Nelson Elementary School

2022-23 Schoolwide Improvement Plan

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Nelson Elementary School

5413 DURANT RD, Dover, FL 33527

[no web address on file]

Demographics

Principal: Jason Pepe

Start Date for this Principal: 8/2/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-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)	96%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: C (49%) 2018-19: B (58%) 2017-18: C (50%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	[Lucinda Thompson](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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 Hillsborough 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.

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5413 DURANT RD, Dover, FL 33527

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School Demographics

School Type and Grades Served
(per MSID File)

2021-22 Title I School

2021-22 Economically Disadvantaged (FRL) Rate
(as reported on Survey 3)

Elementary School
PK-5

No

96%

Primary Service Type
(per MSID File)

Charter School

2018-19 Minority Rate
(Reported as Non-white on Survey 2)

K-12 General Education

No

62%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		B	B

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Our Nelson Elementary Learning Community will ensure all students' success by:
* An understanding and acceptance of diversity
* All members sharing responsibility for learning
* Providing equitable programs

Provide the school's vision statement.

All members of the Nelson Elementary Learning Community will be accepted and challenged to reach their greatest potential.

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
Pepe, Jason	Principal	Focuses relentlessly on student outcomes and successfully leads teachers and staff to achieve dramatic learning gains for every student. Ensures that strategies implemented among teachers, staff and community successfully eradicate inequities in schools. Spends a significant amount of time conducting classroom observations and walkthroughs that are strategically planned to provide a system of support to every teacher. Builds the capacity of staff to effectively and consistently use multiple sources of data to identify content that students did not learn and guide grouping and re-teaching. Actively provides meaningful leadership opportunities to effective teachers. Leads teachers to review and disaggregate school, educator, and classroom-level data. Analyzes disaggregated data to identify performance trends among teachers and strategically plans development activities to leverage high-performing teachers in the development of others. Creates proactive communication channels for all stakeholders and guides teachers and staff to do the same. Expertly manages change.
Meadows, Keri	Assistant Principal	Elementary PSLT Members The leadership team includes: • Principal • Assistant Principal • School Guidance Counselor • School Psychologist • Academic Coaches (Reading, Math, etc. and other specialists on an ad hoc basis) • ESE teacher • PLC Liaisons for each grade level, K-5 • SAC Chair • ELP Coordinator • ELL Representative • Attendance Committee Representative • Behavior team Representative/Behavior Specialist/Coach (Note that not all members attend every meeting, but are invited based on the goals and purpose of the meeting) PSLT Coordinator—Principal/Assistant Principal: Coordinate and oversee the decision making process to ensure integrity and consistency of the PS/RtI implementation at the building level. The principal should attend PSLT meetings at the Tier 1 level, provide specific procedures for resource allocation, and monitor the fidelity of instruction/intervention at the school-wide and classroom levels (Tier 1) PSLT Meeting Facilitator— e.g., School Psychologist, Reading Coach, School Social Worker, Guidance Counselor, ESE Specialist, and/or Intervention Specialist: The facilitator opens the meeting with a brief description of what the team expects to accomplish during the meeting. The facilitator is to establish and maintain a supportive atmosphere throughout the meeting by encouraging participation from team members, clarifying and summarizing information communicated during the meeting, design specific procedures for ongoing communication between school staff and PSLT, and assist with monitoring the fidelity of intervention implementation across each tier.

