Pinellas County Schools

Elisa Nelson Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Elisa Nelson Elementary

415 15TH ST, Palm Harbor, FL 34683

https://www.pcsb.org/nelson-es

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.

Our learning community is committed to providing high-quality learning experiences that will empower students to pursue personal passions and ambitious goals through self-efficacy, innovation, and perseverance.

Provide the school's vision statement.

Every learner is inspired and supported to be a confident, innovative, and dynamic thinker who will shape a new and better world for the future.

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
Adhia, Hema	Principal	
Alford, Calla	Assistant Principal	
Harness, Luke	School Counselor	
Martin, Rachel	Instructional Technology	

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.

The principal and assistant principal engaged the faculty in a workshop to evaluate the extent of success in implementing the action steps within each goal. Teachers and staff worked in small groups to evaluate the current state of implementation and made recommendations in each area and included any potential obstacles, identified the need of resources and/or professional development for teachers. They shared their findings and recommendations with the larger group. The principal presented the findings from the staff discussions and recommendations to the school advisory council (SAC). Both staff and SAC used student academic achievement data and school climate survey data to evaluate success of each action step and make recommendations for 2023-2024.

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))

The SIP will be regularly monitored through classroom observations of action step implementation and ongoing data analysis of progress monitoring assessment data. Teachers will participate in SIP committees organized by subject area specific goals. They will meet quarterly to identify obstacles and propose solutions to ensure that teachers receive necessary supports to implement action steps. In Professional Learning Communities (PLC's) all teachers will meet weekly to plan data-informed instruction and enriched learning experiences for students. Members of the School Advisory Council (SAC) will receive regular updates from the principal for each goal and related action steps along with progress monitoring assessment data reports. SAC will make recommendations for any improvements or modifications throughout the year. Administration will conduct formal and informal observation of classroom instructions to check for fidelity of implementation of SIP action steps and support teachers needing improvement through professional development, one-one coaching, and provide opportunities for teachers to observe expert teachers. One-One data chats with teachers after each progress monitoring assessment will be conducted by administration to identify needs for modifications. In areas where strategies need to be modified, administration and teachers will collaborate to develop and communicate a mid-year action plan.

Demographic Data

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School 1-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	21%
2022-23 Economically Disadvantaged (FRL) Rate	20%
Charter School	No
RAISE School	No
2021-22 ESSA Identification	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
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) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History	2021-22: A
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	0	2	10	5	8	15	0	0	0	40
One or more suspensions	0	1	0	1	1	0	0	0	0	3
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	8	7	15	0	0	0	30
Level 1 on statewide Math assessment	0	0	0	8	4	10	0	0	0	22
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	12	15	15	20	0	0	0	62

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	1	4	9	17	14	0	0	0	45

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	2	0	0	0	0	0	2
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	0	2	10	5	8	15	0	0	0	40
One or more suspensions	0	1	0	1	1	0	0	0	0	3
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	8	7	15	0	0	0	30
Level 1 on statewide Math assessment	0	0	0	8	4	10	0	0	0	22
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	12	15	15	20	0	0	0	62

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	7	12	3	10	0	0	0	32

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	2	0	0	0	0	0	2
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	0	2	10	5	8	15	0	0	0	40
One or more suspensions	0	1	0	1	1	0	0	0	0	3
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	8	7	15	0	0	0	30
Level 1 on statewide Math assessment	0	0	0	8	4	10	0	0	0	22
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	12	15	15	20	0	0	0	62

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	7	12	3	10	0	0	0	32

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	2	0	0	0	0	0	2
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	2022			2019		
	School	District	State	School	District	State
ELA Achievement*	83	55	56		54	57
ELA Learning Gains	72	62	61		59	58
ELA Lowest 25th Percentile	53	55	52		54	53
Math Achievement*	84	62	60		61	63
Math Learning Gains	79	65	64		61	62
Math Lowest 25th Percentile	65	54	55		48	51
Science Achievement*	76	57	51		53	53
Social Studies Achievement*		0	50		0	
Middle School Acceleration						
Graduation Rate						
College and Career Acceleration						
ELP Progress						

