

Pasco County Schools

# Hudson Primary Academy



2022-23 Schoolwide Improvement Plan

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# Hudson Primary Academy

14302 COBRA WAY, Hudson, FL 34669

<https://hpa.pasco.k12.fl.us>

## Demographics

Principal: Nicole Reynolds S

Start Date for this Principal: 8/1/2022

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	90%
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Hispanic Students* White Students* Economically Disadvantaged Students
<b>School Grades History</b>	2021-22: B (59%) 2018-19: C (44%) 2017-18: C (49%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

This plan is pending approval by the Pasco 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](http://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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## Hudson Primary Academy

14302 COBRA WAY, Hudson, FL 34669

<https://hpa.pasco.k12.fl.us>

### 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	Yes	90%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	30%

### School Grades History

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

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### SIP Authority

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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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://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.

Hudson Primary Academy builds a solid foundation with integrity, high quality instruction, and compassionate supports for all.

#### Provide the school's vision statement.

A Solid Foundation = A Solid 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
Reynolds, Nicole	Principal	
Stephanie, Shaw	Assistant Principal	

### Demographic Information

#### Principal start date

Monday 8/1/2022, Nicole Reynolds S

**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.*

4

**Total number of teacher positions allocated to the school**

35

**Total number of students enrolled at the school**

637

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

12

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

13

#### 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	142	142	121	137	12	12	0	0	0	0	0	0	0	566	
Attendance below 90 percent	63	71	42	51	7	5	0	0	0	0	0	0	0	239	
One or more suspensions	3	2	4	10	0	1	0	0	0	0	0	0	0	20	
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	0	0	0	0	0	0	0	0	0	0		
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	16	61	66	71	12	11	0	0	0	0	0	0	0	237	

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	15	19	2	0	0	0	0	0	0	0	0	37

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	1	0	0	16	0	0	0	0	0	0	0	0	0	17
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

Monday 1/2/2023

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	112	116	120	150	10	9	0	0	0	0	0	0	0	517
Attendance below 90 percent	13	40	41	42	4	2	0	0	0	0	0	0	0	142
One or more suspensions	0	3	5	7	0	0	0	0	0	0	0	0	0	15
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	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	
Number of students with a substantial reading deficiency	0	22	38	0	0	0	0	0	0	0	0	0	0	60
Course failure in ELA or math	0	6	8	6	0	0	0	0	0	0	0	0	0	20
Level 1 in ELA or math	0	0	0	45	0	0	0	0	0	0	0	0	0	45

**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	15	20	25	0	0	0	0	0	0	0	0	0	60

**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	2	0	15	0	0	0	0	0	0	0	0	0	17
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	112	116	120	150	10	9	0	0	0	0	0	0	0	517
Attendance below 90 percent	13	40	41	42	4	2	0	0	0	0	0	0	0	142
One or more suspensions	0	3	5	7	0	0	0	0	0	0	0	0	0	15
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	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	
Number of students with a substantial reading deficiency	0	22	38	0	0	0	0	0	0	0	0	0	0	60
Course failure in ELA or math	0	6	8	6	0	0	0	0	0	0	0	0	0	20
Level 1 in ELA or math	0	0	0	45	0	0	0	0	0	0	0	0	0	45

#### 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	15	20	25	0	0	0	0	0	0	0	0	0	60

#### 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	2	0	15	0	0	0	0	0	0	0	0	0	17
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	50%	52%	56%				45%	58%	57%
ELA Learning Gains	84%						49%	56%	58%
ELA Lowest 25th Percentile							44%	54%	53%
Math Achievement	40%	46%	50%				46%	60%	63%
Math Learning Gains	60%						49%	61%	62%
Math Lowest 25th Percentile							32%	50%	51%
Science Achievement		50%	59%				45%	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	42%	60%	-18%	58%	-16%
Cohort Comparison		0%				
04	2022					
	2019	51%	59%	-8%	58%	-7%
Cohort Comparison		-42%				
05	2022					
	2019	36%	55%	-19%	56%	-20%
Cohort Comparison		-51%				

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	40%	59%	-19%	62%	-22%
Cohort Comparison		0%				
04	2022					
	2019	44%	62%	-18%	64%	-20%
Cohort Comparison		-40%				
05	2022					
	2019	44%	57%	-13%	60%	-16%
Cohort Comparison		-44%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	38%	53%	-15%	53%	-15%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
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	51	84		46	63						
ELL	42			58							
HSP	50			38							
WHT	52	88		44	56						
FRL	47	83		38	58						
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	25	32	38	29	29	17	30				
ELL	26	33		22	25						
BLK	14			36							
HSP	22	18		24	23		25				
MUL	26			11							
WHT	34	29	36	32	31	23	35				
FRL	29	27	34	28	30	18	33				
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	32	51	38	36	55	39	46				
ELL	38			62							
HSP	37	36		42	44		31				
MUL	56	73		44	45						
WHT	45	50	46	46	48	32	47				
FRL	44	49	42	44	49	32	43				

### 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	55
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	42
Total Points Earned for the Federal Index	276
Total Components for the Federal Index	5
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	61
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	47
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	44
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	60
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	54
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?

Over 80% of students made learning gains in ELA and 56% or higher made learning gains in mathematics in each grade level.

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

While our students demonstrate significant learning gains, our overall proficiency in reading and mathematics is below 50%.

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

Less than 50% of our students are currently reading on grade level. To address this need for improvement, instructional improvements need to be made in tier I, tier II and tier III instruction.

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

ELA learning gains

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

We implemented targeted tier II and tier III for students in ELA.

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

Students need strategic and progress monitored tier I instruction to reduce the need for tier II and tier III support.

**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.**

Workshops will be offered by each academic coach weekly. Additionally, administration and coaches attend professional learning communities with each grade weekly.