Name	Position Title	Job Duties and Responsibilities
		PSLT Content Specialist— e.g., Administrator, Reading Coach, Math Coach, Writing Coach, ESE Specialist, and/or Behavior Specialist: Ensures that when new content curricular materials are obtained, implementers are adequately trained to use the materials, check fidelity of use of curricular materials and strategies, determine what elements need to be included in an effective core instructional program and assist the team in identifying which instructional strategies are most effective to address areas of concerns. The Content Specialist may also assist with monitoring the fidelity of instruction and intervention implementation across each tier. PSLT Data Consultant— e.g., Assistant Principal, Reading Coach, Math Coach, Science Coach, Academic Intervention Specialist, Behavior Specialist, Technology Support Personnel, School Psychologist, School Social Worker, ESE Specialist, and/ or Guidance Counselor: Prior to the meeting, the Data Consultant assists team members with collecting, organizing, analyzing, graphing and interpreting data. The data should be presented in easily understandable visual displays to guide the decision making process. PSLT Timekeeper—Ensures that meeting times are respected and helps the team stay focused on the respective agenda. Because many decisions need to be made during the meeting, the timekeeper should redirect the team's discussion when necessary. The timekeeper should know who are working on specific projects and set timelines for completion/implementation as well as monitor the fidelity across each tier. PSLT Recorder—Records the plans of the team, including meeting minutes/ notes. This person will capture all important information, especially related to instruction/ intervention specifics, progress monitoring, data analysis, and future meeting dates. The recorder may need to ask for clarification several times during the meeting to ensure that enough detail is recorded so that a person who did not attend the meeting would be able to clearly understand the nature and implementation of the instructional/intervention plan The Leadership Team/PSLT communicates with and supports the PLCs in implementing strategies by distributing Leadership Team members across the PLCs to facilitate planning and implementation. Once strategies are put in place, the Leadership Team members who are part of the PLCs regularly report on their efforts and student outcomes to the larger Leadership Team/PSLT.

Demographic Information

Principal start date
Tuesday 8/2/2022, Jason Pepe

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.*
2

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.*

12

Total number of teacher positions allocated to the school

33

Total number of students enrolled at the school

700

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

3

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

8

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	83	100	110	115	122	132	0	0	0	0	0	0	0	662
Attendance below 90 percent	3	26	20	21	23	21	0	0	0	0	0	0	0	114
One or more suspensions	0	0	0	3	0	0	0	0	0	0	0	0	0	3
Course failure in ELA	0	0	0	2	0	0	0	0	0	0	0	0	0	2
Course failure in Math	0	0	0	31	0	0	0	0	0	0	0	0	0	31
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	10	24	24	0	0	0	0	0	0	0	58
Level 1 on 2022 statewide FSA Math assessment	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	

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	1	0	6	7	0	0	0	0	0	0	0	0	14

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	6	2	0	10	1	0	0	0	0	0	0	0	0	19
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

Wednesday 8/24/2022

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	86	105	100	115	126	131	0	0	0	0	0	0	0	663
Attendance below 90 percent	24	17	14	16	18	20	0	0	0	0	0	0	0	109
One or more suspensions	1	1	0	0	1	2	0	0	0	0	0	0	0	5
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 2019 statewide FSA ELA assessment	0	0	0	0	6	21	0	0	0	0	0	0	0	27
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	3	19	0	0	0	0	0	0	0	22
Number of students with a substantial reading deficiency	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	1	0	0	0	0	0	0	0	0	0	0	0	0	1

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	8	11	8	14	3	0	0	0	0	0	0	0	0	44
Students retained two or more times	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	86	105	100	115	126	131	0	0	0	0	0	0	0	663
Attendance below 90 percent	24	17	14	16	18	20	0	0	0	0	0	0	0	109
One or more suspensions	1	1	0	0	1	2	0	0	0	0	0	0	0	5
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 2019 statewide FSA ELA assessment	0	0	0	0	6	21	0	0	0	0	0	0	0	27
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	3	19	0	0	0	0	0	0	0	22
Number of students with a substantial reading deficiency	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	1	0	0	0	0	0	0	0	0	0	0	0	0	1

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	8	11	8	14	3	0	0	0	0	0	0	0	0	44
Students retained two or more times	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	51%	53%	56%				63%	52%	57%
ELA Learning Gains	55%						60%	55%	58%
ELA Lowest 25th Percentile	48%						51%	50%	53%
Math Achievement	55%	50%	50%				64%	54%	63%
Math Learning Gains	55%						64%	57%	62%
Math Lowest 25th Percentile	38%						49%	46%	51%
Science Achievement	44%	59%	59%				56%	50%	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	64%	52%	12%	58%	6%
Cohort Comparison		0%				
04	2022					
	2019	64%	55%	9%	58%	6%
Cohort Comparison		-64%				
05	2022					
	2019	58%	54%	4%	56%	2%
Cohort Comparison		-64%				