** 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)	N/A
OVERALL Federal Index – All Students	73
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	512
Total Components for the Federal Index	7
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

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	46			
ELL				
AMI				
ASN	93			
BLK	85			
HSP	73			
MUL	90			
PAC				
WHT	72			
FRL	60			

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)

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	83	72	53	84	79	65	76					
SWD	40	55	46	42	55	52	32					
ELL												
AMI												
ASN	100	79		100	93							
BLK	80			90								
HSP	69	68		73	84		73					
MUL	93			86								
PAC												
WHT	83	73	55	84	75	56	76					
FRL	71	55	41	71	61	50	71					

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	80	66	48	82	80	54	83					
SWD	30	20	20	33	30	30						
ELL	50			50								
AMI												
ASN	100			100								
BLK												
HSP	59	67		66	63		64					
MUL	85			85								
PAC												
WHT	82	66	50	83	82	57	85					
FRL	67	64		65	59		74					

2018-19 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 2017-18	C & C Accel 2017-18	ELP Progress
All Students												
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL												

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	86%	57%	29%	54%	32%
04	2023 - Spring	83%	58%	25%	58%	25%
03	2023 - Spring	86%	53%	33%	50%	36%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	91%	62%	29%	59%	32%
04	2023 - Spring	90%	66%	24%	61%	29%
05	2023 - Spring	89%	61%	28%	55%	34%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	89%	60%	29%	51%	38%

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.

Overall, all subject areas grew according to the 2022-23 performance levels; the lowest component was ELA which scored 88%. Generally, trends shows an upward trajectory in all subjects.

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

No data components showed a decline in the 2022-23 school year. The collective efforts of all stakeholders to the action steps set forth in the 2022-23 SIP contributed to this success.

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.

Performance in mathematics was 90% proficiency for the 2022-23 school year, scoring well above the state average. This can be attributed to the dedication to the strategic planning and delivery of SIP action steps by the school team including but not limited to the use of intentional formative assessments practices, utilization of authentic mathematical discourse through Powerful Problem solving. Teachers also worked to ensure that Higher Order Thinking questions were provided to students in all lessons.

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

Science data improved most going from a 77% proficiency rate in 2012-22 to an 89% proficiency rate in 2022-23. Many factors led to this rise including but not limited to the increase of hands-on inquiry based lessons and the more consistent use of the Investigate-Inform (3I) model for the daily flow of instruction. Teachers also focused on intentionally planning for Higher Order Thinking questions to enrich and accelerate student thinking while deepening understanding. These methods allow students to lead, explore, and experiment using the scientific method to increase conceptual development of key nature of scientific concepts. Students will also have opportunities to share their wonderings and questions to encourage young scientists to plan/research/investigate and share their findings with authentic audiences. Beyond the science classroom, the school community and other disciplines also worked to reinforce science concepts and increase enthusiasm for the content.

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

Our areas of concerns include with more than 10% absences and students with substantial reading difficulties. in grades 3-5.

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

1. Higher Order Thinking questions to enrich and accelerate student thinking while deepening understanding.
2. Implementation of the Enrichment Triad Model with Supported Independent Reading (SIR)
3. Intentional use of data and differentiation strategies; increased levels of engagement and targeted support
4. Fostering the development of clubs and competitions for students in order to further enhance the student experience and continuing to strengthen family partnerships as a result of increased parent connect opportunities.
5. Strong PBIS plan including Essential agreements and the Blazer BEST and Blazer Traits reinforced through classroom guidance lessons

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 ELA

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.

85% of our students scored a level 3 or higher on the 2023 ELA FAST assessments.

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

We will increase ELA achievement by three percent. In 2024, 88% of our students will achieve a level 3 or higher on the ELA FAST assessments.

