%	55%	32%	55%					56%
White Students	59%	58%	64%	67%	64%	64%	40%	68%					
Economically Disadvantaged Students	46%	46%	55%	52%	50%	55%	28%	60%					56%

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS										
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.
										GRAD RATE 2022-23
										C&C ACCEL 2022-23
										ELP PROGRESS
All Students	40%	41%	50%	50%	48%	54%	45%	47%		56%
Students With Disabilities	7%	4%	47%	58%	14%	49%	45%	31%		41%
English Language Learners	29%	31%	45%	47%	40%	56%	57%	40%		56%
Hispanic Students	33%	36%	46%	44%	46%	55%	48%	40%		56%
White Students	50%	49%	53%	60%	52%	53%	50%	61%		
Economically Disadvantaged Students	34%	35%	44%	44%	42%	55%	47%	43%		55%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 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%	43%			50%			57%					41%
Students With Disabilities	14%	8%			24%			18%					41%
English Language Learners	29%	24%			40%			49%					62%
Hispanic Students	39%	39%			46%			52%					63%
White Students	51%	56%			59%			68%					
Economically Disadvantaged Students	37%	40%			47%			50%					61%

E. 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.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	48%	57%	-9%	57%	-9%
ELA	4	48%	55%	-7%	56%	-8%
ELA	5	53%	56%	-3%	56%	-3%
Math	3	48%	61%	-13%	63%	-15%
Math	4	49%	62%	-13%	62%	-13%
Math	5	59%	57%	2%	57%	2%
Science	5	60%	62%	-2%	55%	5%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

Multiple data components showed improvements evident in the 2025 FAST PM3 results. When comparing the school's scores from the 2023-2024, overall, ELA achievement increased from 40 to 50. Third grade increased by 6 points, fourth grade increased by 5 points, learning gains increased by 9 points, lowest quartile increased by 4 points, but fifth grade's achievement demonstrated the most improvement with an increase of 23 points. Next to ELA, Science demonstrated a 13 points improvement from 47 to 60. Math demonstrated partial improvement with an overall increase of 5 points. Grade level data demonstrated fifth grade with the highest improvement by 11 points followed by third grade with 9 points increase. ESSA overall FPPI history demonstrated an increase of 5 points.

These results came from the continued implementation of Benchmark aligned instruction with on-grade-level passages from Magnetic Reading, with appropriate scaffolding. Coach led instructional planning focused on academic language and explicit instruction, along with Benchmark aligned materials were components of the program, as well as the frequency and intensity of support implemented with fidelity.

Lowest Performance

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

Although overall achievement for Math improved from the 2023-2024 to the 2024-2025, overall lowest quartile learning gains decreased by 3 points. After a careful analysis of grade level data, we can see the lowest performance was observed in 4th grade's lowest quartile learning gains score of 13 points. The contributing factor was a lack of fidelity to benchmark aligned instruction and pacing. Additionally, ESSA subgroup of students with disabilities demonstrated a decline of 3 points making it the sixth year of not meeting the Federal Index point of 41%.

Greatest Decline

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

The 2025 FAST PM 3 results revealed the greatest decline from the prior year in 4th grade lowest

quartile learning gains. Contributing factors for this decline were most likely impacted by instruction not fully aligned to the Benchmark, despite an instructional action plan to support improvement in the area of Math during the second semester.

Greatest Gap

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.

When compared to the state's average, Pierson's greatest gap was found in Math, specifically, 3rd and 4th grades achievement scores. While the state's score for 3rd grade's achievement was 63, Pierson scored 50 and while the state's score for 4th grade's achievement was 62, Pierson scored 51. Third grade had the greatest gap with 13 points compared to the state's average.

Performance from PM 1 to PM 3 showed incremental gains over time. Classroom walkthrough data indicated a need for greater alignment between instruction and benchmarks during whole group instruction, as well as consistent use of B1G M as a resource and structured support for small group instruction to remediate gaps and support core instruction.

EWS Areas of Concern

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

52 percent of the number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. were found in 3rd grade. This cohort moving into fourth grade will require extended reading remediation, specifically in foundational skills and basic comprehension skills to close the gap for on grade level reading. Another potential concern was found in five students that failed the course of Math in fourth grade. These students would need more supports in fifth grade.

