

Nassau County School District

# Emma Love Hardee Elementary



## 2021-22 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: 7/1/2018

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School 3-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	[Data Not Available]
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
<b>School Grades History</b>	2018-19: A (69%) 2017-18: A (65%) 2016-17: A (68%) 2015-16: A (65%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Dustin Sims</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, [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](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.

## 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**

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Albert, Jennifer	Teacher, K-12	Grade Chair
Crews, Melissa	Teacher, K-12	Grade Chair
Scott, Ashley	Teacher, K-12	Grade Chair
Hawkins, Mary	Guidance Counselor	
Hogue, Shannon	Reading Coach	
Hodges, Krista	Instructional Media	Activity Teacher Chair
Windham, Tanya	Teacher, ESE	ESE Chair
Scholes, Meredith	Other	ELL Teacher
Clark, Ashleigh	Assistant Principal	Facilitator and Note Taker
Smith, Rebecca	Principal	Facilitator

### Demographic Information

#### Principal start date

Sunday 7/1/2018, Rebecca Smith

**Number of teachers with a 2019 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.*

4

**Number of teachers with a 2019 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.*

15

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

31

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

613

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

4



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

7

### Demographic Data

#### Early Warning Systems

#### 2021-22

**The number of students by 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	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	0

**Date this data was collected or last updated**

Thursday 9/9/2021

#### 2020-21 - As Reported

**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	173	191	185	0	0	0	0	0	0	0	549
Attendance below 90 percent	0	0	0	6	11	13	0	0	0	0	0	0	0	30
One or more suspensions	0	0	0	0	2	1	0	0	0	0	0	0	0	3
Course failure in ELA	0	0	0	2	3	3	0	0	0	0	0	0	0	8
Course failure in Math	0	0	0	2	4	2	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide ELA assessment	0	0	0	0	3	11	0	0	0	0	0	0	0	14
Level 1 on 2019 statewide Math assessment	0	0	0	0	1	9	0	0	0	0	0	0	0	10

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	5	9	0	0	0	0	0	0	0	14

**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	1	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	3	2	0	0	0	0	0	0	0	5

**2020-21 - Updated**

**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	173	191	185	0	0	0	0	0	0	0	549
Attendance below 90 percent	0	0	0	6	11	13	0	0	0	0	0	0	0	30
One or more suspensions	0	0	0	0	2	1	0	0	0	0	0	0	0	3
Course failure in ELA	0	0	0	2	3	3	0	0	0	0	0	0	0	8
Course failure in Math	0	0	0	2	4	2	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide ELA assessment	0	0	0	0	3	11	0	0	0	0	0	0	0	14
Level 1 on 2019 statewide Math assessment	0	0	0	0	1	9	0	0	0	0	0	0	0	10

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



Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	5	9	0	0	0	0	0	0	0	14

**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	1	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	3	2	0	0	0	0	0	0	0	5

**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).

**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	2021					
	2019	79%	75%	4%	58%	21%
Cohort Comparison						
04	2021					
	2019	70%	68%	2%	58%	12%
Cohort Comparison		-79%				
05	2021					
	2019	70%	75%	-5%	56%	14%
Cohort Comparison		-70%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	80%	83%	-3%	62%	18%
Cohort Comparison						
04	2021					
	2019	80%	81%	-1%	64%	16%
Cohort Comparison		-80%				
05	2021					
	2019	83%	86%	-3%	60%	23%
Cohort Comparison		-80%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	70%	73%	-3%	53%	17%
Cohort Comparison						

### Grade Level Data Review - Progress Monitoring Assessments

**Provide the progress monitoring tool(s) by grade level used to compile the below data.**

iReady data is used as the progress monitoring tool for grades 3,4, and 5 for both ELA and Math. Edulastic is used for Science progress monitoring data for grade 5; however, it was not broken down into subgroups last year.

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	56	76	83
	Economically Disadvantaged	45	50	54
	Students With Disabilities	31	65	75
	English Language Learners	11	46	75
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	13	56	80
	Economically Disadvantaged	45	52	64
	Students With Disabilities	0	23	70
	English Language Learners	0	50	70

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	42	60	72
	Economically Disadvantaged	42	45	50
	Students With Disabilities	31	42	65
	English Language Learners	12	24	25
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	27	54	71
	Economically Disadvantaged	54	66	78
	Students With Disabilities	52	62	70
	English Language Learners	45	55	70



Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	45	59	66
	Economically Disadvantaged	65	68	72
	Students With Disabilities	15	20	25
	English Language Learners	0	15	25
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	31	66	75
	Economically Disadvantaged	75	82	89
	Students With Disabilities	45	60	75
	English Language Learners	64	78	87
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	43	57	78
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

## Subgroup Data Review

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
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				

<b>2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2016-17</b>	<b>C &amp; C Accel 2016-17</b>
SWD	46	52	60	55	58	58	25				
ELL	23	46	50	57	64	60					
BLK	58	73	61	57	53	42	48				
HSP	49	56	56	68	72	55	50				
MUL	50	42		58	32						
WHT	82	62	51	86	72	59	78				
FRL	61	55	44	69	64	53	56				

### ESSA Data Review

This data has been updated for the 2018-19 school year as of 7/16/2019.

<b>ESSA Federal Index</b>	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index - All Students	67
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	57
Total Points Earned for the Federal Index	539
Total Components for the Federal Index	8
Percent Tested	100%
<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	56
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
<b>English Language Learners</b>	
Federal Index - English Language Learners	53
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
<b>Asian Students</b>	
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	43
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	61
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	67
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	75
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	62
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

### Analysis



## **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 2019 state assessments, demonstrate the greatest need for improvement?**

ELA Learning Gains of our lower quartile demonstrates the greatest need for improvement.

