Callahan Elementary School

2022-23 Schoolwide Improvement Plan

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Callahan Elementary School

449618 US HIGHWAY 301, Callahan, FL 32011

[no web address on file]

Demographics

Principal: Melissa Johnson

Start Date for this Principal: 7/1/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-2
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)	*[Data Not Available]*
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: No Grade 2020-21: No Grade 2018-19: No Grade 2017-18: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	[Cassandra Brusca](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* 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 District mission is to develop each student as an inspired life-long learner and problem-solver with the strength of character to serve as a productive member of society.

Callahan Elementary is dedicated to maximizing individual potential and developing life-long learners who will be contributing members in a global society. We commit to a comprehensive system of support to assure this outcome.

Provide the school's vision statement.

Vision: The vision of Callahan Elementary School is to guarantee a safe, nurturing, learning environment, where respect, pride, and success are achieved by all. Whatever it takes!

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	
Johnson, Melissa	Principal		Coordinates administrative oversight and plans for all phases of instructional leadership for the school including educational programming, administration, budgetary planning, discipline, and counseling services.
Collins, Kristy	Assistant Principal		
Fowler, Ashley	Teacher, ESE		
Thrift, Katherine	Instructional Coach		
Wheeler, Rebecca	Teacher, K-12		
Ray, Rebecca	Teacher, K-12		

Demographic Information

Principal start date
Friday 7/1/2022, Melissa Johnson

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

54

Total number of students enrolled at the school

665

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.

12

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	220	215	220	0	0	0	0	0	0	0	0	0	0	655
Attendance below 90 percent	9	54	9	0	0	0	0	0	0	0	0	0	0	72
One or more suspensions	1	0	2	0	0	0	0	0	0	0	0	0	0	3
Course failure in ELA	0	5	8	0	0	0	0	0	0	0	0	0	0	13
Course failure in Math	0	3	2	0	0	0	0	0	0	0	0	0	0	5
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	43	23	23	0	0	0	0	0	0	0	0	0	0	89

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	2	3	7	0	0	0	0	0	0	0	0	0	0	12

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	14	9	5	0	0	0	0	0	0	0	0	0	0	28
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

Tuesday 10/11/2022

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	224	203	192	0	0	0	0	0	0	0	0	0	0	619
Attendance below 90 percent	56	44	30	0	0	0	0	0	0	0	0	0	0	130
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	5	3	0	0	0	0	0	0	0	0	0	0	8
Course failure in Math	0	1	2	0	0	0	0	0	0	0	0	0	0	3
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	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

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	28	13	2	0	0	0	0	0	0	0	0	0	0	43
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	224	203	192	0	0	0	0	0	0	0	0	0	0	619
Attendance below 90 percent	56	44	30	0	0	0	0	0	0	0	0	0	0	130
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	5	3	0	0	0	0	0	0	0	0	0	0	8
Course failure in Math	0	1	2	0	0	0	0	0	0	0	0	0	0	3
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	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

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	28	13	2	0	0	0	0	0	0	0	0	0	0	43
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		69%	56%					76%	57%
ELA Learning Gains		66%	61%					65%	58%
ELA Lowest 25th Percentile		54%	52%					54%	53%
Math Achievement		81%	60%					85%	63%
Math Learning Gains		70%	64%					77%	62%
Math Lowest 25th Percentile		64%	55%					67%	51%
Science Achievement		70%	51%					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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State 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	39	58	52	68	76	70	11				
BLK	20			50							
HSP	66	67		72	80						
MUL	60	82		70	73						
WHT	66	68	56	86	81	73	70				
FRL	55	61	51	76	73	70	54				
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	44	50	41	59	64	47	48				
BLK	60			60							
HSP	89			83							
MUL	65			74							
WHT	72	75	58	85	85	74	77				
FRL	63	69	50	76	78	67	69				

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

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)	TS&I
OVERALL Federal Index – All Students	71
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	496
Total Components for the Federal Index	7
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	53
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	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
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	35
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	71
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	71
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	71
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	63
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?

Callahan Elementary continues to perform above the district and state average in both ELA and Math in grade K-2.

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

The largest area of growth according to STAR assessment and Stanford 10 is ELA for grade K & 1.

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

Students missing key academic foundational skills. ESE students make up a large percentage of our lower quartile. Utilizing our general education and ESE teachers as well as paraprofessionals to assist teachers with strategies specific to those subgroups is a component of Professional Development that we will be increasing/adding.

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

According to most recent SAT 10 data, CES kindergarten showed a 12% growth in reading and 5% in math from
the 2019 assessments.