Highest Priorities

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

School improvement efforts for the 2025-2026 school year will focus on increasing Math proficiency across all grade levels, specifically to the lowest quartile. ESSA subgroups remain a priority goal as well. While meeting our 2024-2025 SIP goals in ELA and Science, we continue to focus on growth in proficiency for ELA and Science. The highest priorities for school improvement in the upcoming school year are: 1) Instructional planning for Benchmark aligned instruction and 2) Positive Culture & Environment.

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Benchmark-aligned instruction

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

At Pierson Elementary, we have had inconsistency with explicit instruction aligned to the benchmark and intended learning. We will continue to strengthen our planning and supports systems to ensure teachers and students can access and apply the benchmarks with mastery.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Measurable Outcomes for ELA:

By September of 2025, 35% of overall students and 15% of students in the ESSA Subgroups of SWD and ELL will show proficiency on FAST PM1. By January of 2026, 45% of overall students and 20% of students in the ESSA Subgroups of SWD and ELL will show proficiency on FAST PM2. By May of 2025, 55% of overall students and 42% of students in the ESSA Subgroups of SWD and ELL will show proficiency on FAST PM3.

By the second week of August of 2025, 100% of teachers will implement Level Up and Reading Intervention Plan with fidelity.

Measurable Outcomes for Math:

By September of 2025, 38% of overall students and 15% of students in the ESSA Subgroups of SWD and ELL will show proficiency on FAST PM1. By January of 2026, 48% of overall students and 20% of students in the ESSA Subgroups of SWD and ELL will show proficiency on FAST PM2. By May of 2025, 58% of overall students and 42% of students in the ESSA Subgroups of SWD and ELL will show proficiency on FAST PM3.

By October of 2025, 90% of teachers will implement Math Intervention Plan with fidelity.

Measurable Outcomes for Science:

By December of 2025, 50% of overall students and 25% of students in the ESSA Subgroups of SWD and ELL will show proficiency on VBA2. By February of 2026, 60% of overall students and 42% of students in the ESSA Subgroups of SWD and ELL will show proficiency on VBA3. By May of 2026,

62% of overall students and 42% of students in the ESSA Subgroups of SWD and ELL will show proficiency on the Statewide Science Assessment.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Monitoring for implementation of benchmark aligned instruction to reach desired outcomes will consist of student data analysis, teacher practice, and administrative team supports and incentives. Student Practice: Student data will be disaggregated after VBA, PM1 and PM2 and compared to state and district proficiency and growth trends. After each district assessment is administered, students, with the support of teachers will track and chart this data to measure progress over time. Teacher Practice: Classroom walkthrough trend data will be collected and analyzed. Administration and coaches will facilitate collaborative planning to monitor for explicit instruction aligned to the benchmark and achievement level descriptors. Coaching Practice: From August through November, administration and coaches will meet as a team to analyze the coaching support plan and data trends collected to make adjustments as needed and incentivize students' performance.

Person responsible for monitoring outcome

Hutcherson

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

The intervention for this area of focus is collaborative planning with a coach providing professional learning on explicit instruction aligned to the benchmark to deepen the intended learning of benchmarks.

Rationale:

Research has shown that teacher effectiveness is the most important school-based factor influencing student outcomes, including student achievement. Professional development is identified as a moderate Tier 2 intervention as evidenced by the Impact Results of the eMINTS Professional Development (Meyers et al., 2016). Meyers, C. V., Molefe, A., Brandt, W. C., Zhu, B., & Dhillon, S. (2016). Impact Results of the eMINTS Professional Development Validation Study. Educational Evaluation and Policy Analysis, 38(3), 455-476. <https://doi.org/10.3102/0162373716638446>

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Develop Level Up and Reading Intervention (WIN) Essentials

Person Monitoring:

C. Henry

By When/Frequency:

August

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

List instructional resources and instructional practices to be implemented during reading small group instruction and reading intervention.

Action Step #2

Develop Level Up Plan for ELA grades K-5

Person Monitoring:

C. Henry

By When/Frequency:

August

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

List students' schedule for ELA teacher small groups and student support services.

Action Step #3

Look Fors: Data Trends & Feedback

Person Monitoring:

Hutcherson

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Create a walkthrough calendar that would include ELA, WIN, Math and Science. Walk classrooms in all grade levels to monitor the delivery of instruction and transfer from common planning and form a baseline data for coaching support. Walkthrough data and feedback will be shared with teachers during PLCs. The team will collect walkthrough data using a MForm and iPad. Instructional coaches with administration will facilitate weekly grade level collaborative planning and provide support on how to develop benchmark aligned lessons.