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

ELL students and ESE students make up 85% of our lower quartile. Utilizing our 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.

### **What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?**

Our overall Math Learning Gains for Emma Love have increased since 2018 at 68%, 2019 at 77%, to 2021 at 84%.

### **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.
2. Creating or purchasing concrete manipulatives to be utilized during math 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

### **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 and comprehension for our ELL and ESE teachers and paraprofessionals.

### **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 to ensure we are progressing academically.

### Part III: Planning for Improvement

#### Areas of Focus:



## #1. Instructional Practice specifically relating to ELA

**Area of Focus Description and Rationale:** Consistently, Emma Love Hardee has scored low in the area of ELA learning gains specifically of our lower quarter. Although we have increase from 2019 with 48% to 2021 with 54%, it is still an area needing to be addressed. We hope that by increasing the percentage of our lower quartile learning gains, we will ultimately increase our overall achievement for ELA.

**Measureable Outcome:** Lower Quartile Learning Gains will increase from 54% in 2021 to 60% in 2022 school-wide as indicated on the Spring 2022 FSA ELA.

**Monitoring:** We will measure this Area of Focus using iReady Data, STAR 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:** The Evidence-based strategy used is intentional differentiated ELA instruction based on data from diagnostic assessments, daily observations, and Benchmark assessments

**Rationale for Evidence-based 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)

### Action Steps to Implement

Targeted in-school support with small group instruction.

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

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

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

After school tutoring of our lower quartile with targeted instruction based on area of need.

**Person Responsible** Shannon Hogue (hoguesh@nassau.k12.fl.us)

Intervention Time (EMMA Time!) utilized with students needing support of specific skills and standards. Teachers and paraprofessionals implement EMMA Time.

**Person Responsible** Shannon Hogue (hoguesh@nassau.k12.fl.us)

Professional Development focused on differentiation and instruction of vocabulary and comprehension for teachers and paraprofessionals.

**Person Responsible** Shannon Hogue (hoguesh@nassau.k12.fl.us)

Professional Development focused on our ELL students and utilizing concrete manipulatives for instruction.



**Person Responsible** Meredith Scholes (scholesme@nassau.k12.fl.us)

Professional Development focused on our ESE students and utilizing concrete manipulatives for instruction.

**Person Responsible** Tanya Windham (windhamta@nassau.k12.fl.us)

## #2. Culture & Environment specifically relating to Student Attendance

**Area of Focus Description and Rationale:** Our current data reveals that our average daily attendance has fluctuated each month from 91% in August to 93% in September. With COVID, it has been a challenge, but utilizing CANVAS, students will be able to continue learning from home and will be coded as present.

**Measureable Outcome:** By the end of the 2022 school year, the goal at ELH is to increase the average daily attendance from 92% to 95%.

**Monitoring:** Students' Average Daily Attendance (ADA) percentage from the FOCUS portal will be reviewed bimonthly at A-Team meetings.

**Person responsible for monitoring outcome:** Rebecca Smith (smithre@nassau.k12.fl.us)

**Evidence-based Strategy:** Parent communication will be used to bring awareness of attendance policy and to implement student, classroom, and school-wide positive incentives regarding attendance.

**Rationale for Evidence-based 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

Positive reinforcement/incentives given to classes and students.

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

Attendance policy communicated and clarified.

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

Parent letters and phone calls from teachers following up on absences as well as providing instructional materials if students are learning from home due to COVID.

**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:** Mary Hawkins (hawkinsma@nassau.k12.fl.us)

Professional Development with our Learning Management System, CANVAS, in order for teachers to provide at home learning materials due to COVID related absences.

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



Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**According to the safeschoolsforAlex.org data, Emma Love ranks significantly low compared to other elementary schools in the state of Florida. ELH uses PBIS to provide each student with expectations, rewards, and consequences. School discipline data is analyzed each month during our A-Team meetings using our School Discipline Notices and Discipline Referrals from FOCUS. Students are provided interventions based on the data that include: "Check In Check Out", "Check & Connect." If the behavior elevates beyond the use of a Tier 2 intervention, other resources are provided which may include a behavior plan, meetings with the counselor/school psychologist, family support, community outreach, etc.**

#### **Part IV: 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 to employ school improvement strategies that impact the positive school culture and environment are critical. 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.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

#### **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 culture and environment at the school.

Stakeholder groups include instructional staff and non-instructional staff, students, and families of students, volunteers, Student 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.

## Part V: Budget

1	III.A.	Areas of Focus: Instructional Practice: ELA					\$107,409.90
	Function	Object	Budget Focus	Funding Source	FTE	2021-22	
	6300	120-Classroom Teachers	0081 - Emma Love Hardee Elementary	Title, I Part A		\$2,000.00	
			Notes: Curriculum Development and Mapping Standards				
	6300	750-Other Personal Services	0081 - Emma Love Hardee Elementary	Title, I Part A		\$2,000.00	
			Notes: Curriculum Development using Data Chats for collaborative planning of instruction with interventions of lower quartile students.				
	6400	750-Other Personal Services	0081 - Emma Love Hardee Elementary	Title, I Part A		\$2,000.00	
			Notes: Professional Development of Reading Instructional Learning Strategies, and CANVAS				
	5100	150-Aides	0081 - Emma Love Hardee Elementary	Title, I Part A		\$101,409.90	
			Notes: Base salaries of paraprofessionals to work in Reading Blocks with lower quartile students.				
2	III.A.	Areas of Focus: Culture & Environment: Student Attendance					\$0.00
Total:						\$107,409.90	

