

Pinellas County Schools

Elisa Nelson Elementary



2022-23 Schoolwide Improvement Plan

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Elisa Nelson Elementary

415 15TH ST, Palm Harbor, FL 34683

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

Demographics

Principal: Hema Adhia

Start Date for this Principal: 2/13/2019

2019-20 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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	18%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2021-22: A (73%) 2020-21: (70%) 2018-19: No Grade 2017-18: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Pinellas County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part 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

Membership

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

Name	Position Title	Job Duties and Responsibilities
Adhia, Hema	Principal	<p>The Principal performs responsible administrative and supervisory work in the area of instruction, personnel, curriculum, safety, budget, purchasing, public relations, plant operations, food service, and transportation. Position is responsible for the total operational management of the school.</p>
Alford, Calla	Assistant Principal	<p>This position is second only to the Principal in the administration of the school and serves as liaison between principal and other school personnel. This administrator assumes any duties assigned by the Principal and is fully responsible for the school program in the absence of the Principal.</p>
Martin, Rachel	Instructional Media	<p>As the Media Specialist, this leadership team member manages the school's media center, THE HUB. Her duties include running the Hub, technology, literacy lessons, makerspace lessons, morning news, leadership committee, SBLT committee, and serving as a literacy leader at the school.</p>
Harness, Luke	Guidance Counselor	<p>Main duties include: Individual counseling, group counseling, classroom guidance lessons, provide school wide behavior support, 504 coordinator, MTSS coordinator, bullying prevention and investigation, school-wide and family events (i.e. Start with Hello, Parent Connect Night, Awards</p>

Name	Position Title	Job Duties and Responsibilities
		Ceremonies, etc), communication with stakeholders, Middle School articulation.
Ashley, Morelli	SAC Member	SAC Chair
Bryant, Tamara	Teacher, K-12	Teacher, Gifted

Demographic Information

Principal start date

Wednesday 2/13/2019, Hema Adhia

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Total number of teacher positions allocated to the school

Total number of students enrolled at the school

443

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

5

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

6

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	51	80	86	96	102	0	0	0	0	0	0	0	415
Attendance below 90 percent	0	2	10	5	8	15	0	0	0	0	0	0	0	40
One or more suspensions	0	1	0	1	1	0	0	0	0	0	0	0	0	3
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	8	7	15	0	0	0	0	0	0	0	30
Level 1 on 2022 statewide FSA Math assessment	0	0	0	8	4	10	0	0	0	0	0	0	0	22
Number of students with a substantial reading deficiency	0	0	12	15	15	20	0	0	0	0	0	0	0	62

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	7	12	3	10	0	0	0	0	0	0	0	32

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

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

Date this data was collected or last updated
Saturday 7/9/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students identified as retainees:

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	83%			80%				54%	57%
ELA Learning Gains	72%			66%				59%	58%
ELA Lowest 25th Percentile	53%			48%				54%	53%
Math Achievement	84%			82%				61%	63%
Math Learning Gains	79%			80%				61%	62%
Math Lowest 25th Percentile	65%			54%				48%	51%
Science Achievement	76%			83%				53%	53%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019					
Cohort Comparison						

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	40	55	46	42	55	52	32				
ASN	100	79		100	93						
BLK	80			90							
HSP	69	68		73	84		73				
MUL	93			86							
WHT	83	73	55	84	75	56	76				
FRL	71	55	41	71	61	50	71				

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	30	20	20	33	30	30					
ELL	50			50							
ASN	100			100							
HSP	59	67		66	63		64				
MUL	85			85							

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
WHT	82	66	50	83	82	57	85				
FRL	67	64		65	59		74				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	73
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	512
Total Components for the Federal Index	7
Percent Tested	100%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	46
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Asian Students	
Federal Index - Asian Students	93
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	85
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	73
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	90
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	72
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	60
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Learning gains, in English Language Arts based on the 2022 FSA across grades 3-5 were 72% overall and 53% in the lowest 25% students. Learning gains, in Mathematics based on the 2022 FSA across grades 3-5 were 79% overall and 65% in the lowest 25% students. Progress monitoring data in grades 1 & 2 also showed a similar trend with higher learning gains in Mathematics as compared to ELA.

