Emma Love Hardee Elementary

2018-19 Schoolwide Improvement Plan

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Emma Love Hardee Elementary

2200 SUSAN DR, Fernandina Beach, FL 32034

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School 3-5	Yes	54%

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	2017-18	2016-17	2015-16	2014-15
Grade	A	A	A	A*

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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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 and position title for each member of the school leadership team.**:**

Name	Title
Smith, Rebecca	Principal
Cubbal, Bryce	Assistant Principal
Crews, Melissa	Teacher, K-12
Albert, Jennifer	Teacher, K-12
Hawkins, Mary	School Counselor
Hodges, Krista	Instructional Media
Windham, Tanya	Teacher, ESE
Hogue, Shannon	Teacher, K-12
Bass, Anita	Paraprofessional

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

The school-based leadership team is responsible for disaggregating and analyzing data to determine areas of deficit. The team is to identify problems within the general population of students and within subgroups of students, analyze why the problems are occurring, formulate an intervention plan and then measure the effectiveness of the interventions through regular progress monitoring. Their plan to address and remediate areas of deficit becomes the basis for the school improvement plan and school action plan. The Leadership team is responsible for ensuring that the school has in place a system that provides increasingly intense and individualized interventions, resources and supports needed to meet the unique needs of its students.

In order to identify those needs, the team must analyze data to determine deficits and other areas in need of improvement. The team looks at academic, attendance, and behavior related data. As the

team disaggregates the data, it is identifying which students are meeting grade level expectations and which are not. It is looking for patterns and trends in the data. The Leadership team meets monthly.

Leading questions: Is our core instruction meeting the needs of 75-80 % of our students? If not, is it a curriculum or instruction issue? Are certain groups of students failing to meet expectations in certain subjects? Or, are there certain groups who have other non-academic barriers to achievement that must be addressed before they will be able to meet academic success? Are there trends in achievement within specific subgroups that need to be addressed? Have resources (funding and staffing) been allocated in the most effective and efficient manner to meet the needs of all stakeholders?

Once those areas of need have been identified, the leadership team disseminates this information to the departments, literacy teams and other school based teams. The teams will provide input to the leading questions and assist in determining appropriate research based interventions to remediate specific deficits and identify other available resources to meet individual student needs. The departments/teams oversee the implementation of the interventions and monitor student progress through regularly scheduled meetings. The progress monitoring information will be shared with the leadership team and departments/teams together will monitor the effectiveness of interventions through student progress monitoring data and fidelity checks.

Early Warning Systems

Year 2017-18

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	
Attendance below 90 percent	0	0	0	4	18	21	0	0	0	0	0	0	0	43
One or more suspensions	0	0	0	3	9	7	0	0	0	0	0	0	0	19
Course failure in ELA or Math	0	0	0	2	1	0	0	0	0	0	0	0	0	3
Level 1 on statewide assessment	0	0	0	5	24	21	0	0	0	0	0	0	0	50

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	15	21	32	0	0	0	0	0	0	0	68

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	5	0	0	0	0	0	0	0	0	0	5
Retained Students: Previous Year(s)	0	0	0	6	0	0	0	0	0	0	0	0	0	6

Date this data was collected
Wednesday 9/26/2018

Year 2016-17 - As Reported

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
						Grade Level								
Attendance below 90 percent	0	0	0	4	18	21	0	0	0	0	0	0	0	43
One or more suspensions	0	0	0	3	9	7	0	0	0	0	0	0	0	19
Course failure in ELA or Math	0	0	0	2	1	0	0	0	0	0	0	0	0	3
Level 1 on statewide assessment	0	0	0	5	24	21	0	0	0	0	0	0	0	50
Urgent intervention(RED) iReady (Rdg)	0	0	0	7	11	18	0	0	0	0	0	0	0	36
Below 45th percentile on SAT 10 (Rdg)	0	0	0	18	0	0	0	0	0	0	0	0	0	18
Urgent intervention(RED)STAR (Rdg)	0	0	0	24	18	23	0	0	0	0	0	0	0	65

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
						Grade Level								
Students exhibiting two or more indicators	0	0	0	2	8	5	0	0	0	0	0	0	0	15

