Emma Love Hardee Elementary

2022-23 Schoolwide Improvement Plan

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Emma Love Hardee Elementary

2200 SUSAN DR, Fernandina Beach, FL 32034

[no web address on file]

Demographics

Principal: Rebecca Smith

Start Date for this Principal: 6/15/2014

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School 3-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	40%
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 Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (68%) 2020-21: (74%) 2018-19: A (69%) 2017-18: A (65%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	[Cassandra Brusca](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Our mission is to establish a positive collaborative work culture that promotes and fosters teaching and learning among the community of learners.

Provide the school's vision statement.

To establish a positive collaborative work culture that promotes and fosters teaching and learning among the community of learners. The school's instructional focus will be centered on the use of small groups and include differentiation for all students as well as the integration of Science, Technology, Engineering and Math (STEM) within literacy blocks. Classroom instruction will include a strong emphasis on the development of a model for vocabulary instruction as well as the teaching of fluency and comprehension skills in Reading and Math blocks. Curriculum will also be spiraled on a daily basis.

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
Albert, Jennifer	Teacher, K-12	Our school leadership team leads, monitors, and supervises a group of staff members to achieve goals that contribute to the growth of the school, team, class or individual students. Our Team leaders motivate and inspire their team by creating an environment that promotes positive communication, encourages bonding of team members, analyzes district, school, team, class and student data, provides collaborative planning and decision-making and demonstrates flexibility.
Crews, Melissa	Teacher, K-12	Our school leadership team leads, monitors, and supervises a group of staff members to achieve goals that contribute to the growth of the school, team, class or individual students. Our Team leaders motivate and inspire their team by creating an environment that promotes positive communication, encourages bonding of team members, analyzes district, school, team, class and student data, provides collaborative planning and decision-making and demonstrates flexibility.
Scott, Ashley	Teacher, K-12	Our school leadership team leads, monitors, and supervises a group of staff members to achieve goals that contribute to the growth of the school, team, class or individual students. Our Team leaders motivate and inspire their team by creating an environment that promotes positive communication, encourages bonding of team members, analyzes district, school, team, class and student data, provides collaborative planning and decision-making and demonstrates flexibility.
Windham, Tanya	Teacher, ESE	Our school leadership team leads, monitors, and supervises a group of staff members to achieve goals that contribute to the growth of the school, team, class or individual students. Our Team leaders motivate and inspire their team by creating an environment that promotes positive communication, encourages bonding of team members, analyzes district, school, team, class and student data, provides collaborative planning and decision-making and demonstrates flexibility.
Hodges, Krista	Instructional Media	Our school leadership team leads, monitors, and supervises a group of staff members to achieve goals that contribute to the growth of the school, team, class or individual students. Our Team leaders motivate and inspire their team by creating an environment that promotes positive communication, encourages bonding of team members, analyzes district, school, team, class and

Name	Position Title	Job Duties and Responsibilities
		student data, provides collaborative planning and decision-making and demonstrates flexibility.
Hawkins, Mary	Guidance Counselor	Our school leadership team leads, monitors, and supervises a group of staff members to achieve goals that contribute to the growth of the school, team, class or individual students. Our Team leaders motivate and inspire their team by creating an environment that promotes positive communication, encourages bonding of team members, analyzes district, school, team, class and student data, provides collaborative planning and decision-making and demonstrates flexibility.
Clark, Ashleigh	Assistant Principal	Coordinates Leadership Team monthly to oversee and plan for all phases of instructional, strategic and transformational leadership of the school including educational programming and data, communication, budgetary planning, discipline, and counseling services,etc...
Mikelson, Karina	Reading Coach	Our school leadership team leads, monitors, and supervises a group of staff members to achieve goals that contribute to the growth of the school, team, class or individual students. Our Team leaders motivate and inspire their team by creating an environment that promotes positive communication, encourages bonding of team members, analyzes district, school, team, class and student data, provides collaborative planning and decision-making and demonstrates flexibility.
Smith, Rebecca	Principal	Coordinates Leadership Team monthly to oversee and plan for all phases of instructional, strategic and transformational leadership of the school including educational programming and data, communication, budgetary planning, discipline, and counseling services,etc...