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

School leaders will conduct regular instructional walkthroughs and monitor achievement data through one-one data chats with teachers. Through on-going feedback and reflections connecting instructional practices with student achievement outcomes, administration and teachers will make adjustments to instructional strategies, small group formations and interventions to achieved our goal.

Person responsible for monitoring outcome:

Hema Adhia (adhiah@pcsb.org)

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.)

Students with reading difficulties will be further supported through daily intensive interventions using research based Seeing Stars and Visualizing and Verbalizing strategies prescribed in the Lindamood Bell program.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Research based Seeing Stars and Visualizing and Verbalizing strategies prescribed in the Lindamood Bell program are utilized to support students who experience reading difficulties similar Dyslexia or the likes.

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.

All students will be engaged in high quality learning experiences based on daily learning targets that are standards-based and appropriate for students' readiness levels. Students will receive explicit whole-group instruction with modeling and higher-order thinking questions, differentiated small group instruction, and one-one supports as appropriate.

Person Responsible: Hema Adhia (adhiah@pcsb.org)

By When: On going, throughout the school year.

Teachers will implement Supported Independent Reading daily and engage students in one-one conferences, 1-2 times per week to monitor reading levels, fluency and comprehension.

Person Responsible: Hema Adhia (adhiah@pcsb.org)

By When: On going, throughout the school year.

Teachers of Gifted learners will plan their standards-based ELA instruction integrated with Schoolwide Enrichment Model Reading Framework (SEM-R) and include Phase 1, Phase 2, and Phase 3 activities to promote a love for reading while focusing on increasing fluency and comprehension skills through consistent and systematic one-one conference approach using SEM-R Bookmarks.

Person Responsible: Hema Adhia (adhiah@pcsb.org)

By When: On going, throughout the school year.

Center for Literacy Innovation (CLI) teachers will utilize Seeing Stars and Visualizing and Verbalizing strategies in daily intensive intervention small group lessons for students with reading difficulties.

Person Responsible: Hema Adhia (adhiah@pcsb.org)

By When: On going, throughout the school year.

CLI teachers will monitor learning in daily intervention groups using the Instructional Records method prescribed in the Lindamood Bell program. These notes will be regularly analyzed by teachers and used as the basis of ongoing lesson planning.

Person Responsible: Hema Adhia (adhiah@pcsb.org)

By When: On going, throughout the school year.

Teachers will utilize research-based Depth and Complexity components as a basis to develop higher order questions with a goal to deepen thinking and understanding of complex texts.

Person Responsible: [no one identified]

By When: On going, throughout the school year.

Teachers of Gifted learners will intentionally plan for SEM-R Phase 3 opportunities for students that integrate students' interests and choice. Students will be supported through explicit instruction, modeling, process training skills and methodology training (Type II learning tasks) and encouraged to design real-world problem-solving investigations (Type III learning tasks) based on high-interest books and a variety of challenging text from a variety of genres in fiction and nonfiction.

Person Responsible: Hema Adhia (adhiah@pcsb.org)

By When: On going, throughout the school year.

Teachers and Media specialist will work collaboratively to develop a plan to encourage interest-based reading opportunities for students through school-wide and classroom-based incentives. They will engage students in sustainable daily reading habits and monitoring their reading goals using one-one reading conferences, Accelerated Reader Program, MyOn Reading Challenges, and Individual Reading Logs

Person Responsible: Rachel Martin (martinrac@pcsb.org)

By When: On going, throughout the school year.

Teachers will regularly analyze students' writing performances in PLC's and use it as the basis for organizing small groups for targeted writing instruction. Students will participate in targeted groups during daily writing block. Students will have opportunities to complete essays and other forms of writing opportunities in both short and long-term writing projects that include student choice and celebrate their writing by sharing with buddy classrooms, and other authentic audiences.