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

Additional services include tier III structures which allow for reading endorsed teachers to present lessons to students and academic tutoring for students needing tier I supports.

#### **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 ELA****Area of Focus Description and Rationale:**

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

50% of our students are proficient in ELA.

**Measurable Outcome:**

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

More than 50% of our students will be proficient on the FAST.

**Monitoring:**

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

Our students will take FAST and DIBELS 3 times per year to monitor proficiency.

**Person responsible for monitoring outcome:**

Shaw Stephanie (sshaw@pasco.k12.fl.us)

**Evidence-based Strategy:**

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

Students requiring additional support in ELA based on data will be provided the appropriate level of intervention . (tier I, tier II tier III).

**Rationale for Evidence-based Strategy:**

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

Providing the student the appropriate support allows students to close gaps while increasing proficiency in tier I.

**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.

*No action steps were entered for this area of focus*

## #2. Instructional Practice specifically relating to Professional Learning Communities

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

With the implementation of FAST, professional learning communities will engage in understanding assessment data and developing action plans to support student learning.

**Measurable Outcome:**

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

Student performance will demonstrate positive growth during each progress monitoring FAST assessment.

**Monitoring:**

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

PLC's will review data and create action steps. Student improvement will be monitored through performance each testing window.

**Person responsible for monitoring outcome:**

Nicole Reynolds (nreynold@pasco.k12.fl.us)

**Evidence-based Strategy:**

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

Professional Learning Communities will be utilized to respond to FAST data.

**Rationale for Evidence-based Strategy:**

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

Professional Learning Communities (PLCs) support grade levels with determining intentional action steps that will impact student learning.

### 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.

*No action steps were entered for this area of focus*



### #3. -- Select below -- specifically relating to

#### Area of Focus Description and Rationale:

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

#### Measurable Outcome:

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

#### Monitoring:

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

Person responsible for monitoring outcome:

[no one identified]

#### Evidence-based Strategy:

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

#### Rationale for Evidence-based Strategy:

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

*No action steps were entered for this area of focus*

### #4. -- Select below -- specifically relating to

#### Area of Focus Description and Rationale:

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

#### Measurable Outcome:

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

#### Monitoring:

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

Person responsible for monitoring outcome:

[no one identified]

#### Evidence-based Strategy:

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

#### Rationale for Evidence-based Strategy:

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

*No action steps were entered for this area of focus*

## 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

Intentional tier I structures to reduce the number of students requiring tier II and tier III ELA supports.

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

Intentional tier I structures to reduce the number of students requiring tier II and tier III ELA supports.

### 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)

More than 50% of our students will be proficient on the FAST progress monitoring 3 in ELA.

### Grades 3-5: Measureable Outcome(s)

More than 50% of our students will be proficient on the FAST progress monitoring 3 in ELA.

**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.

Students will be monitored using a data board to track students receiving interventions and those successful through tier I instruction without intervention. PLC's will monitor this data.

**Person responsible for monitoring outcome:**

Select the person responsible for monitoring this outcome.

Reynolds, Nicole, nreynold@pasco.k12.fl.us

**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?

Our PLCs will focus on action planning in response to FAST data and intentionally plan for tier I instruction utilizing the district approved HMH reading series.

**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?

PLCs allow teacher teams to develop collective common understandings to inform instruction based on data and tier I best instructional practices.

**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
PLCs will review progress monitoring data for FAST assessments.	Reynolds, Nicole, nreynold@pasco.k12.fl.us
Teams will determine tier I instructional strategies to support increased student proficiency.	Reynolds, Nicole, nreynold@pasco.k12.fl.us
Instructional coaches will support PLCs and individual teachers.	Reynolds, Nicole, nreynold@pasco.k12.fl.us

### 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.

Hudson Primary Academy implements a school wide positive behavior support system (PBIS) that promotes a positive school culture. Students follow the 3 school wide expectations of be safe, respectful and responsible. The PBIS team meets on a monthly basis to review all types of data to include: Caught Ya' Being good tickets, warning tickets, and referral data

School wide expectations and rules are posted throughout the building and communicated through a behavior flip book to reinforce appropriate behavior. Students are recognized monthly during our Cobras of Character celebrations as well as through quarterly celebrations.

The staff are recognized through hand written cards by the administrative team, weekly recognition on the week at a glance document, THANKS cards, and monthly celebrations.

Our SAC welcomes community, business and parental stakeholders to monthly meetings. The parent involvement committee invites families to join special celebrations in the school. Our All Pro Dads and iMOMs program promotes parental relationships. Our district and school board members are invited to tour and volunteer on our campus throughout the year. Our partnership with the Master Gardeners allows for community member to form a partnership with our students while learning a sustainable skill. An exciting part of our work this year is to continually build on our Cambridge program. An important piece is including lesson on Global Perspectives monthly. These lessons allow for students to learn about issues that occur within their community, country, and world wide developing positive school world connections.

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

Nicole Reynolds-Principal  
Stephanie Shaw-Montalvo-Assistant Principal  
Lisa Peart-School Counselor  
Stacey Lewis-Instructional Trainer coach Literacy  
Anne Nero-Instructional Trainer coach Math  
Kaitlin Wolfgram-Intervention Specialist

Peter Garbacki-Behavior Assistant  
Samantha Deskins-Behavior Assistant  
Bob Mood-Graduation Enhancement Teacher  
Mary Kennedy-Behavior Specialist  
Karen Brinkley-USEP representative/Art teacher  
Kelly Curl-Kindergarten teacher  
Brandy Hurrell-Kindergarten Instructional Assistant  
Jennifer Prescott-1st grade teacher  
Anastasia Curtis-2nd grade teacher  
Jill Linville-3rd grade teacher  
Linda Dyet-3rd grade teacher