

Nassau County School District

Wildlight Elementary



2021-22 Schoolwide Improvement Plan

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Wildlight Elementary

550 CURIOSITY AVE, Yulee, FL 32097

[no web address on file]

Demographics

Principal: Amber Nicholas Bovinette

Start Date for this Principal: 7/1/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	34%
2020-21 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	2018-19: A (69%) 2017-18: B (61%) 2016-17: 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	
* 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.

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Wildlight Elementary

550 CURIOSITY AVE, Yulee, FL 32097

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	24%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	28%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	B

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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.

The mission of Wildlight Elementary School is to embrace diversity and create a community of risk-taking, self-motivated learners who will reach their maximum potential academically, socially and developmentally in a safe and nurturing learning environment.

Provide the school's vision statement.

The vision of Wildlight Elementary is to allow all students to reach their maximum potential in all aspects of life by providing a safe learning environment, embracing diversity and creating a community of risk-taking, self-motivated learners.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Nicholas-Bovinette, Amber	Principal	
Ray, Sarah	Assistant Principal	
Carr, Brooke	School Counselor	
Parks, Emily	Teacher, ESE	
Faucher, Natalie	Reading Coach	
Bozeman, Jennifer	Instructional Media	
Saget, Lea	Teacher, K-12	
McBee, Heather	Teacher, K-12	
Fancher, Melissa	Teacher, K-12	
Eliason, Jerri	Teacher, K-12	
Law, Sheryl	Teacher, K-12	
Graeter, Eryn	Teacher, K-12	

Demographic Information

Principal start date

Wednesday 7/1/2020, Amber Nicholas Bovinette

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.*

50

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.*

3

Total number of teacher positions allocated to the school

53

Total number of students enrolled at the school

841

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

5

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

6

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	156	119	148	140	128	149	0	0	0	0	0	0	0	840
Attendance below 90 percent	24	15	9	18	14	15	0	0	0	0	0	0	0	95
One or more suspensions	1	3	1	1	2	2	0	0	0	0	0	0	0	10
Course failure in ELA	0	0	0	4	0	0	0	0	0	0	0	0	0	4
Course failure in Math	0	0	0	5	1	2	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	2	5	9	0	0	0	0	0	0	0	16
Level 1 on 2019 statewide FSA Math assessment	0	0	0	2	7	5	0	0	0	0	0	0	0	14
Number of students with a substantial reading deficiency	21	9	13	13	0	0	0	0	0	0	0	0	0	56

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	5	4	1	6	3	3	0	0	0	0	0	0	0	22

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	7	2	1	2	1	0	0	0	0	0	0	0	0	13
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Monday 10/25/2021

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	111	133	112	122	124	128	0	0	0	0	0	0	0	730
Attendance below 90 percent	7	7	8	8	10	9	0	0	0	0	0	0	0	49
One or more suspensions	2	0	0	0	0	0	0	0	0	0	0	0	0	2
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 ELA assessment	12	11	7	1	5	11	0	0	0	0	0	0	0	47
Level 1 on 2019 statewide Math assessment	7	5	4	5	10	7	0	0	0	0	0	0	0	38
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	0	0	0	1	2	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	2	6	3	2	1	2	0	0	0	0	0	0	0	16
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	111	133	112	122	124	128	0	0	0	0	0	0	0	730
Attendance below 90 percent	7	7	8	8	10	9	0	0	0	0	0	0	0	49
One or more suspensions	2	0	0	0	0	0	0	0	0	0	0	0	0	2
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 ELA assessment	12	11	7	1	5	11	0	0	0	0	0	0	0	47
Level 1 on 2019 statewide Math assessment	7	5	4	5	10	7	0	0	0	0	0	0	0	38
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	0	0	0	1	2	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	2	6	3	2	1	2	0	0	0	0	0	0	0	16
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				74%	76%	57%	72%	72%	56%
ELA Learning Gains				63%	65%	58%	54%	59%	55%
ELA Lowest 25th Percentile				54%	54%	53%	33%	49%	48%
Math Achievement				82%	85%	63%	76%	82%	62%
Math Learning Gains				75%	77%	62%	66%	72%	59%
Math Lowest 25th Percentile				56%	67%	51%	57%	62%	47%
Science Achievement				76%	75%	53%	67%	74%	55%

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	77%	75%	2%	58%	19%
Cohort Comparison						
04	2021					
	2019	72%	68%	4%	58%	14%
Cohort Comparison		-77%				
05	2021					
	2019	67%	75%	-8%	56%	11%
Cohort Comparison		-72%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	82%	83%	-1%	62%	20%
Cohort Comparison						
04	2021					
	2019	80%	81%	-1%	64%	16%
Cohort Comparison		-82%				
05	2021					
	2019	82%	86%	-4%	60%	22%
Cohort Comparison		-80%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	76%	73%	3%	53%	23%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