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	65%	54%	11%	62%	3%
Cohort Comparison		0%				
04	2022					
	2019	64%	57%	7%	64%	0%
Cohort Comparison		-65%				
05	2022					
	2019	57%	54%	3%	60%	-3%
Cohort Comparison		-64%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2022					
	2019	55%	51%	4%	53%	2%
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	14	46	52	17	25	17	9				
ELL	40	51	47	41	39	33	40				
ASN	44	45		75	82						
BLK	49	63		45	50		24				
HSP	48	56	54	47	46	23	45				
MUL	39			48	36						
WHT	58	56	45	66	67	59	51				
FRL	40	52	45	44	47	30	37				

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	14	41	53	19	27	43	14				
ELL	36	50	45	33	20		30				
ASN	58			50							
BLK	40	27		29	38	40	6				
HSP	43	51	57	50	26	30	38				
MUL	40	50		45	40		50				
WHT	57	51		61	51		58				
FRL	38	38	44	41	29	35	29				

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
SWD	24	38	43	34	54	45	10				
ELL	28	42	43	36	45	44	31				
BLK	44	43	55	38	50	40	38				
HSP	52	63	45	53	54	48	44				
MUL	67	42		76	67						
WHT	73	63	58	75	75	60	67				
FRL	50	54	50	54	57	46	48				

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)	ATSI
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	65
Total Points Earned for the Federal Index	411

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	26
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	45
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners 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
Asian Students	
Federal Index - Asian Students	62
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	46
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	48
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	41
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
Number of Consecutive Years Multiracial 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	57
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	46
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?

Historically our students in the Students with Disabilities and English Language Learners performed lowest throughout all grade levels. However in first grade the English Language Learners were the most improved in Reading and Math.

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

In grades 3,4,5 the overall achievement in Reading, Math and grade 5 Science demonstrate a need for improvement.
ELA Achievement 51%
ELA Learning Gains 55%
ELA Lowest 25th Percentile 48%
Math Achievement 55%
Math Learning Gains 55%
Math Lowest 25th Percentile 38%
Science Achievement 44%

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

The contributing factors were related to transient classroom assignments, poor attendance due to illness.

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

The achievement of the Bottom Quartile in ELA remained consistent with 48% in 2022, 50% in 2021, and 51% in 2019.

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

A focus was placed on bottom quartile performance and progress monitoring throughout the year on a variety of assessments.

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

Accelerating learning through pre-loading vocabulary and addressing lack of background knowledge in all content areas.

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.

District Resource teachers will come out and provide site based training opportunities for our Teacher Talent Developers and staff. PD will address designing high-level, academic questions that help students engage in high-level academic discourse, EET Observation Rubric trainings facilitated by the Performance Evaluation department, and Coaching support from Regional Superintendent, K-5 Literacy Supervisor, and Professional Development Specialist.

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

Team collaborated planning will be facilitated by our Teacher Talent Developers for Math and ELA. The MTSS process will be reviewed and monitored for fidelity and appropriateness of interventions for specific students.

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 Student Engagement	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Student talk is an essential tool for enriching classroom interactions and facilitating deeper learning in vocabulary and retention. Student talk should happen in varied groupings in classrooms, including peer to peer, small group, and whole class, and student self-talk. 48% of students in grades 3, 4, and 5 scored at proficiency level 3 and above on FSA ELA. 28% of students in grades 3, 4, and 5 demonstrated vocabulary proficiency based on iReady Diagnostic 3.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Increase high-level academic discussion among and between students. 45% of students in grades 3, 4, and 5 will demonstrate vocabulary proficiency based on iReady Diagnostic 3.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Leadership will use Learning Walks, observations and iReady data to monitor high-level academic discussion among and between students.
Person responsible for monitoring outcome:	Keri Meadows (keri.meadows@hcps.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Create opportunities for Peer-to-Peer learning and nurture metacognition by prompting students to ask how they are thinking about a particular concept. Increase student talk in classrooms, including peer to peer, small group, and whole class, and student self-talk (metacognition). Teachers will participate in Monday lesson planning sessions and Tuesday Standards Based Instructional Planning to design, accelerate, monitor and enrich individual student learning.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Decrease in Grades 3, 4 and 5 FSA and iReady student achievement data in the area of vocabulary provided the rationale for selecting this specific strategy.

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.