Action Step #4

WIN: Instructional fidelity & Strategic Data review

Person Monitoring:

Hutcherson

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Coaches and administration will observe the implementation of reading intervention essentials. During PLCs, administration and coaches will review the pacing of reading intervention and rate of mastery of assessments to make timely adjustment on student grouping.

Action Step #5

Item Analysis of Assessments for Instructional Planning and Remediation

Person Monitoring:

Henry & Henry

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action

step:

During School Based Early Release days, teachers will disaggregate student data on assessments through a thorough item analysis report. From the analysis, teachers will adjust groupings and develop remediation plans with instructional materials.

Action Step #6

Academic Coaching Support

Person Monitoring:

Hutcherson

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Academic coaches will support teachers through coaching cycles to enhance instructional practices based on walkthrough data. Coaches will model implementation of instructional frameworks, instructional practices, and utilization of student tasks aligned to benchmarks during planning.

Action Step #7

Let's Find Fifties and Sixties

Person Monitoring:

Henry & Henry

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

After each state and district assessment, coaches will develop the Let's Find Fifties/Sixties document identifying students needed to meet our ELA (55%)/ Math (58%)/Science (62%) proficiency goals.

Action Step #8

ESSA Subgroup Data

Person Monitoring:

Baker

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Develop spreadsheet listing students in the ESSA subgroups to monitor VOLs for Reading and Math. Develop a Microsoft Form with a QR Code for students to enter their answers on informative assessments (VOLs). The teacher and coach will review students' answers and offer feedback during small group instruction.

Action Step #9

Develop learning contracts with academic goals with ESSA subgroups.

Person Monitoring:

Baker

By When/Frequency:

Week of October 24

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Conduct Data Chats with students. Discuss learning contract, set academic goals and select rewards based on students' interest. Celebrate students' successes on VOLs.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA required by RAISE (specific

questions)**Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Pierson Elementary has been identified as a RAISE (Reading Achievement Initiative for Scholastic Excellence) school. Schools are identified for RAISE when one or more grade levels show that 50 percent or more of the students are not proficient on the ELA statewide assessment. In the 2025SY, grades K, 2, 3, and 4, each grade had less than 50% proficiency. Despite the lack of proficiency in these grade levels, Pierson has shown steady improvement in ELA, with a 10 percent gain from 40% to 50%, seen for overall ELA proficiency in grades 3-5 at the end of the 2025SY. Our School Improvement Plan will continue to focus on reading intervention and benchmark aligned instruction. Reading intervention, with small group instruction, will target foundational and comprehension skills.

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

Instructional practice specifically related to Reading intervention to build foundational skills necessary for fluent reading comprehension and small group instruction to promote reading comprehension skills.

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

Instructional practice specifically related to Reading intervention to build foundational skills necessary for fluent reading comprehension and small group instruction to promote reading comprehension skills.

Grades K-2: Measurable Outcome(s)

By September of 2025, 35% of students will show proficiency on FAST PM1. By January of 2026, 40% of students will show proficiency on FAST PM6. By May of 2026, 50% of students will show proficiency on FAST PM3. By January of 2026, 90% of teachers will implement Level Up and Reading Intervention Plan with fidelity. Reading Intervention measurable outcome: 80% of students will meet tier one decision tree's foundational skills' expectations by the end of the school year.

Grades 3-5: Measurable Outcome(s)

By September of 2025, 35% of students will show proficiency on FAST PM1. By January of 2026, 40% of students will show proficiency on FAST PM2. By May of 2026, 50% of students will show proficiency on FAST PM3. By January of 2026, 90% of teachers will implement Level Up and Reading Intervention Plan with fidelity.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Student Practice: Students will track mastery assessment results of reading intervention program.

Teacher Practice: During PLCs, teachers will discuss the reading intervention mastery assessment data of students. Data will be analyzed and students' group adjustments will be made as needed.

Teachers will also discuss mastery assessments of small group reading instruction to remediate benchmarks not mastered.

Coaching Practice: Reading intervention walkthrough trend data will be collected and shared at PLCs.

Person responsible for monitoring outcome

School Based Leadership Team: Hutcherson, Baker, Ch. Henry, Co. Henry

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

According to Scarborough (2001), the reading rope is made up of lower and upper strands. When all these components parts intertwine, it results in skilled and accurate, fluent reading with strong comprehension. Phonics is one of the lower strands. Reference Scarborough, H. S. (2001).

Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. In S. Neuman & D. Dickinson (Eds.), Handbook for research in early literacy. New York: Guilford Press.

Rationale:

The lower strands of Scarborough's Reading rope build word recognition, which are phonological awareness, decoding, and sight recognition. This lower strand must become automatic to build into the language recognition strand. When all these component parts intertwine, it results in skilled and accurate, fluent reading with strong comprehension. Reading intervention builds on the lower strand of word recognition while small group reading instruction builds on the upper strand of language comprehension.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Reading Intervention in grades K-5

Person Monitoring:

Baker

By When/Frequency:

Daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

All students in K-5 will receive daily reading intervention tailored to their reading skills level and foundational reading deficits. Classroom observations for implementation of intervention in all classrooms will be monitored by Baker. The administrator will share observational trends during PLC and individually with feedback meetings.

Action Step #2

Level Up Implementation

Person Monitoring:

Christie Henry

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will implement the school's instructional system for small group instruction called "Level Up". This small group ELA instructional plan indicates the schedule, resources, and supports necessary for each student in K-5 to build language recognition and fluency and comprehension skills. Mrs. Henry will monitor implementation of fidelity to the schedule and services needed for each student and will review it with teachers during PLCs. Adjustments to the schedule will be made throughout the year, following assessment data, to ensure each student is receiving the appropriate tiered support. On going classroom observations by SBLT will be conducted to verify fidelity of implementation.

Action Step #3

Data Analysis by PLC teams for progress monitoring

Person Monitoring:

Hutcherson

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Data analysis of monthly assessments and progress monitoring data for student growth will be conducted during PLCs. After each state and district assessment, the grade level team, coaches and administration will meet to identify trends across grade level, classrooms and subgroups to identify adjustments to groups and/or scheduled intervention. Individual students will be tracked by achievement level.

Action Step #4

Using a walkthrough schedule, the School Based Leadership Team will conduct classroom visits to gather observational data to monitor the delivery of instruction and transfer from collaborative planning of the intended learning of benchmarks.

Person Monitoring:

Christie Henry

By When/Frequency:

Bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

SLBT will review walkthrough data and share feedback with teachers. The team will collect walkthrough data using a MForm and iPad. Instructional coaches with administration will facilitate weekly grade level collaborative planning and provide support on how to develop benchmark aligned lessons.

IV. Positive Learning Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

The second Area of Focus is aligned to the District Strategic Plan Guardrail 2: Provide students a safe, healthy, and supportive environment every day. Metrics of Success: 1. 2. 3. Increase the number of overall Positive Behavior Intervention Supports (PBIS) implementation scores in all schools to 80% or higher in 2027 from 68% in 2023. The level of student academic engagement during instruction is another concern affecting student learning.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

90% of students in each class will earn Cub Cash by performing behaviors of Five Essentials and SLANT and achieving "level up" status on assessment. 55% of students based on ELA/Math 58% proficiency and 62% of students based on Science proficiency will participate in Glow and Game Rooms activities. Decrease 50% of disruption referrals and counselor supports by increasing student engagement with Cub Cash and Glow and Game Rooms incentives.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

After each district assessment, the PBIS team will track Cub Cash redemption and percentage usage of Glow and Game Rooms. Systematic Cub Cash Menu will be used to define quantify of Cub Cash per behavior as an incentive. This menu will include academic "level up" status, Five Essentials, and SLANT as criteria for Cub Cash.

Person responsible for monitoring outcome

Dr. Baker

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored

for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Research results indicate that implementation of the PBIS was significantly associated with increased student academic achievement ($p = .001$) and that the rate of change for students' academic achievement in treatment schools was greater than for students in control schools. Madigan, K., Cross, R. W., Smolkowski, K., & Strycker, L. A. (2016). Association between schoolwide positive behavioral interventions and supports and academic achievement: a 9-year evaluation. , (7–8), 402–421. <https://doi.org/10.1080/13803611.2016.1256783>

Rationale:

According to Madigan et al. (2016), the academic index for students who attended schools in the PBIS condition grew at a faster rate and ended substantially higher than for students who attended comparison schools. Implementation of character strengths & corresponding behaviors, The Five Essentials, into Pierson's PBIS program will align schoolwide expectations and recognition program to the development of interpersonal traits essential for academic engagement.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Revise PBIS Incentive-Cub Cash Menu

Person Monitoring:

Dr. Baker

By When/Frequency:

August

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Review the Cub Cash Menu. Add new incentives for students attaining higher levels on achievement level descriptors per informal assessment data like VOLs. Add new incentives for K-2 students reaching Big Steps outlined in the ELA Action Plan.

