School Improvement Plan
SY 2019-20

ELISA NELSON
ELEMENTARY SCHOOL

Michael A. Grego, Ed.D.
Superintendent

Pinellas County Schools

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Continuous Improvement

A school does not achieve its goals by good fortune or hard work alone, but by prioritizing efforts. Improvements are made by focusing intensely on the priorities, while maintaining high service levels for ongoing work. The School Improvement Plan (SIP) is based on the Plan, Do, Study, Act (PDSA) process, which manages and supports effective and efficient planning, implementation, monitoring, revising, and oversight.

A fully developed SIP places the management of priorities and strategies in the context of planning, accountability and support at the school level. School SIP teams ensure these priorities are supported through:

• clearly defined priorities and strategies that are aligned to district strategic goals,

• oversight throughout the planning, implementation and monitoring process, and

• reflection and adjustment to meet school, department and student needs.

Plans succeed because they are well developed, implemented and monitored, and align with the overall goals and objectives of the school and district. The benefits of a good SIP process include achievement of the desired results that positively impact staff growth and student achievement.

I. School Information

A. School Mission and Vision

School Mission	Staff will develop collaboratively on July 31st & August 1st 2019

School Vision	Staff will develop collaboratively on July 31st & August 1st 2019

B. School Leadership Team

School Leadership Team		
Position/Role	First Name	Last Name
Principal	Hema	Adhia
Magnet Coordinator	Bonnie	Taylor
School Counselor	Allison	Rice
Media Specialist	Rachel	Martin

C. Demographic Information

This information will be prepopulated by the state in CIMS.

D. Early Warning Systems

1. Current Year

a. The number of students by grade level that exhibit each early warning indicator listed

Indicator	K	1	2	3	4	5	Total
Number of students enrolled	0	50	65	89	102	40	346
Attendance below 90 percent	0	1	6	5	3	3	18
One or more suspensions							
Course failure in ELA or Math							
Level 1 on statewide assessment	0	0	0	0	3	2	5

b. The number of students with two or more early warning indicators

Indicator	K	1	2	3	4	5	Total
Students with two or more indicators	0	0	0	0	1	0	1

c. The number of students identified as retainees

Indicator	K	1	2	3	4	5	Total
Retained students: Current Year							
Students retained two or more times							

d. FTE units allocated to school (total number of teacher units)

33 Instructional Units

e. Date this data was collected or last updated

July 16, 2019

II. Needs Assessment/Analysis

A-D are typically prepopulated by the state in CIMS. However there will be no 2018-19 data for a new school.

A. School Data

B. Grade Level Data

5th Grade					
Achievement Level ->	5	4	3	2	1
Reading	29% (11)	47% (18)	24% (9)	0	0
Math	39% (36)	34% (31)	13% (5)	2% (1)	0

4th Grade					
Achievement Level ->	5	4	3	2	1
Reading	35% (32)	42% (38)	16% (15)	4% (4)	3% (3)
Math	45% (17)	40% (15)	20% (18)	5% (5)	2% (2)

3rd Grade								
MAP %	90-99	80-89	70-79	60-69	50-59	40-49	30-39	>29
Reading	41% (31)	14% (11)	16% (12)	9% (7)	3% (2)	3% (2)	5% (4)	9% (7)
Math	76% (58)	6% (5)	3% (2)	3% (2)	1% (1)	3% (2)	3% (2)	5% (4)