Identify model classrooms where high-level academic discussion among and between students is observed. Implement Learning Walks to visit these classrooms and engage teachers in debriefs after the classroom observations. Teacher Talent Developers (TTD) will implement coaching cycles in order to model peer to peer, small group, and student self-talk (metacognition) strategies. Teachers will use formative assessment methods to design, accelerate, and enrich student learning.

Person Responsible	Jason Pepe (jason.pepe@hcps.net)

#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.**	51% of students in grades 3, 4, and 5 scored at proficiency level 3 and above on the 2022 FSA ELA. 28% of students in grades 3, 4, and 5 demonstrated vocabulary proficiency based on the 2022 iReady Diagnostic 3. These scores resulted from exiguous opportunities for student talk and vocabulary development. Student talk is an essential tool for enriching classroom interactions and facilitating deeper learning in vocabulary and retention.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Increase high-level academic discussion among and between students. 45% of students in grades 3, 4, and 5 will demonstrate vocabulary proficiency based on iReady Diagnostic 3.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Leadership will use Learning Walks, observations and iReady data to monitor high-level academic discussion among and between students.
Person responsible for monitoring outcome:	Jennifer Machristie (jennifer.machristie@hcps.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Increase student talk in classrooms, including peer to peer, small group, and whole class, and student self-talk (metacognition). Teachers will participate in Monday lesson planning sessions and Tuesday Standards Based Instructional Planning to design, accelerate, monitor and enrich individual student learning.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Decrease in Grades 3, 4 and 5 FSA and iReady student achievement data in the area of vocabulary provided the rationale for selecting this specific strategy.

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.

Add to the planning framework for teachers to come to the weekly planning sessions with suggested higher order discussion questions and collaborative structures to be utilized.
Conduct coaching cycles with teachers around the implementation of higher order questions and discussions among students.
Support teachers in the development of anchor charts to promote discussions, selecting an appropriate

collaborative structure and/or modeling for students how to use accountable talk stems.
Monitor the implementation of the use of higher order questions and discussions amongst students.
Provide feedback to teachers

Person Responsible   Jason Pepe (jason.pepe@hcps.net)

#3. 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 critical need from the data reviewed.**	Academic Achievement of Students with Disabilities will increase by targeted standards based instruction with differentiated interventions. Rationale: We will target our under performing subgroup (SWD) with differentiated supports and best practice strategies.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Increase our SWD Federal Index to 41%.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Leadership will use Learning Walks, observations and iReady Diagnostic assessment data and FAST/STAR assessment data to monitor SWD Tier 1 and Tier 2 students.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Weekly common team planning around SWD Tier 2 and Tier 3 students in order to align standards based instruction, learning objectives while developing differentiated strategies to meet individual student needs.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	In 2022, Nelson student achievement data showed less than 41% Federal Index in the SWD ESSA subgroup. The improvement strategy of weekly common team planning will ensure better alignment to the Florida standards resulting in increased SWD student 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.

Add to the planning framework for teachers to come to the weekly planning sessions with suggested higher order discussion questions and collaborative structures to be utilized.
Conduct coaching cycles with teachers around the implementation of higher order questions and discussions among SWD students.
Support teachers in the development of anchor charts to promote discussions, selecting an appropriate collaborative structure and/or modeling for SWD students how to use accountable talk stems.
Monitor the implementation of the use of higher order questions and discussions amongst SWD students.
Provide feedback to teachers who work with SWD students.

Person Responsible   Jason Pepe (jason.pepe@hcps.net)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

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

Increase student talk in classrooms, including peer to peer, small group, and whole class, and student self-talk

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

Increase high-level academic discussion among and between students. Teachers will participate in Monday lesson planning sessions and Tuesday Standards Based Instructional Planning to design, accelerate, monitor and enrich individual student learning.

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

45% of students in grades k, 1, and 2 will demonstrate vocabulary proficiency based on iReady Diagnostic 3.

Grades 3-5: Measureable Outcome(s)

45% of students in grades 3, 4, and 5 will demonstrate vocabulary proficiency based on iReady Diagnostic 3.