Person Responsible: Hema Adhia (adhiah@pcsb.org)

By When: On going, throughout the school year.

CLI teachers will increase opportunities for ELA standards-based instruction by integrating visualizing and verbalizing strategies in science content with non-fiction text and text structures coupled with multi-sensory hands-on learning in science. Through intentional and explicit instruction on a regular basis, teachers will coach students to apply skills learned in intervention group time to reading in science content.

Person Responsible: Calla Alford (alfordcal@pcsb.org)

By When: On going, throughout the school year.

School leaders will support and monitor the effective use of collaborative planning time as opportunities to rehearse and refine practices, examine tasks, assignments, samples of student work, and multiple data points to determine progress and plan forward. Teachers and administrators will work together to analyze student data and evaluate the effectiveness of interventions and develop a plan of action to continuously enhance student achievement.

Person Responsible: Hema Adhia (adhiah@pcsb.org)

By When:

#2. Instructional Practice specifically relating to Math

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.

90% of our current students received a 3 or higher on the 2023 MATH FAST.

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

Proficiency in Math will increase 2 percent. By the final FAST assessment, 92% of our students will receive an on-grade level score or higher on the 2023-24 State Math assessments.

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

School Leaders will support teachers in PLC's with analyzing formative assessment data to inform instructional planning.

Person responsible for monitoring outcome:

Hema Adhia (adhiah@pcsb.org)

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.)

Strengthen teacher ability to engage students in mathematical discourse empowering them to reason abstractly and quantitatively in order to evaluate mathematical problem-solving.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

When students can articulate and defend their proposition by reasoning abstractly and quantitatively in order to evaluate mathematical problem-solving, they will build strong conceptual understanding of mathematical concepts.

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.

Teachers will support productive struggle and implement the notice and wonder thinking routine, generalizing, abstracting and modeling strategies, along with reflecting, revising, justifying and extending (from Powerful Problem Solving, by Max Ray) to construct viable arguments and critiquing reasoning of others, examining logic of their errors in procedural knowledge when problem solving and engaging in explicit decision-making, tasks that require students to form and evaluate their hypothesis.

Person Responsible: Hema Adhia (adhiah@pcsb.org)

By When: Ongoing throughout the school year.

Teachers will utilize standards-based pre-assessments to identify and therefore differentiate instructions to meet the needs of individual learners and provide opportunities for compacting and accelerating curriculum as appropriate.

Person Responsible: Hema Adhia (adhiah@pcsb.org)

By When: Ongoing throughout the school year.

Teachers will regularly utilize formative assessment measures such as Benchmark assessments and Progress Monitoring Assessments to plan and implement small group targeted instruction and extensions/ enrichment activities for students who require additional acceleration beyond the district math curriculum.

Person Responsible: Calla Alford (alfordcal@pcsb.org)

By When: Ongoing throughout the school year.

Teachers will intentionally plan for Higher Order Thinking questions to enrich and accelerate student thinking while deepening understanding.

Person Responsible: Hema Adhia (adhiah@pcsb.org)

By When: Ongoing throughout the school year.

Students should be taught to use a variety of mathematics tools and manipulatives and eventually be able to select the most appropriate tool to solve a problem.

Person Responsible: Hema Adhia (adhiah@pcsb.org)

By When: Ongoing throughout the school year.

CLI teachers will engage students in applying Visualizing and Verbalizing techniques and math manipulatives and on Cloud 9 strategies and skills to solve mathematical word problems. They will use explicit modeling techniques within small group lessons with clearly defined and communicated learning targets.

Person Responsible: Calla Alford (alfordcal@pcsb.org)

By When: Ongoing throughout the school year.

The Media Specialist and teachers will provide MakerSpace opportunities to include engaging, standards-based challenges and activities (logic puzzles, LEGO math challenges, math games) that allow students to apply mathematical concepts learned in the classroom.

Person Responsible: Calla Alford (alfordcal@pcsb.org)

By When: Periodically throughout the school year.