*Total of 76 students out of 89 attending had taken the MAP assessment the previous school year.
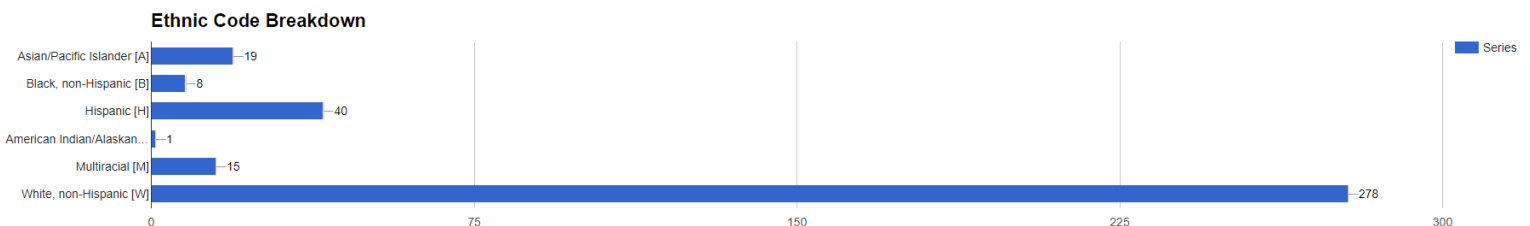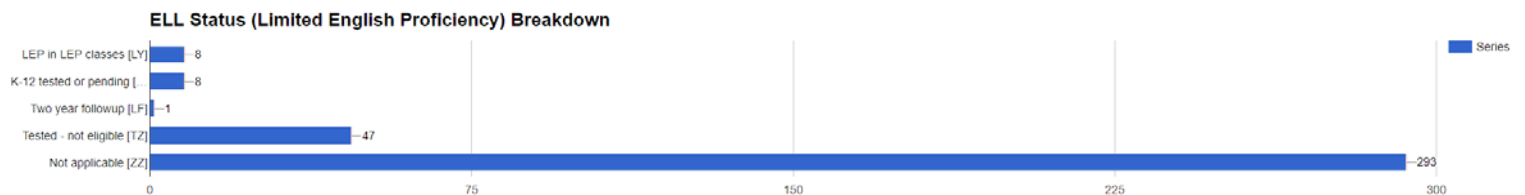
2nd Grade								
MAP %	90-99	80-89	70-79	60-69	50-59	40-49	30-39	>29
Reading	34% (18)	21% (11)	9% (5)	6% (3)	9% (5)	0%	9% (5)	12% (6)
Math	47% (25)	15% (8)	6% (3)	6% (3)	4% (2)	7% (4)	6% (3)	9% (5)

*Total of 52 students out of 65 attending had taken the MAP assessment the previous school year.

1st Grade								
MAP %	90-99	80-89	70-79	60-69	50-59	40-49	30-39	>29
Reading	45% (19)	16% 7)	10% (4)	5% (2)	14% (6)	0%	0%	10% (4)
Math	45% (19)	24% (10)	19% (8)	0%	0%	2% (1)	5% (2)	5% (2)

*Total of 42 students out of 51 attending had taken the MAP assessment the previous school year.

C. Subgroup Data

ELL Status (Limited English Proficiency) Breakdown

- LEP in LEP classes [LY] — 8
- K-12 tested or pending [— 8
- Two year followup [LF] — 1
- Tested - not eligible [TZ] — 47
- Not applicable [ZZ] — 293

Series

Ethnic Code Breakdown

- Asian/Pacific Islander [A] — 19
- Black, non-Hispanic [B] — 8
- Hispanic [H] — 40
- American Indian/Alaskan... — 1
- Multiracial [M] — 15
- White, non-Hispanic [W] — 278

Series

Total: 361

Answer the following reflection prompts after examining any/all relevant school data sources. 250 words or less per answer.

a. Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.
b. Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.
c. 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.
d. Which data component showed the most improvement? What new actions did your school take in this area?
e. Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)
f. Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.
1. Establish clear guidelines and expectations for teachers' collaborative work for meaningful PLCs led by teachers. 2. Strengthen CLI staff's ability to utilize formative assessment data to organize students to interact with content and scaffold instruction to meet the needs of every student. 3. Build the Gifted staffs' capacity to identify critical content from the standards in alignment with district resources to ensure differentiated learning for gifted learners. 4. Recognize and nurture a culture that values the importance of individual similarities and differences while working effectively with all stakeholders from various, cultures, races, ethnicities and religious backgrounds to build connectedness and a sense of belonging.

III. Planning for Improvement

A. Areas of Focus

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis). Also schools with less than 41% proficiency in any ESSA sub-group must create specific area for each sub-group.