Early Lit/STAR data through Renaissance data is used for K-2. 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 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	69%	89%	96%
	Economically Disadvantaged	67%	75%	83%
	Students With Disabilities	61%	70%	92%
	English Language Learners	100%	NA	0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	11%	58%	95%
	Economically Disadvantaged	8	58	100
	Students With Disabilities	12	48	83
	English Language Learners	0%	NA	100%
Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	70%	80%	90%
	Economically Disadvantaged	25%	75%	100%
	Students With Disabilities	33%	55%	65%
	English Language Learners	NA	NA	NA
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	15%	57%	79%
	Economically Disadvantaged	0%	50%	100%
	Students With Disabilities	6%	32%	45%
	English Language Learners	NA	NA	NA

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	63%	89%	95%
	Economically Disadvantaged	57%	71%	86%
	Students With Disabilities	35%	73%	73%
	English Language Learners	0%	0%	NA
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	12%	63%	88%
	Economically Disadvantaged	14%	57%	100%
	Students With Disabilities	0%	40%	56%
	English Language Learners	0%	0%	NA
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	47%	61%	71%
	Economically Disadvantaged	33%	50%	75%
	Students With Disabilities	30%	52%	59%
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	25%	65%	84%
	Economically Disadvantaged	8%	67%	83%
	Students With Disabilities	14%	57%	63%
	English Language Learners	NA	NA	NA

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	50%	64%	75%
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	50%	64%	75%
	Economically Disadvantaged Students With Disabilities English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	37%	73%	85%
	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
SWD	68	57		76	71	77	57				
BLK	75			86			73				
HSP	91			100							
MUL	72			71							
WHT	81	79	71	92	82	71	81				
FRL	73	55	50	83	76	56	65				
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	67	62	62	65	66	61	62				
BLK	68	68		68	59		73				
HSP	53			65							
MUL	50	40		75	80						

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
WHT	78	67	64	86	78	61	80				
FRL	65	57	45	73	75	53	61				
2018 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 2016-17	C & C Accel 2016-17
SWD	57	38	33	56	49	53	56				
BLK	64	60		62	48		50				
HSP	50	53		67	67		64				
MUL	84			68							
WHT	74	53	36	79	69	72	73				
FRL	62	50	27	68	53	54	56				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	79
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	
Total Points Earned for the Federal Index	552
Total Components for the Federal Index	7
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	68
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
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%	

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%	
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%	
Black/African American Students	
Federal Index - Black/African American Students	78
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	96
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	72
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
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%	
White Students	
Federal Index - White Students	80
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	65
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

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?

Every area in achievement and learning gains increased from 2019 to 2021 for every subject and grade level. Data during this time also increased for every subgroup.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The greatest need for improvement is gains of the lowest quartile in ELA (68%), although the area increased by 14% at WES from 2019 to 2021.

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

This area increased 14% from 2019-2021. It is a trend that SWD scores lower than their general education peers. Two specialized ESE classes (Resource and Gen Ed Standards SC) were added to WES this school year to help close the achievement gap for our SWDs.

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

The greatest gain occurred in gains for Math in the lowest quartile. This area increased by 16%, from 56% to 74% from 2019 to 2021.

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

Strategic use of manipulatives in Math small groups contributed to this improvement, as well as use of teaching processes of concrete to pictorial/representation to abstract. Paraprofessionals were also strategically placed in 5th grade classrooms, as well as a virtual teacher when the virtual class was dissolved in January. Teachers were also guided through strategic planning utilizing standards, ALDs, and Test Specs for creating materials for better alignment.

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
3. After school tutoring of lower quartile with specific instruction based on area of need
4. Paraprofessionals strategically scheduled during Reading block to support Tier II and Tier III interventions

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.

1. Each grade level has developed an action plan based on their students' current data
2. Title II funds will be utilized to support these action plans
3. School-wide professional development continues to focus on differentiation across all grade levels. K-2 focus on Differentiated Reading Instruction for phonemic awareness and phonics, plus vocabulary. 3-5 focus on differentiation of comprehension, scaffolding, and vocabulary.