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

English Language Arts gains based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement.

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

Center for Literacy Innovation (CLI) students may arrive to our program 2 to 3 years below grade level. Gifted students in the Center for Gifted Studies (CGS) students program, receive enrichment in ELA. We believe that a stronger alignment between ELA standards with the specific strategies for CLI (students with reading difficulties) and CGS (gifted students) is needed.

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

Mathematics learning gains showed the most improvement.

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

Teachers participated in data informed planning, inquiry based lessons with many opportunities to allow students to have focused discussions and share ideas.

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

In order to accelerate learning, teachers will utilize pre-tests, followed by analysis, and data-informed planning with differentiation for all our students in ELA.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Supports will be differentiated by grade level and teachers' experience levels in each of the CGS and CLI programs. Teachers will meet regularly in PLC's and received customized supports from peers and the school based leadership team. New teachers will participate in additional PD to build their capacity to differentiate for students based on their unique needs. In PLC's teachers will examine data and student work samples to make informed decisions during lesson planning and student grouping.

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

Teachers will receive additional support from district-based staff developers to improve questioning skills as a highly effective approach for differentiation.

Areas of Focus

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

:

#1. Instructional Practice specifically relating to Students with Disabilities

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

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.

100% of teachers that work with ESE students will use metacognitive strategies into content-based instruction to teach students critical memory and engagement processes they can use to access, retain, and generalize important content.

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 score on the Florida Assessments of Student Thinking will increase by three percent by the final cycle of state assessments.

50% of Students in the Center for Literacy Program will receive an on grade level score or higher by the final state cycle of the 2022-23 State ELA and math assessments. 50% of Students in the Center for Literacy Program will score a level 3 or higher on the Science Statewide Assessment.

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

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

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

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 Luke Harness (harnessl@pcsb.org)

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 Hema Adhia (adhiah@pcsb.org)

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

Person Responsible Calla Alford (alfordcal@pcsb.org)

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)

Participate in professional development associated with but not limited to the above action steps.

Person Responsible Calla Alford (alfordcal@pcsb.org)

Monitor the 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.

Person Responsible Hema Adhia (adhiah@pcsb.org)

For Center for Literacy Innovation students, teachers will utilize tools such as blue note, observations, and progress monitoring forms, in order to implement intentional movement within student learning groups.

Person Responsible Hema Adhia (adhiah@pcsb.org)

#2. Instructional Practice specifically relating to ELA

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

83% of our students scored at or above proficiency levels on the 2022 ELA FSA.

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

Proficiency in ELA will increase three percent. By the final cycle assessment, 86% of our students will receive an on grade level score or higher on the 2022-23 State ELA assessments.

We will monitor our progress towards this Area of Focus by targeted analysis of assessment data and data driven instructional planning. The following will be implemented and closely monitored.

1. Regular grade level PLC's focusing on data analysis and instructional planning
2. One-One data chats with individual teachers each semester and as needed after each cycle assessment.
3. Instructional Walkthroughs and feedback from administration targeted towards specific action steps
4. Formal classroom observations and feedback to teachers
5. Schoolwide Data will be shared by administration in faculty meetings immediately following major assessments.

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

Person responsible for monitoring outcome:

Hema Adhia (adhiah@pcsb.org)

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

Support and monitor the development of instruction in the ELA block to ensure instruction in both reading and writing is designed and implemented according to research-based principles involving students as proactive learners.

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

Our Center for Literacy Innovation and Center for Gifted Studies Learners will benefit from an ELA classroom culture that promotes students as proactive learners by valuing their interests and their input.

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.