ELA Proficiency

Rationale
Of all our students who took the 2019 FSA, 33% received an Achievement Level 5, 43% received an Achievement Level 4, 18.5% received an Achievement Level 3, and 5% received an Achievement Level 1 or 2.
State the measureable outcome the school plans to achieve
80% of our students will show gains on the 2020 ELA FSA as evidenced by their scale score.
Person responsible for monitoring outcome
Hema Adhia, Principal
Evidence-based strategy
Strengthen staff practice to differentiate instruction to provide more rigorous academic challenge.
Rationale for evidence-based strategy
In order to see a greater rate of success on the higher-level FSA questions, students will benefit from open-ended questioning techniques.
Actions Steps
Provide teacher PD on differentiating instruction, implementing ESE accommodations, and UDL. Pre-test students in order to provide appropriately leveled questions. When questioning gifted students, start with "the most difficult" questions first. Allow gifted students to create and refine their own questions in an area of interest. Plan for tiered learning to utilize questions with varying "Depth of Knowledge." Teachers/Staff will obtain gifted micro-credential and take at least two gifted endorsement classes. CLI teachers will attend Lindamood-Bell training for individualized and scaffolded instruction. CLI teachers will successfully plan and implement the intervention block including Lindamood-Bell strategies. Collaborative planning with the Magnet Coordinator/Instructional Staff developer. Monitoring through instructional walk throughs, PLC logs. CLI- progress monitoring, collaboration with speech, ESE, and classroom teacher to create comprehensive plan for the individual students.

Mathematics

Rationale
94% of our current students received a 3 or higher on the 2019 Math FSA.
State the measureable outcome the school plans to achieve
80% of our students will show gains on the 2020 Math FSA as evidenced by their scale score.
Person responsible for monitoring outcome
Hema Adhia, Principal
Evidence-based strategy
Strengthen staff ability to engage students in complex problem-solving tasks.

Rationale for evidence-based strategy
When students can engage in complex problem-solving tasks, they will be able to transfer problem solving skills to different scenarios including high difficulty questions on the FSA.

Actions Steps
Staff members will attend professional development on new math curriculum, Ready Classroom Mathematics.
Support teachers in building a sustainable system of analyzing math performance (MAP, Unit Assessments, Digital Comprehension Checks, Exit Tickets) and planning instruction through evaluating common assessments during PLCs.
PD to strengthen teachers comfort level with supplemental math materials.
Dream Box training provided to teachers throughout the school year.
Empower math teachers to create and sustain a culture of feedback and openness, including ongoing teacher to teacher feedback through PLCs and learning walks.
Ensure feedback, professional development, and PLCs align with the Key Shifts in mathematics and promote strong alignment between standard, target, and task.

Science

Rationale
As a new school, establishing clear expectations and a schoolwide model of science instruction would be beneficial for all students and teachers.

State the measureable outcome the school plans to achieve
100% of teachers will incorporate the 10-70-20 science instructional model to implement standards based instruction, including the utilization of grade level science labs.

Person responsible for monitoring outcome
Hema Adhia, Principal

Evidence-based strategy
Provide feedback both in and outside of the Marzano framework to all teachers at minimum once every two weeks.

Rationale for evidence-based strategy
Consistent feedback on clearly stated expectations will build the teachers capacities implementing superior science instruction.

Actions Steps
Monitor for consistent effective instruction that promotes student centered with rigor for all science labs grades 1-5.
Support and utilize formal and informal assessment strategies that inform instruction.
Identify proficiency levels and implement instructional strategies to increase conceptual development of key content.
Support the 5E instructional model through identification and understanding of each component as identified in each elementary science unit grades 1-5.
Develop, implement, and monitor a data driven 5th grade standards review plan using the 3rd and 4th Grade Diagnostic Assessment.
Team leaders will take PD on implementing and monitoring science academic gaming based on data, with a priority focus on the 60 Power Words and other related vocabulary based on grade level standards.

Bridging the Gap

Rationale
Belonging-centered practices provide a foundation for constructive, deep, and transformative learning.