Year 2016-17 - Updated

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
						Grade Level								
Attendance below 90 percent	0	0	0	4	18	21	0	0	0	0	0	0	0	43
One or more suspensions	0	0	0	3	9	7	0	0	0	0	0	0	0	19
Course failure in ELA or Math	0	0	0	2	1	0	0	0	0	0	0	0	0	3
Level 1 on statewide assessment	0	0	0	5	24	21	0	0	0	0	0	0	0	50
Urgent intervention(RED) iReady (Rdg)	0	0	0	7	11	18	0	0	0	0	0	0	0	36
Below 45th percentile on SAT 10 (Rdg)	0	0	0	18	0	0	0	0	0	0	0	0	0	18
Urgent intervention(RED)STAR (Rdg)	0	0	0	24	18	23	0	0	0	0	0	0	0	65

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
						Grade Level								
Students exhibiting two or more indicators	0	0	0	2	8	5	0	0	0	0	0	0	0	15

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Our lower quartile students performed the lowest school-wide. It has been a trend for the last 3 years.

Which data component showed the greatest decline from prior year?

The data component that showed the greatest decline from last year was ELA Learning Gains from 67% in 2017 to 61% in 2018.

Which data component had the biggest gap when compared to the state average?

The largest gap compared to the state average occurred within ELA 3rd grade. ELh 3rd grade performed 21% above the state average of 57%

Which data component showed the most improvement? Is this a trend?

The data component that showed the most improvement is our 4th grade ELA proficiency from 66% to 76%. This has not typically been a trend.

Describe the actions or changes that led to the improvement in this area.

Some of the actions that led to the improvement include: differentiated instruction in all grade levels in small groups, after school tutoring for Reading, additional gap instruction with an intensive reading teacher, in school support time with students that are not able to attend the after school tutoring program.

School Data

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	2018			2017		
	School	**District**	**State**	**School**	**District**	**State**
ELA Achievement	74%	72%	56%	72%	70%	52%
ELA Learning Gains	61%	59%	55%	66%	66%	52%
ELA Lowest 25th Percentile	52%	49%	48%	52%	57%	46%
Math Achievement	79%	82%	62%	78%	78%	58%
Math Learning Gains	68%	72%	59%	71%	72%	58%
Math Lowest 25th Percentile	53%	62%	47%	45%	60%	46%
Science Achievement	69%	74%	55%	71%	71%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	3	**4**	**5**	
Attendance below 90 percent	4 (4)	18 (18)	21 (21)	43 (43)
One or more suspensions	3 (3)	9 (9)	7 (7)	19 (19)
Course failure in ELA or Math	2 (2)	1 (1)	0 (0)	3 (3)

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	3	**4**	**5**	
Level 1 on statewide assessment	5 (5)	24 (24)	21 (21)	50 (50)

Grade Level Data
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	2018	78%	76%	2%	57%	21%
	2017	77%	78%	-1%	58%	19%
Same Grade Comparison		1%				
Cohort Comparison						
04	2018	76%	69%	7%	56%	20%
	2017	66%	68%	-2%	56%	10%
Same Grade Comparison		10%				
Cohort Comparison		-1%				
05	2018	70%	71%	-1%	55%	15%
	2017	79%	70%	9%	53%	26%
Same Grade Comparison		-9%				
Cohort Comparison		4%				

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	77%	80%	-3%	62%	15%
	2017	79%	81%	-2%	62%	17%
Same Grade Comparison		-2%				
Cohort Comparison						
04	2018	81%	83%	-2%	62%	19%
	2017	76%	78%	-2%	64%	12%
Same Grade Comparison		5%				
Cohort Comparison		2%				
05	2018	75%	79%	-4%	61%	14%
	2017	80%	78%	2%	57%	23%
Same Grade Comparison		-5%				
Cohort Comparison		-1%				

SCIENCE

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	69%	72%	-3%	55%	14%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2017					
Cohort Comparison						

Subgroup Data

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	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				

2017 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 2015-16	C & C Accel 2015-16
SWD	33	34	26	46	50	44	33				
ELL	33	53	50	48	40	18					
BLK	56	63	56	59	59	53	67				
HSP	59	63	38	63	54	29	55				
MUL	85	77	90	77	70	70	54				
WHT	80	69	43	86	73	65	85				
FRL	62	58	43	67	63	55	65				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	ELA Proficiency School-Wide
Rationale	Emma Love Hardee Elementary scored 74% achievement proficiency school-wide for ELA. Our District's expectation is 80%, so we chose to increase proficiency in ELA by utilizing several strategies and action steps below.
Intended Outcome	Proficiency will increase from 74% to 80% school-wide as indicated on the FSA ELA 2019 Achievement Component for School Grade.
Point Person	Rebecca Smith (smithre@nassau.k12.fl.us)