Demographic Information

Principal start date
Sunday 6/15/2014, Rebecca Smith

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.*

0

Total number of teacher positions allocated to the school

39

Total number of students enrolled at the school

626

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

5

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

6

Demographic Data

Early Warning Systems

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	204	220	196	0	0	0	0	0	0	0	620
Attendance below 90 percent	0	0	0	28	32	19	0	0	0	0	0	0	0	79
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	1	1	0	0	0	0	0	0	0	0	2
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	4	20	19	0	0	0	0	0	0	0	43
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	14	16	0	0	0	0	0	0	0	30
Number of students with a substantial reading deficiency	0	0	0	27	19	16	0	0	0	0	0	0	0	62

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	7	10	2	0	0	0	0	0	0	0	19

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

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

Thursday 9/22/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	221	186	206	0	0	0	0	0	0	0	613
Attendance below 90 percent	0	0	0	51	37	39	0	0	0	0	0	0	0	127
One or more suspensions	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	3	0	2	0	0	0	0	0	0	0	5
Course failure in Math	0	0	0	4	1	0	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	5	8	29	0	0	0	0	0	0	0	42
Level 1 on 2019 statewide FSA Math assessment	0	0	0	3	16	12	0	0	0	0	0	0	0	31
Number of students with a substantial reading deficiency	0	0	0	30	12	21	0	0	0	0	0	0	0	63

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	5	8	10	0	0	0	0	0	0	0	23

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	6	0	1	0	0	0	0	0	0	0	7
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	0	0	0	221	186	206	0	0	0	0	0	0	0	613
Attendance below 90 percent	0	0	0	51	37	39	0	0	0	0	0	0	0	127
One or more suspensions	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	3	0	2	0	0	0	0	0	0	0	5
Course failure in Math	0	0	0	4	1	0	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	5	8	29	0	0	0	0	0	0	0	42
Level 1 on 2019 statewide FSA Math assessment	0	0	0	3	16	12	0	0	0	0	0	0	0	31
Number of students with a substantial reading deficiency	0	0	0	30	12	21	0	0	0	0	0	0	0	63

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	5	8	10	0	0	0	0	0	0	0	23

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	6	0	1	0	0	0	0	0	0	0	7
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	67%	69%	56%	71%			74%	76%	57%
ELA Learning Gains	62%	66%	61%	71%			60%	65%	58%
ELA Lowest 25th Percentile	45%	54%	52%	54%			48%	54%	53%
Math Achievement	79%	81%	60%	81%			83%	85%	63%
Math Learning Gains	76%	70%	64%	84%			77%	77%	62%
Math Lowest 25th Percentile	69%	64%	55%	75%			68%	67%	51%
Science Achievement	75%	70%	51%	81%			72%	75%	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
03	2022					
	2019	79%	75%	4%	58%	21%
Cohort Comparison						
04	2022					
	2019	70%	68%	2%	58%	12%
Cohort Comparison		-79%				
05	2022					
	2019	70%	75%	-5%	56%	14%
Cohort Comparison		-70%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2022					
	2019	80%	83%	-3%	62%	18%
Cohort Comparison						
04	2022					
	2019	80%	81%	-1%	64%	16%
Cohort Comparison		-80%				
05	2022					
	2019	83%	86%	-3%	60%	23%
Cohort Comparison		-80%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	70%	73%	-3%	53%	17%
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	44	45	35	59	58	61	60				
ELL	33	46	50	54	52	36	8				
BLK	24	39	35	49	52	59	57				
HSP	52	57	60	67	65	45	41				
MUL	56	64		67	82	91	75				
WHT	77	66	40	87	80	80	82				
FRL	54	50	42	68	69	63	63				