State the measureable outcome the school plans to achieve
The entire ENES school community will engage in practices around equity-centered problem solving to respond to and meet learners academic, social-emotional, and behavioral needs.

Person responsible for monitoring outcome
Hema Adhia, Principal

Evidence-based strategy
Develop a learning environment that is relevant to and reflective of their students' social, cultural, and linguistic experiences and utilize students' cultures and experiences as assets for learning.

Rationale for evidence-based strategy
When teachers build relational capacity with their students, student achievement increases.

Actions Steps
Have all staff members attend AVID CRT training and continuously improve upon CRT strategies used schoolwide. Use AVID CRT classroom audit and self-reflections to support classroom practices and student outcomes. Train all staff members on Restorative Practices and continuously review implementation of RP practices. Facilitate teacher/staff learning within PLCs, PD opportunities, and/or model classroom observations. All staff attend 3 hours of Equity in the Classrooms training. Train staff in Student Led Conferencing, Flexible Seating, and Mindfulness in the classroom. Equip all classrooms with flexible seating. Adopt Blazer Traits as a set of core values for our school. Instructional Leaders will provide feedback to staff on CRT strategies during walkthroughs. Monitor school climate through continuous surveys given to families, students, and staff.

School Climate/Conditions for Learning

Rationale
In 2019-2020, 100% of students, families, and staff are new to our school. We believe that collaboration among all stakeholders will be instrumental in creating a positive and vibrant school climate to support optimum conditions for learning for each individual child.

State the measureable outcome the school plans to achieve
80% staff, students, and parents experience a positive school and learning environment based on climate survey results.

Person responsible for monitoring outcome
Hema Adhia, Principal Bonnie Taylor, Magnet Coordinator Allison Rice, School Counselor

Evidence-based strategy
Build teachers' capacity to design student-driven classroom and learning spaces.

Rationale for evidence-based strategy
When students will be empowered to take charge and contribute towards their learning experiences, we will build a culture of student agency and stronger student-teacher relationships.

Actions Steps
Plan teacher professional development opportunities to implement student led conferences.
Schedule student led conferences on Master Calendar and implement and review effectiveness throughout the school year.
Empower students to create and refine their own questions in areas of interest.
Incorporate choice for students to have ownership over the learning strategies that best meet their individual needs.
Assess teachers' knowledge and comfort level with implementing restorative practices and plan professional development accordingly.

Attendance

Rationale
In the 2018-2019 school year, 5% of our students missed 10% or more of school.

State the measureable outcome the school plans to achieve
Decrease the percentage of students who miss 10% or more of school from 5% to 2%.

Person responsible for monitoring outcome
Hema Adhia, Principal
Beth Taylor, Magnet Coordinator
Allison Rice, School Counselor
Rachel Martin, Media Specialist
TBD, School Social Worker

Evidence-based strategy
Form positive relationships with students and families to create an engaging school climate, and provide personalized, early outreach for any students in danger of chronic absenteeism.

Rationale for evidence-based strategy
Absenteeism is reduced when students are engaged in their school community and have positive relationships with school personnel and other students.

Actions Steps
Communicate early and frequently with families of students who are missing 10% or more of school.
Provide families statistics and information on the importance of attendance.
Implement schoolwide positive reinforcement attendance program, including quarterly attendance awards.

Family and Community Engagement

Rationale
Our school community includes stakeholders that are highly involved and committed to the success of the students.

State the measureable outcome the school plans to achieve
80% or more of our families will indicate positive engagement with the school based on the climate survey results.

Person responsible for monitoring outcome
Bonnie Taylor, Magnet Coordinator
Allison Rice, School Counselor

Evidence-based strategy
Purposefully involve families with opportunities for them to advocate for their students.

Staff members will effectively communicate with families about their student's progress, and school policies/practices. Provide multiple opportunities for parents' voices to be heard throughout the school year.

Rationale for evidence-based strategy
When all stakeholders are actively involved in the school community, we will continue to build a strong, collaborative, student-centered environment focused on student success.