Empower teachers to create and sustain a culture of feedback and openness, including ongoing teacher to teacher feedback through PLC's, learning visits, and peer observations.

Person Responsible: Hema Adhia (adhiah@pcsb.org)

By When: Periodically throughout the school year.

#3. Instructional Practice specifically relating to Science

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.

In the 2023 SSA, 89% of our 5th grade students scored a Level 3 or higher with 75% of 5th grade students scoring a level 4 or 5. When our students at every grade level are engaged in observing, questioning, and designing science experiments utilizing the scientific method, they will develop deep conceptual understanding and perform at high levels on district and state assessments.

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

Student proficiency in Science as measured by Florida SSA will result in 90% student proficiency with 80% of fifth grade students scoring at a level 4 or 5.

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

School Leaders will conduct regular walk throughs during Science teaching blocks, monitor the use of the science lab and/or opportunities for hands-on, inquiry based learning experiences, and review student performance in cycle assessments.

Person responsible for monitoring outcome:

Calla Alford (alfordcal@pcsb.org)

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.)

100% of teachers will engage students in the Ignite-Investigate-Inform instructional model, emphasizing hands-on, inquiry-based lessons that engage students in higher order thinking and complex tasks in the science classroom.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

If all students have access to cognitively complex tasks with opportunities to in the area of science, capacity will be built in the student understanding of problem solving as well as deepening understanding of science content in authentic ways.

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.

Teachers will implement the Ignite-Investigate-Inform (3I) model for the daily flow of instruction. This will be done using an interactive science notebook, providing a place for students to document their thinking, learning, and reflection.

Person Responsible: Calla Alford (alfordcal@pcsb.org)

By When: Ongoing throughout the year

Classrooms will include a Science Investigation Station displaying artifacts, related texts, and models of science concepts. A variety of science tools should be on display and easily accessible to students to address Nature of Science standards and inquiry-based, hands-on learning.

Person Responsible: Hema Adhia (adhiah@pcsb.org)

By When: Ongoing throughout the year

Teachers will intentionally plan for Higher Order Thinking questions to enrich and accelerate student thinking while deepening understanding.

Person Responsible: Calla Alford (alfordcal@pcsb.org)

By When: ongoing throughout the year

Teachers will create a Wondering Wall to collect wonderings that surface during instruction, conversations, or observations. Wonderings can be used to design investigations and allow for authentic learning.

Person Responsible: Calla Alford (alfordcal@pcsb.org)

By When: ongoing throughout the year

Teachers will utilize formal and informal assessment strategies and analyze results to inform instruction through the PLC. Teams will collaborate cross-grade level to address learning needs identified in diagnostic and progress monitoring assessments.

Person Responsible: Calla Alford (alfordcal@pcsb.org)

By When: ongoing throughout the year

Teachers will plan lessons that allow students to lead, explore, and experiment using the scientific method to increase conceptual development of key nature of scientific concepts. Students will also have opportunities to share their wonderings and questions to encourage young scientists to plan/research/ investigate and share their findings with authentic audiences including the District Science Showcase.

Person Responsible: Calla Alford (alfordcal@pcsb.org)

By When: ongoing throughout the year

Teachers will end science lessons with a strong debrief and reflection process in order to enrich the inform process of the learning model. As a result, students will be able to accurately articulate their learning as intended by the standard.

Person Responsible: Calla Alford (alfordcal@pcsb.org)

By When: ongoing throughout the year

CLI teachers will implement the use of Visualizing and Verbalizing strategies along with enriched hands-on experiences to make science real and relevant to students' everyday lives.

Person Responsible: Calla Alford (alfordcal@pcsb.org)

By When: ongoing throughout the year

FAME Team (Music, P.E. & Art) will connect their instruction to science topics that align with grade level Science Standards.