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

Differentiated small group instruction, tutoring programs, data chats and reflection with teachers, professional development with teachers and paraprofessionals.

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

Continued focus on the explicit teaching in small group instruction, tutoring programs, data chats and reflections with teachers, additional professional development with teachers and paraprofessionals, phonics curriculum refresh training, continued support of the MTSS/RTI process, and monthly monitoring of lowest quartile.

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.

Data Chats and reflections quarterly, peer observations with focus on explicit teaching, regular data chats to monitor progress , daily intervention time based on the Saxon screener, and weekly support with RTI process during collaboration meetings.

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:
1. Monthly professional development for instructional and non-instructional staff members to meet the needs of students to ensure their progress.
2. Progress monitoring for students and students in the lowest quartile.
3. Monthly meeting with our MTSS team to ensure we are progressing academically.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Positive Culture and Environment specifically relating to student 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 we have 19.5% of students K-2 not attending school at least 90% of the time.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	CES would like to decrease the number of students not attending school at least 90% of the time by 10%.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Student ADA from FOCUS will be reviewed monthly at Threat Assessment Team meetings.
Person responsible for monitoring outcome:	Melissa Johnson (melissa.johnson@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. A reward system will be utilize to reward students who have perfect attendance.
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 is needed to express the importance of attendance.

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.	

1. 2-day absenteeism follow-up calls
2. Positive celebrations for students who maintain perfect attendance
3. Increase parent awareness of attendance policy
4. Home visits and parent-teacher conferences regarding poor attendance.
5. Tiered system of support including: letters, phone calls, and building positive relationships.

Person Responsible   Melissa Johnson (melissa.johnson@nassau.k12.fl.us)

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Callahan Elementary School identifies explicit teaching in the ELA block as an area of focus.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	57% of students are performing on or above grade level according to BOY of year star data. CES will increase this number to 80% by the EOY Star Progress monitoring.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Explicit instruction in small groups from classroom teacher and targeted instruction during in school intervention led by reading coach and after school tutoring.
Person responsible for monitoring outcome:	Melissa Johnson (melissa.johnson@nassau.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Intentional classroom walkthroughs targeting the identification of using the 4 core components of explicit teaching for small group reading.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	The state of Florida walkthrough tool will be used to ensure that effective explicit instruction is occurring during ELA block.

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.

1. Buy-in: Leadership teams worked to identify the POP for CES

2. PD STEP 1: Foundation PD on explicit teaching for entire staff

3. PD Step 2: Next steps to understanding Explicit teaching: work with individual grade levels using the Core Components handout- grade levels will do a gallery walk, discuss each component in detail and how it relates to their instruction, and then will watch a video model lesson of successful examples and non-examples.

4. Classroom Support:
Intentional classroom walkthroughs targeting the identification of using the 4 core components of explicit teaching for small group reading.
Classroom visits for teachers on campus

5. Student support: Explicit instruction in small groups from classroom teacher and targeted instruction during in school intervention led by reading coach and after school tutoring.

Person Responsible	Melissa Johnson (melissa.johnson@nassau.k12.fl.us)

#3. ESSA Subgroup specifically relating to Black/African-American	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Data shows that African American students are not meeting proficiency levels.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Raise proficiency levels of African American students in ELA by 10%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Students will receive progress monitoring to ensure that they are making adequate growth to reach proficiency by the end of the year.
Person responsible for monitoring outcome:	Melissa Johnson (melissa.johnson@nassau.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The students identified in this sub group will be provided intensive in school interventions with certified reading teachers.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Students in this sub group can often not attend after school tutoring therefore, they will be offered this support during school.

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.

1. Progress monitor students every 4 weeks
2. Discuss and plan instruction based on student data
3. Communication with parents student progress

Person Responsible	Katherine Thrift (thriftka@nassau.k12.fl.us)

1. Progress monitor students every 4 weeks
2. Discuss and plan instruction based on student data
3. Communication with parents student progress

Person Responsible	Katherine Thrift (thriftka@nassau.k12.fl.us)

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

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

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)

Grades 3-5: Measureable Outcome(s)

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.

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

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. §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?

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?

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

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. 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 in school, 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 and Parent Nights (STEAM, Literacy)
• School Web Page
• Focus
• Newsletters communicating classroom and school news to parents
• Parent phone calls, Blackboard, conferences, Remind, school marquee
All stakeholders are invited to attend PTO meetings and SAC meetings to provide feedback and participate in conversations regarding involvement opportunities and academic achievement.

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

Stakeholder groups include instructional and non-instructional staff, students, families of students, volunteers, School Advisory Council members (SAC), 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.