Actions Steps
Each teacher will send home frequent updates about their students' progress, as determined by the grade level team. The school will provide families with advanced notice using multiple modes of communication, to inform families of any policy changes, upcoming school events, such as STEM Showcase Night, Reading Under the Stars, Great American Teach In, Music Concerts, Awards Ceremonies, Student Led Conferences, School Beautification Day, Meet the Teacher Night, Open House, or other pertinent school information (i.e. through our school website, Facebook page, Twitter, SAC meetings, PTA meetings, etc.).

Healthy Schools

Rationale
Healthy schools experience higher attendance rates, greater academic success, increased family engagement, and reduced staff turnover.

State the measureable outcome the school plans to achieve
We will achieve Silver status as identified through the Alliance for a Healthier Generation standards.

Person responsible for monitoring outcome
TBD, Wellness Team Leader

Evidence-based strategy
Use Healthy Schools 6-step process and Action Plan in order to reach Silver Status.

Rationale for evidence-based strategy
Using the latest research and best practices in children's health, Healthier Generation's Healthy Schools Program provides a workable, customizable framework to help you create and sustain a healthy school.

Actions Steps
Establish a Healthy Schools Team and establish systematic meeting schedule to monitor progress towards reaching Silver status. Create organic garden with students to teach them about healthy food choices.

ESE Subgroup

Rationale

State the measureable outcome the school plans to achieve

Person responsible for monitoring outcome
Evidence-based strategy
Rationale for evidence-based strategy
Actions Steps

Gifted

Rationale
Gifted learners will achieve greater academic success when immersed in an appropriate learning environment.
State the measurable outcome the school plans to achieve
The percentage of our Gifted students at a Level 4 or 5 Achievement Level on both the Math and Reading FSA will be above the state average of other Gifted students.
Person responsible for monitoring outcome
Bonnie Taylor, Magnet Coordinator
Evidence-based strategy
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
Through the intentional use of differentiation strategies, gifted learners exhibit increased levels of engagement resulting in higher academic achievement.
Actions Steps
Schoolwide Enrichment Model Gifted Block Teachers/Staff will obtain gifted micro-credential and take at least two gifted endorsement classes. Supplemental Gifted Curriculum

IV. Title I Requirements

Not applicable

V. Budget/ SIP Funds

Describe the projected use of school improvement funds and include the amount allocated to each resource.
Budgeted amounts are approximations.

	Budget Categories	Amount
1.	**ELA Proficiency**	**$ [Insert amount for category]**
	[Describe each support on a separate row]	[Insert Amount]
	[Describe each support on a separate row]	[Insert Amount]

2.	**Mathematics**	**$ [Insert amount for category]**
	[Describe each support on a separate row]	[Insert Amount]
	[Describe each support on a separate row]	[Insert Amount]
3.	**Science**	**$ [Insert amount for category]**
	[Insert materials on a separate row]	[Insert Amount]
	[Insert materials on a separate row]	[Insert Amount]
4.	**Bridging the Gap**	**$ [Insert amount for category]**
	[Describe each type on a separate row]	[Insert Amount]
	[Describe each type on a separate row]	[Insert Amount]
5.	**School Climate/Conditions for Learning**	**$ [Insert amount for category]**
	[Describe categories on a separate row]	[Insert Amount]
	[Describe categories on a separate row]	[Insert Amount]
6.	**Attendance**	**$ [Insert amount for category]**
	[Describe each on a separate row]	[Insert Amount]
	[Describe each on a separate row]	[Insert Amount]
7.	**Family and Community Engagement**	**$ [Insert amount for category]**
	[Describe each on a separate row]	[Insert Amount]
	[Describe each on a separate row]	[Insert Amount]
8.	**Healthy Schools**	**$ [Insert amount for category]**
	[Describe each on a separate row]	[Insert Amount]
	[Describe each on a separate row]	[Insert Amount]
9.	**ESE Subgroup**	**$ [Insert amount for category]**
	[Describe each on a separate row]	[Insert Amount]
	[Describe each on a separate row]	[Insert Amount]
TOTAL $ [Insert total estimated SIP Budget]		$