Person Responsible: Calla Alford (alfordcal@pcsb.org)

By When: ongoing through the year

Empower teachers to create and sustain a culture of feedback and openness, including ongoing teacher to teacher feedback through PLC's, learning visits, and peer observations.

Person Responsible: Hema Adhia (adhiah@pcsb.org)

By When: ongoing throughout the year

#4. ESSA Subgroup specifically relating to Students with Disabilities

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.

Blue notes, classroom observations, and progress monitoring forms from classroom teachers indicated that students' attitudes toward learning and by-in are influenced by their growth mindset.

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

The percentage of ESE students achieving an on-grade level or above score on the Florida Assessments of Student Thinking will increase by three percent by the final cycle of state assessments.

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

Informal and formal observations of VE teacher's lessons and small group instruction.

Person responsible for monitoring outcome:

Hema Adhia (adhiah@pcsb.org)

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.)

Embed metacognitive strategies into content-based instruction to teach students critical memory and management processes they can use to access, retain, and generalize important content.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

When students take ownership of their learning, they will generalize important content, build a growth mindset, and sustain long-term independence.

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.

Embed metacognitive strategies, such as conferencing, data chats, and growth mindset instruction into content-based instruction to teach students critical memory and engagement processes, they can use to access, retain, and generalize important content.

Person Responsible: Hema Adhia (adhiah@pcsb.org)

By When: ongoing throughout the year

Provide opportunities for ESE and general education teachers to co-plan for differentiated instruction and support delivery of services for ESE, Gifted, and twice exceptional students.

Person Responsible: Calla Alford (alfordcal@pcsb.org)

By When: ongoing throughout the year

Collaborate to create a schedule that promotes a "push-in" model of learning support

Person Responsible: Calla Alford (alfordcal@pcsb.org)

By When: ongoing throughout the year

Collect and interpret relevant data to monitor progress with IEP goals and objectives and drive instruction based on student needs, including regular and purposeful adjustment to accommodations and interventions.

Person Responsible: Luke Harness (harnessl@pcsb.org)

By When: ongoing throughout the year

For Center for Literacy Innovation students, teachers will utilize tools such as blue notes, observations, and progress monitoring forms, in order to implement intentional movement within student learning groups. Use of intervention strategies including but not limited to Seeing Stars, Visualizing &Verbalizing, small group instruction, and metacognitive strategies with students based on their individual needs will be monitored regularly.

Person Responsible: Hema Adhia (adhiah@pcsb.org)

By When: ongoing throughout the year

#5. Instructional Practice specifically relating to Differentiation

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.

Gifted Learners will achieve greater academic success when immersed in an enriched full-time learning environment.

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

By the third FAST progress monitoring cycle, 100% of gifted students will score a level 3 or above. In addition, 80% of our Gifted students will score a level 4 or 5 on the statewide ELA assessments and 88% of gifted students will score a level 4 or 5 on the statewide math assessment.

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

Formative assessment data from both classroom assessments and the first two progress monitoring cycles will be closely monitored by teachers and school leaders for growth and used to create targeted enrichment or remediation plans.

Person responsible for monitoring outcome:

Hema Adhia (adhiah@pcsb.org)

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.)

Instructional staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Through the intentional use of differentiation strategies, gifted learners exhibit increased levels of engagement resulting in higher academic achievement.

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.

When planning standards-based lessons, and as appropriate, teachers will intentionally include the three types of experiences within the Enrichment Triad model to increase challenge, interest, engagement, and creative productivity.
Type I Learning experiences will include opportunities exposing gifted learners to various topics, areas of interest, and fields of study,
Type II Learning Experiences - Train students in processes, methodology and skills needed to be successful learners and encourage them to apply their knowledge and skills towards creative product design and problem solving.

Type III Learning Experiences - Inspire students to self-select, design, and lead their own paths to problem-solving, presenting their creative solutions to authentic and influential audiences to bring about real change.