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	55	64	62	59	75	55	52				
ELL	33	69	50	70	76		44				
BLK	42	27		58	70		40				
HSP	47	75		63	71		59				
MUL	52	50		77	75		91				
WHT	80	77	68	87	88	83	86				
FRL	53	59	48	69	80	72	70				
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	51	43	41	70	71	67	50				
ELL	41	45	47	65	75	69	27				
BLK	46	34	21	55	60	55	30				
HSP	53	55	44	74	76	67	62				
MUL	71	71		74	81		40				
WHT	81	65	56	88	79	71	83				
FRL	63	55	47	73	72	65	60				

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	69
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	77
Total Points Earned for the Federal Index	550
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	52
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	45
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners 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	45
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	58
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	73
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	73
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	60
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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

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

Our lower quartile students in ELA performed the lowest school-wide. It has been a trend over the last three years. Math achievement, learning gains and learning gains of lower quartile is significantly higher than ELA.

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

ELA Learning Gains of our lower quartile demonstrates the greatest need for improvement which ultimately effects our overall ELA Achievement.

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

ELL students and ESE students make up 85% of our lower quartile. Utilizing our additional ELL teacher and ELL paraprofessionals to assist teachers with strategies specific to those subgroups is a component of Professional Development that we will be adding. In addition, utilizing the Gradual Release Model for direct scaffolded instruction, and specific explicit vocabulary strategies will be our focus.

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

FSA ELA Achievement and Math Achievement improved in 4th grade. Progress Monitoring data from iReady Reading indicates higher achievement levels in reading than what was achieved on FSA. On the other hand, Progress Monitoring data from iReady Math indicates comparable achievement on FSA.

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

Two contributing factors to this improvement include:
1. Implementing daily the McCarthy Math program in Math classrooms especially for remediation in those grades.
2. Creating or purchasing concrete manipulatives to be utilized during small group instruction.

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

1. Targeted in-school support with small group instruction
2. Tiered support as indicated in MTSS and supported by the A-Team
3. After school tutoring of our lower quartile with specific instruction based on area of need
4. Intervention Time (EMMA Time!) utilized with students needing support of specific skills and standards

5. Incorporating a more direct use of the Gradual Release Model in small group instruction.
6. Incorporating 5 researched-based Vocabulary Strategies.

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.

Professional Development focused on differentiation and instruction of vocabulary strategies as well as a review of the Gradual Release Model for our ELL and ESE teachers and paraprofessionals. In addition, Professional Develpment opportunities on the effect sizes of vocabulary strategies and the components of the Gradual Release Model for all ELA teachers.

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

Additional services implemented include meeting bi-monthly to monitor with our A-Team and Leadership Team to ensure we are progressing academically. Observations and checklists will be utilized to monitor the use of vocabulary strategies and Gradual Release Method with feedback incorporated.

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.	Consistently, Emma Love Hardee has scored low in the area of ELA learning gains specifically of our lower quartile. In 2022, our ELA Lower Quartile scored at 45 which was an all time low since 2016. We hope that by increasing the percentage of our lower quartile learning gains, we will increase our overall achievement for ELA.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Overall ELA achievement will increase from 38% on the BOY F.A.S.T. to 80% on EOY F.A.S.T.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	We will measure this Area of Focus using iReady Data, STAR Data, F.A.S.T Data and Benchmark Data of our lower quartile students. We begin by compiling and analyzing our BOY data, then compare it to the MOY when we may make adjustments to our instructional strategies utilized.
Person responsible for monitoring outcome:	Rebecca Smith (smithre@nassau.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The Evidence-based strategy used is intentional differentiated ELA instruction based on data from diagnostic assessments, daily observations, and Benchmark assessments. Utilization of the Gradual Release Model in small group along with Vocabulary strategies with an effect size of at least .5.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Based on previous FSA and various assessments using iReady, STAR and Benchmarks, our data reveals the need for continued adjustments in differentiating small group instruction and providing additional targeted instruction through intervention blocks such as After School Tutoring and "EMMA Time" (In-school support time for intervention) Each of those areas need specific researched based strategies for vocabulary development and the use of the scaffolded instruction of Gradual Release.

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.

Targeted in-school support with small group instruction using Gradual Release and Vocabulary Strategies.