During the ELA block, students will engage in independent reading with high quality text and text-based writing with feedback. Each classroom teacher will have an organized approach for tracking independent reading and text-based writing (see action steps below).

Person Responsible

Hema Adhia (adhiah@pcsb.org)

Research based resources (Ex. Fun with Phonics/Words Their Way) will be utilized for grades 1-4 (5th as needed) to target spelling patterns, irregular verbs, word derivations, and word analysis. Pre-assessments will be used to target instruction and determine small group intervention during the independent reading or writing block.

Person Responsible

Calla Alford (alfordcal@pcsb.org)

SEM-R bookmarks will be utilized to enhance reading comprehension and track independent reading. Teachers will guide students in maintaining an Interactive Reading Notebook through out the school year to regularly record their responses to appropriate writing prompts based on their high quality independent reading books.

Person Responsible Hema Adhia (adhiah@pcsb.org)

Writing groups will be organized by teachers during collaborative PLC meetings based on results from the most recent writing assessment data (including cycle assessments). Students will participate in targeted groups during daily writing block. Students will have opportunities to complete essays and celebrate their writing by sharing with buddy classrooms, and other authentic audiences.

Person Responsible Hema Adhia (adhiah@pcsb.org)

Discussion Based Questions Units will be included to enhance reading comprehension. Students build background knowledge on ways to analyze primary and secondary sources, biases, and reliability of information. Students delve into a topic with depth and complexity questions. The culminating task is an essay.

Person Responsible Calla Alford (alfordcal@pcsb.org)

Teachers will provide specific time (Ex. D.E.A.R time) each day to be used for students to engage in independent, interest-based opportunities of complex texts while teachers host individual conferences with students during the sustained independent reading time. Teachers will identify this time on their schedule and inform students/parents/leadership team to ensure this time remains uninterrupted.

Person Responsible Rachel Martin (martinrac@pcsb.org)

Prioritize engaging students in immense amounts of reading high quality text, discussion, and writing with feedback. The most important component of the literacy block is ensuring ample time is given to students to read and write appropriate text (while applying foundational skills) with high-quality feedback and opportunities to use that feedback.

Person Responsible Hema Adhia (adhiah@pcsb.org)

Evaluate and strengthen classroom library resources by collaborating with classroom teachers to support interest-based reading.

Person Responsible Rachel Martin (martinrac@pcsb.org)

During LMB intervention groups and small group instruction in science and math, CLI teachers will use Socratic Questioning techniques to increase student engagement and metacognition. Center for Literacy Teachers will use Blue Notes (as advised by Lindamood Bell) as a progress monitoring and planning tool.

Person Responsible Calla Alford (alfordcal@pcsb.org)

Support CLI teachers in developing and implementing units of study that integrate science standards with reading standards and Visualizing and Verbalizing strategies.

Person Responsible Calla Alford (alfordcal@pcsb.org)

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.

Person Responsible Hema Adhia (adhiah@pcsb.org)

Regularly monitor and Library book check-out data by -individual students- and share this data with all teachers and students. Share book check out data with teachers and administration on a monthly basis and work in collaboration with teachers and administration to strengthen book check out opportunities through the Media-Center to support research and interest-based opportunities.

Person Responsible Rachel Martin (martinrac@pcsb.org)

Teachers will gain a deeper understanding of the new B.E.S.T. Standards by attending a training on the new B.E.S.T. standards during DWT or throughout the school year.

Person Responsible

Calla Alford (alfordcal@pcsb.org)

#3. Instructional Practice specifically relating to Science

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

In the 2022 SSA, 77% of our 5th grade students scored a Level 3 or higher. 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.

Proficiency in Science will increase by 8%. 85% of fifth graders will score a level 3 or higher on the FSA assessment.

100% of teachers will engage students in an inquiry-based instructional model using inquiry-based lessons.
 Proficiency in Math will increase three percent. By the final cycle assessment, 88% of our students will receive an on grade level score or higher on the 2022-23 State Math assessments.