Action Step	
Description	We will increase proficiency in ELA by providiing tutoring in Reading after school and during in school support times. In addition, our Intensive Reading Teacher will provide instruction to our third grade students who are 2 or more years behind and our Support Facilitators along with our part-time ELL teacher will provide targeted focused "gap" instructions for our ESE and ELL students. Lastly, we will provide professional development for teachers and paraprofessionals that effectively target instructional needs.
Person Responsible	Rebecca Smith (smithre@nassau.k12.fl.us)

Plan to Monitor Effectiveness	
Description	In order to monitor effectiveness, each quarter we will analyze data from STAR and iReady Reading to track the number of students at proficiency. Reviewing lesson plans and classroom observations will be used to ensure that professional development strategies are utilized with fidelity.
Person Responsible	Rebecca Smith (smithre@nassau.k12.fl.us)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Parent Nights for each of the subject areas: Reading, Math, Science, Writing and Technology are to be held in the first and second semester of school. Information was disseminated to parents regarding each subject area. Hands-on activities were implemented to show parents how to work with their child. School staff, faculty, and administrators strive to strengthen family involvement and family empowerment in the school. The school will coordinate and integrate parental involvement strategies with School Improvement, Strategic Planning, Title I, Title II, Title IV, Title VI, Community Involvement Programs, Business Partnerships, and other community involvement activities.

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, 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 101

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

School based teams meet to discuss students with barriers to academic and social success and refer to Child Advocate Rapid Response Team (CARRT) as needed.
Staff advocates are assigned to students identified with concerns.
Offer instruction and various campus activities that address social/emotional needs of students.
Connect students to agencies who have Cooperative Agreements or are on campus.
School counseling program with dedicated time to: 1. Assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making), 2. Identify interventions that the research suggests works to remove the barrier to success (Evidence-Based Intervention), and 3. Evaluate your intervention (Evaluation)
Engage with identified staff (i.e. school counselor, school-based team leader) to provide a differentiated delivery of services based on student/school need. (Include core, supplemental, and intensive supports.)

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

The Nassau Schools that contain primary grades work in concert with Episcopal Children's Services, Child Find, and other service agencies in order to strengthen curriculum offerings, provide ease of transition to kindergarten, increase community involvement, and increase meaningful parent involvement. Each school also holds student/parent orientation meetings to assist with the transitioning from one school level to another. The Student Progression Plan and student handbook are distributed and reviewed.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The school's leadership team oversees the implementation and monitoring of its MTSS and SIP structures through data-based decision making which identifies areas of deficit and identifies and provides supports and resources needed to address those deficits.

The Problem Solving Process
The Problem Solving/Response to Intervention model is a decision making process based on the scientific method of problem solving. Florida has embraced the problem solving methodology and incorporated it into its Response to Intervention model.

The Problem Solving process requires the following steps: Problem Identification, Problem Analysis, Intervention Design/ Implementation, and Evaluation: Response to Intervention.

Data based decisions are expected at all levels of the school: school, grade/departments, classroom, (AYP) subgroups (i.e., race, free/reduced lunch, ELL, ESE). A collaborative approach by school staff for development, implementation, and monitoring of the intervention process is expected.

Title I
Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to students. Teachers develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include Parental Programs; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students. Information is shared with parents during our Open House/Annual Title I Meeting.

Title II
The District uses supplemental funds for improving basic education as follows:
• training to certify qualified mentors for the New Teacher Program
• training for add-on endorsement programs, such as Reading, Gifted, ESOL
training and substitute release time for Professional Learning Community (PLC) development and facilitation

Title III
The District provides supplemental academic instruction and services to students who are ELL. The district employs an ELL instructional coach.

Title X- A portion of funds are set aside and reserved to meet the academic and personal needs of identified homeless families. These needs could include academic supplies or assistance with personal hygiene items, or referrals to social service agencies.

Supplemental Academic Instruction (SAI)
These funds are utilized to provide supplemental academic coaches.

Violence Prevention Programs:
The District has adopted bullying prevention and intervention policies and procedures. Each year training is provided.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

The strategies used to advance college and career awareness include: providing after school programs like Architects in Education, utilizing community resources and guest speakers, family parent nights like STEAM, utilizing a computer lab and science lab.

Part V: Budget

Total:	**$10,500.00**