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

Additional services for sustainability include new teacher induction and mentor programs to include professional development pieces. Mini in-services/PD to be scheduled across school year to ensure new teachers receive training for prior workshops, etc.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	At WES, our ELA gains of the lowest quartile has consistently been the lowest achieving area. In 2021, gains for the lowest quartile was 68%. Although it increased by 14% from previous testing in 2019, it remains an area of need.
Measurable Outcome:	Lower Quartile learning gains will increase from 68% in 2021 to 73% in 2022 school-wide as indicated on the Spring 2022 FSA ELA.
Monitoring:	We will measure this area of focus by using iReady Data, STAR Data, and Benchmark Data of our lower quartile students. We began by compiling and analyzing our BOY data, then comparing it to end of the first nine weeks data (and grade distribution), and will then compare to our MOY data. At that point, we will make adjustments to our instructional strategies to achieve the best outcomes for the EOY data.
Person responsible for monitoring outcome:	Amber Nicholas-Bovinette (nicholasbovinetteam@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 and STAR, our data reveals the need for continued adjustments in differentiating small group instruction and providing additional targeted instruction through classroom interventions and after school tutoring.

Action Steps to Implement

Targeted in-school support with small group instruction

Person Responsible Amber Nicholas-Bovinette (nicholasbovinetteam@nassau.k12.fl.us)

Tiered support as indicated in MTSS

Person Responsible Emily Parks (emily.parks@nassau.k12.fl.us)

After school tutoring of lowest quartile with targeted instruction based on area of need

Person Responsible Natalie Faucher (faucherna@nassau.k12.fl.us)

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

Person Responsible Natalie Faucher (faucherna@nassau.k12.fl.us)

Professional Development focused on our ESE students and utilizing concrete manipulatives for instruction (using model concrete, pictorial/representational, abstract)

Person Responsible Sarah Ray (sarah.ray@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 96.45% in August to 96.06% 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.
Measurable Outcome:	By the end of the 2022 school year, the goal at WES is to increase the average daily attendance to 98%.
Monitoring:	Students' Average Daily Attendance (ADA) percentage from the FOCUS portal will be reviewed at Threat Assessment and Leadership Team meetings.
Person responsible for monitoring outcome:	Amber Nicholas-Bovinette (nicholasbovinetteam@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 (through PBIS) 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 for classes and students through PBIS

Person Responsible Sarah Ray (sarah.ray@nassau.k12.fl.us)

Attendance policy communicated and clarified

Person Responsible Amber Nicholas-Bovinette (nicholasbovinetteam@nassau.k12.fl.us)

Utilizing MTSS and Intervention for attendance through Threat Assessment Team meetings

Person Responsible Sarah Ray (sarah.ray@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 Sarah Ray (sarah.ray@nassau.k12.fl.us)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://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, Wildlight Elementary ranks low compared to other elementary schools across the state of Florida. WES utilizes PBIS to provide each student with expectations, rewards, and consequences. School discipline data is analyzed during monthly Threat Assessment 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". If the behavior elevates beyond the use of Tier 2 intervention, other resources are provided in conjunction with the MTSS process, such as a behavior plan, meetings with the school counselor/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

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$194,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	750-Other Personal Services	0242 - Wildlight Elementary	Title II		\$3,500.00
			Notes: Title II Staff Development funds from the District will be utilized to pay for substitutes for each grade level team to work on their focused action plan for differentiated instruction for all students, to include the lowest quartile (i.e. First Grade used their portion to delve more deeply into Differentiated Reading Instruction with phonics based on a book study.)			
	5100	150-Aides	0242 - Wildlight Elementary	General Fund		\$150,000.00
			Notes: Five paraprofessionals work with the lowest quartile in ELA in each general education classroom, K-5, utilizing gaps lessons and standards based lessons created by the classroom teachers and the Reading Coach.			
	9900	510-Supplies	0242 - Wildlight Elementary	Other		\$20,000.00
			Notes: LLI Kits were ordered for each grade band for use during small group instruction for push-in and after school tutoring.			
	9900	510-Supplies	0242 - Wildlight Elementary	Other		\$1,000.00
			Notes: Professional Development is provided for paraprofessionals by the school's Reading Coach. Resources and engagement tools are provided for paraprofessionals during these trainings.			
	5100	750-Other Personal Services	0242 - Wildlight Elementary	Other		\$20,000.00
			Notes: Professional development is provided for teachers by the District and school for data analysis and how to use the data for planning for all students, including the lowest quartile. Professional development also includes training for the new standards for all of the teachers.			
2	III.A.	Areas of Focus: Culture & Environment: Student Attendance				\$4,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	7300	390-Other Purchased Services	0242 - Wildlight Elementary	General Fund		\$1,000.00
			Notes: Printing of attendance policy and related literature.			
	5100	510-Supplies	0242 - Wildlight Elementary	Other		\$3,000.00

	<i>Notes: Students trade in Trailblazer PBIS Blaze Praise at the Trailblazer Trading Post. Blaze Praise is earned for following PBIS expectations, including being present at school.</i>	
Total:		\$198,500.00