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 review student performance in cycle assessments.

Person responsible for monitoring outcome:

Hema Adhia (adhiah@pcsb.org)

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

Provide feedback both in and outside of the Marzano framework to all teachers.

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

Consistent feedback on clearly stated expectations will build the teachers' capacities implementing superior instruction.

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. Students will also have opportunities to share their wonderings and questions (ex. Wondering Wall, Inquiry Table) to encourage young scientists to plan research/investigate and share their findings with authentic audiences.

Person Responsible

Calla Alford (alfordcal@pcsb.org)

Teachers will utilize formal and informal assessment strategies and analyze results to inform instruction through the PLC.

Person Responsible

Hema Adhia (adhiah@pcsb.org)

Teachers will plan science lessons to reinforce Nature of Science standards and those that allow students to lead, explore, and experiment using the scientific method to increase conceptual development of key scientific concepts.

Person Responsible

Calla Alford (alfordcal@pcsb.org)

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 Hema Adhia (adhiah@pcsb.org)

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)

Teachers will help prepare students for an authentic investigation to present at the science showcase.

Person Responsible Calla Alford (alfordcal@pcsb.org)

FAME Team (Music, P.E. & Art) will connect science topics throughout the year that align with grade level Science Standards.

Person Responsible Hema Adhia (adhiah@pcsb.org)

Develop, implement, and monitor a data driven 5th grade standards review plan using the 3rd, 4th, & 5th Grade Diagnostic Assessments.

Person Responsible Hema Adhia (adhiah@pcsb.org)

#4. Instructional Practice specifically relating to Math**Area of Focus Description and****Rationale:**

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

85% of our current students received a 3 or higher on the 2022 MATH FSA.

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 three percent. By the final cycle assessment, 88% of our students will receive an on grade level score or higher on the 2022-23 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 Strategy:

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

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 Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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.

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 model and encourage the process of constructing viable arguments and critiquing the mathematical reasoning of others, examining logic of their errors in procedural knowledge when problem solving.

Person Responsible

Hema Adhia (adhiah@pcsb.org)

Teachers will regularly observe, coach, and support productive struggle by engaging students with explicit decision-making, problem-solving tasks that require students to propose and support their solutions, generate conclusions, and identify common logical errors while testing their hypothesis against those of their peers.

Person Responsible

Hema Adhia (adhiah@pcsb.org)

Teachers will continue to utilize methods and strategies from the professional book Powerful Problem Solving- Activities for Sense Making with Mathematical Practices and design lessons to implement discussion strategies learned from the book.

Person Responsible

Hema Adhia (adhiah@pcsb.org)

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)

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)

CLI teachers will engage students in applying Visualizing and Verbalizing 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)

Teachers will utilize standards-based pre-assessments to identify and therefore differentiate instructions to meet the needs of individual learners.

Person Responsible Hema Adhia (adhiah@pcsb.org)

Teachers will gain a deeper understanding of the new B.E.S.T. Standards by attending a training on the new B.E.S.T. standards during DWT or throughout the school year.

Person Responsible Calla Alford (alfordcal@pcsb.org)

#5. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:

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

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 final cycle assessment, 90% of our Gifted students will receive a proficient or mastery score on state assessments in ELA and Math. 90% of Gifted students will score a level 4 or 5 on the Science Statewide Assessment.

Monitoring:

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

Formative assessment data from MAP- Mathematics and ELA will be closely monitored by teachers and school leaders for growth from Fall to Winter test administration to create targeted enrichment or remediation plans.

Person responsible for monitoring outcome:

Hema Adhia (adhiah@pcsb.org)

Evidence-based Strategy:

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

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 Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

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

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 of Gifted students will plan standards-based lessons aligned with higher Depth of Knowledge (DOK) levels and utilize Achievement Level Descriptors (ALD) to plan, pre-asses, progress-monitor, and deliver rigorous lessons as appropriate to ensure learning gains for gifted students.