Person Responsible   Rebecca Smith (smithre@nassau.k12.fl.us)

Tiered support as indicated through MTSS and supported by the A-Team

Person Responsible   Mary Hawkins (hawkinsma@nassau.k12.fl.us)

After-School Tutoring of our lower quartile with specific instruction using Gradual Release, and Vocabulary Strategies.

Person Responsible   Karina Mikelson (mikelsonka@nassau.k12.fl.us)

Intervention Time (EMMA TIME) utilized with students needing support of specific skill and standards based as identified through progress monitoring.

Person Responsible   Rebecca Smith (smithre@nassau.k12.fl.us)

Professional Development for teachers and paraprofessionals on Hattie's effect size of specific vocabulary strategies, components of the Gradual Release Model, and differentiated instruction.

Person Responsible   Karina Mikelson (mikelsonka@nassau.k12.fl.us)

#2. Positive Culture and Environment specifically relating to attendance	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Our current data reveals that our daily average attendance is at 93% for our ELL subgroup population as compared to 97% of our general population. ELL students make up 7% of our school population and 27% of our lower quartile population. Increasing attendance for our ELL students will hopefully also increase overall achievement.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By the end of the 2022-2023 school year, the goal at ELH is to increase the average daily attendance of our ELL subgroup population from 93% to 97%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Attendance data indicating the student and the number of unexcused absences will be reviewed each month at our A-Team meeting.
Person responsible for monitoring outcome:	Rebecca Smith (smithre@nassau.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Parent communication will be used to bring awareness of attendance policy and to implement student, classroom, and school-wide positive incentives regarding attendance. In addition, procedures have been put in place for teachers to communicate with parents about their student's absences.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	It is evident that parent/student communication and incentives are needed to express the importance of attendance and the correlation to 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.

Positive reinforcement/incentives given to classes and students.

Person Responsible	Ashleigh Clark (clarkas@nassau.k12.fl.us)

Attendance policy communicated and clarified in regards to absences in Spanish when needed.

Person Responsible	Ashleigh Clark (clarkas@nassau.k12.fl.us)

Parent letters and phone calls from teachers following up on absences in Spanish as well as providing instructional materials when necessary. Procedures in place for teachers to follow-up on student absences.

Person Responsible	Ashleigh Clark (clarkas@nassau.k12.fl.us)

Utilizing the Tiered System of Support and Intervention for attendance through our A-Team.

Person Responsible	Ashleigh Clark (clarkas@nassau.k12.fl.us)

No description entered

Person Responsible   [no one identified]

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.

School staff, faculty, and administrators strive to strengthen parent involvement in the school which builds a positive school culture and environment. The school will coordinate and integrate parental involvement strategies including community involvement opportunities and business partnerships.

The school will provide the coordination, technical assistance, and other support necessary to assist in planning and implementing effective and comprehensive parent involvement programs, based on the National Standards for Parent/Family Involvement Programs, which include:

A. Communication between home and school is regular, two-way and meaningful.
B. Responsible parenting is promoted and supported.
C. Parents play an integral role in assisting student learning. The School will help parents understand the state's academic standards, student progression requirements, and how to monitor their children's progress.
D. Parents are welcome, treated with courtesy and respect, and their support and assistance are sought.
E. Parents are full partners in the decisions that affect children and families.
F. Community resources are utilized to strengthen school programs, family practices, and student learning.

The school will communicate parental choices and responsibilities to parents. Emphasis will be placed on active parent involvement at each school. The following are examples of family and community involvement communication:
• Open House, Parent Nights (STEAM, Literacy)
• School Web Page
• Focus
• Newsletters communicating classroom and school news to parents
• Parent phone calls, Blackboard, and conferences, school marquee, Remind

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

Stakeholder groups include instructional staff and non-instructional staff, students, and families of students, volunteers, School Advisory Council members and District Office personnel. Additional stakeholder groups include after-school care providers, social services, and business partners. Stakeholder groups meet or are consulted to employ school improvement strategies that impact the positive school culture and environment of our schools.