Person Responsible: Hema Adhia (adhiah@pcsb.org)

By When: ongoing throughout the year

Teachers of Gifted students will plan standards-based lessons aligned with higher Depth of Knowledge(DOK) levels and incorporate supplemental gifted curriculum, various critical and creative thinking gifted strategies (6-Thinking Hats, SCAMPER, FFOE, CORT, PET), and AVID discussion and questioning formats (Philosophical Chairs, Socratic Seminar, World Cafe) to engage and motivate gifted students.

Person Responsible: Hema Adhia (adhiah@pcsb.org)

By When: ongoing throughout the year

Based on the Florida Frameworks for gifted learners, our Gifted services will provide Gifted students an opportunity for maximum growth and are based on the depth of knowledge, questioning research, critical and creative thinking, leadership, authentic products, and goal setting.

Person Responsible: Hema Adhia (adhiah@pcsb.org)

By When: ongoing throughout the year

Support teachers in planning and implementing enrichment clubs and Extended Learning Program Clubs that support the interests of students.

Person Responsible: Calla Alford (alfordcal@pcsb.org)

By When: ongoing throughout the year

#6. Positive Culture and Environment specifically relating to Other

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.

As a District Application Program it is essential to have a robust student experience that calls for high achievement for each student as well as targeted work to accelerate student work through the student experience

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

Based on the formal and informal surveys, the number of students reporting that they enjoyed what they are learning will increase by 10%

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

Student and stakeholder surveys implementation and analysis

Person responsible for monitoring outcome:

[no one identified]

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.)

Continue to emphasize high expectations for all and accelerate learning through an enhanced student experience

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

As a magnet program, emphasis on the student experience accelerated learning and builds connection for the community of learners and families.

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.

Teachers will spark positive classroom communities by fostering learning through student interest and strengthening executive function skills

Person Responsible: [no one identified]

By When: ongoing throughout the year

Fostering the development of clubs and competitions for students in order to further enhance the student experience

Person Responsible: Calla Alford (alfordcal@pcsb.org)

By When: ongoing throughout the year

Stronger family partnerships as a result of increased parent connect opportunities, celebrations, learning showcases and consistent communication

Person Responsible: Hema Adhia (adhiah@pcsb.org)

By When: ongoing throughout the year

Strong PBIS plan including Essential agreements and the Blazer BEST and Blazer Traits reinforced through classroom guidance lessons

Person Responsible: Luke Harness (harnessl@pcsb.org)

By When: ongoing throughout the 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).

The district allocates SIP funds to each school as prescribed by the legislature. Principals present to the School Advisory Council the amount of their SIP Funds, their SIP, and how the SIP funds will support the plan. The SAC reviews and votes on approval of the SIP and use of SIP funds. The SIP funds are spent in alignment with the SIP, and reviewed by the SAC throughout the year. Expenditures that deviate from the approved SIP are presented to the SAC, which votes to approve or deny the expense.

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: ELA**				**$0.00**
2	**III.B.**	**Area of Focus: Instructional Practice: Math**				**$0.00**
3	**III.B.**	**Area of Focus: Instructional Practice: Science**				**$500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			3181 - Elisa Nelson Elementary			$500.00
			Notes: Student incentives for Science Power Words Activities			
4	**III.B.**	**Area of Focus: ESSA Subgroup: Students with Disabilities**				**$0.00**
5	**III.B.**	**Area of Focus: Instructional Practice: Differentiation**				**$0.00**
6	**III.B.**	**Area of Focus: Positive Culture and Environment: Other**				**$2,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			3181 - Elisa Nelson Elementary	School Improvement Funds		$1,000.00

			Notes: Student incentives for end of quarter celebration of academic achievement.			
			3181 - Elisa Nelson Elementary			$1,000.00
			Notes: PBIS rewards for students and classes including, Blazer Trait Awards, Cafeteria, and Principals 100 Club rewards			
					Total:	**$2,500.00**

Budget Approval

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

No