Person Responsible

Hema Adhia (adhiah@pcsb.org)

Teachers will incorporate supplemental gifted curriculum (Jacob's Ladder and William ad Mary Units) 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 by incorporating individual interests, learning styles, and providing student choice as appropriate.

Person Responsible

Hema Adhia (adhiah@pcsb.org)

Teachers of Gifted will apply research-based Gifted instructional strategies included in the Gifted Block lessons to other content area instruction to plan engaging lessons.

Person Responsible

Hema Adhia (adhiah@pcsb.org)

Teachers will evaluate their lessons to determine the level of Universal Design for Learning (UDL) practices included. They will share practices with each other, both in whole group and small group sessions to enhance their ability to include Universal Design for Learning (UDL) strategies within lessons.

Strengthen staff practice to align Depth & Complexity and UDL with BEST standards in Reading and Math

and State Science Standards to meet the needs of individual students and build above the foundation of standard-based learning.

Person Responsible Hema Adhia (adhiah@pcsb.org)

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)

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)

All teachers will participate job-embedded PD to examine best practices for strengthening executive functioning skills for students and integrating planned practices into the learning environment.

Person Responsible Hema Adhia (adhiah@pcsb.org)

School leadership will monitor the completion of Gifted Endorsement and professional development for teachers as applicable.

Person Responsible Hema Adhia (adhiah@pcsb.org)

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

The Elisa Nelson School community has established many formal and informal avenues for students, parents, staff and community members to be active participants in shaping a positive school culture and environment. Parents, guardians, staff, and community members are invited to serve on the School Advisory Council (SAC) and Parent Teacher Association (PTA) board and committees. Our school partners with the Palm Harbor Chamber of Commerce, Elisa's Greatest Wishes Foundation, Rotary Club of Palm Harbor, Achieva Bank, Bogota Kitchen, Tarpon Marble, Mathnesium, and many other community partners to ensure supports for all students at our school. We ensure student voice through the National Elementary Honors Society activities, Principal's Multi Cultural Advisory Committee, SAVE Club, Safety Patrol, Student Council activities, and various extracurricular clubs and opportunities. Teachers are empowered to take on leadership roles and actively participate in the key decisions in daily operations and ways to move the school further in ensuring high student achievement for all Blazers along with maintaining a supportive and nurturing learning environment for our students and all adults on campus. All stakeholders have an opportunity to participate in the annual stakeholder survey and data from this and other formal and informal surveys are utilized to improve the positive culture and environment of our school.

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

The positive school culture is the responsibility of all stakeholders at Elisa Nelson Elementary. Parents and teachers work collaboratively to establish a positive working relationship that helps every student at our school achieve their highest potential. Parents are encouraged by the principal to participate in School Beautification each year prior to school opening which sets the back drop for a calm and nurturing environment. School staff and Parents collaborate to organize the Start With Hello Week and Dyslexia Awareness Month to increase acceptance and spread kindness throughout the community. Parents are encouraged to share their expertise as guest speakers and guest teachers frequently when relevant topics are discussed in class. Students are empowered to voice ideas and opinions through the Student Council, SAVE, and PMAC clubs. The Principal is an active participant in the PTA and sits on every PTA board meeting to ensure a strong partnership with families and parent volunteers. School Office staff, Cafeteria Staff, and Custodial Staff receive ongoing support in customer service skills and promote family engagement activities. The principal sends our Weekly Wednesday Updates to all families and staff through the School Messenger system. These weekly principal messages include information shared with principal by PTA and school staff. They are designed to serve as a reminder and to streamline communication from various channels such as teacher newsletters, media specialist updates, and PTA updates. The Leadership Team organizes Parent Seminars and informational nights, family involvement events, maintains an informative website, and social media page to ensure communication reaches all families in a timely manner.