Action Step #2

Update PBIS Calendar

Person Monitoring:

Dr. Baker

By When/Frequency:

August

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Update the PBIS Calendar including announcements for student of the week and incentives outlined in the Cub Cash Menu.

Action Step #3

The Goat (Greatest of All Time) Class Award

Person Monitoring:

Dr. Baker

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action

step:

The class with highest percentage of lessons passed in personalized learning programs will be awarded THE GOAT Class Award. Primary and Intermediate grades will alternate weeks. Incentive: GOAT Digital Wall recognition, weekly announcement, caring for the goats for the week, and Marquee announcement.

Action Step #4

Teachers Incentive Plan

Person Monitoring:

Dr. Baker

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Develop a teacher Incentive plan supporting efforts implemented to reach the goals for Focus Area #1.

Action Step #5

PBIS Team

Person Monitoring:

Dr. Baker

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Recruit members to form the schoolwide PBIS team. Hold quarterly meetings where members can review the data and make adjustments to the plan as needed to increase student engagement.

Action Step #6

Mindful Mondays

Person Monitoring:

Dr. Baker

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Develop a calendar listing SEL topics to educate students on areas of behavioral needs based on discipline referral data and climate survey results. Teach SEL lessons while students eat their lunch.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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 (20 U.S.C. § 6314(b)(4), ESEA Section 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/>).

Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

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. 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

Plans to Strengthen the Academic Program

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 II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

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.

How Plan is Developed

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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

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 instructional plan with specific resources for each tiered instructional level, referred to as the PES LEVEL UP Plan, 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.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

Teacher and staff refer students for counseling. The counselor offers individual and group sessions at the school. The school administration engages with the Integrated Practice Team (IPT) when seeking supports for students outside of Volusia County Schools. Teachers, students, parents, and staff may share a concern for a threat to the Threat Assessment Team's Chair who would then complete interviews along with the Site Based Threat Assessment Team. Students with a need for a mental health assessment can be referred to the district's mental health team specialist after obtaining parental consent.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

Agriscience program is integrated in the Special Area rotation supporting science benchmarks and workforce education programs. Other programs to increase awareness of career and technical education are Vehicle Day and Career Day. In addition, Latinos in Action program engages students from the high school mentor students that struggle with reading to achieve their reading goals.

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

It is the school expectation to collect data and report instructional or behavioral concerns by the end of August. Students demonstrating difficulties in mastering benchmarks or skills are referred to the MTSS (multitiered system of support) Team for analysis of positive interventions and supports. Positive Behavioral Interventions and incentives are offered to students individually and as a class for exemplifying the FIVE Essentials, SLANT, and GOAT behaviors. Students struggling with behaviors

are also case reviewed for the need of a Functional Behavioral Assessment and a Behavior Intervention Plan with parental input. Teachers also discuss the mastery assessment data of reading intervention program during PLCs and make recommendations for students needing more supports in a timely basis.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

Two district-based and four school-based professional learning days are scheduled for the 2024-2025 school year. During these sessions teachers build their instructional practice and collaboratively plan instruction after disaggregating data from district assessments. During these sessions, teachers prepare remediation plans with instructional materials addressing the lowest five benchmarks.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

FROG Street is a Social Emotional Component in the VPK curriculum that supports students from early childhood education at the local elementary school.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

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. 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 2025SY data trends, final PM3 assessment 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 Pierson Elementary.

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

Based on EWS data, students in 3rd grade performed below 50% proficiency in ELA. Students receive reading small

group instruction where the focus is foundational reading skills and comprehension. Being a Reader is the ELA small group instructional resource to be used in grades K-2. Students also receive reading intervention daily under the scheduled block of What I Need-Intervention Block (WIN). Resources used during WIN are WILSON, UFLI, SIPPS, Rewards, Measuring UP, Magnetic, Rally, Standards Mastery, and Typing.com. Students will be receiving foundational reading skills intervention until December. On January, students will all receive reading intervention focused on reading comprehension skills aligned to the benchmarks.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00