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Leadership will use Learning Walks, observations and iReady data to monitor high-level academic discussion among and between students.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Machristie, Jennifer, jennifer.machristie@hcps.net

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Increase student talk in classrooms, including peer to peer, small group, and whole class, and student self-talk (metacognition). Teachers will participate in Monday lesson planning sessions and Tuesday Standards Based Instructional Planning to design, accelerate, monitor and enrich individual student learning.

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified practices/programs show proven record of effectiveness for the target population?

Decrease in Grades 3, 4 and 5 FSA and iReady student achievement data in the area of vocabulary provided the rationale for selecting this specific strategy.

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

Action Step	Person Responsible for Monitoring
Add to the planning framework for teachers to come to the weekly planning sessions with suggested higher order discussion questions and collaborative structures to be utilized. Conduct coaching cycles with teachers around the implementation of higher order questions and discussions among students. Support teachers in the development of anchor charts to promote discussions, selecting an appropriate collaborative structure and/or modeling for students how to use accountable talk stems. Monitor the implementation of the use of higher order questions and discussions amongst students. Provide feedback to teachers	Pepe, Jason, jason.pepe@hcps.net

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.

1. Tier 1 supports

Character Education
- Character Education
- Monthly guidance lessons K-5 aligned with Panorama Survey

Positive Behavior Plan
Eagle of the Month and Terrific Kids
- Terrific Kids is supported by the Kiwanis Club of Brandon
- Students nominated by staff members for demonstrating outstanding character. Students receive a personalized certificate during an awards assembly.

Citizenship
- Award recognition in classrooms and during award ceremonies for excellent work and study habits

Safety Patrol Training
- Monthly meetings to support leadership and character education

Student Leadership and Mentoring
-5th grade students serve as role models for kindergarten students.

Extra-Curricular Activities
- Chorus
- Steel Drums
- Guitar Group
- Art Club
- Drama Kids

Bully Prevention
- District staff training on bullying
- All classrooms participate in a bully prevention guidance lesson
- Red Ribbon Week promotes healthy behaviors and commitment to bully-free behaviors
- Kids on the Block presentation regarding bullying

Classroom Behavior Support
- Service dog: Positive incentive program
- Classroom behavior systems
- Refocus area (student sits for a few minutes and either reads or writes in a personal journal to calm down and prepare to rejoin the class)
- Classroom to classroom support
- Pairing non=preferred activities with preferred activities
- Student Services may assist with individualized behavior plans

2. Tier 2 Supports

Group and Individual Counseling
- Targeted groups focusing on behavior, social skills, friendship, etc.
- Solution-focused individual counseling available for students as needed

Problem Solving Leadership Team (PSLT)
- PSLT examines data and has ongoing collaboration
- Teachers are invited to collaborate with the PSLT on any student with significant academic or behavior concerns

3. Tier 3 Supports
-Tier 3 RTI/MTSS problem solving for behaviors
- Assistance with development of interventions to aide with student success

Functional Behavior Analysis Team
- Comprised of Administration, Student Services, ESE representatives and classroom teachers

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

Administration, Faculty and Staff
- Determine and provide multitiered approach to culture and climate

- Utilize results of Panorama SEL survey and Insight survey to target and address areas of need
- CORE Meetings comprised of Administrators, ESE Resource Teacher, School Counselor, and Teacher Talent Developers conducted regularly to address questions, concerns, calendar
- Integrate social emotional learning through development of classroom culture

Students
- Panorama Survey results provide school wide trends for focus and individual student data
- Opportunities for celebrating positive character and growth

Families
- Welcome back event, Parent Information Night, and conference nights attendance encouraged
- Online options available to involve families with schedule limitations
- Student Progress Reports shared with families quarterly for increased communication about academic and behavior status
- Monthly School Newsletter
- Student agendas
- Celebrations and information shared via multimedia tools (Canvas, Twitter, School Website)
- Great American Teach-In connects community with students and promotes citizenship and academics

School Advisory Committee (SAC)
- Panorama SEL survey results and Insight Survey results shared with SAC for community feedback
- Academic trends and strategies presented during SAC meetings for increased awareness and feedback

PTA
-Consistent communication and partnership in facilitating events that positively impact academics while promoting positive social emotional experiences
- Read-a-thon
- Teacher grants
- Welcome back participation
- School spirit shirts