Emma Love Hardee Elementary

2019-20 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: 7/1/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School 3-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	47%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (69%) 2017-18: A (65%) 2016-17: A (68%) 2015-16: A (65%) 2014-15: A (70%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	N/A

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

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	A	A	A	A

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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	Job Duties and Responsibilities
Smith, Rebecca	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	
Reid, Leslie	Assistant Principal	
Scott, Ashley	Teacher, K-12	

Early Warning Systems

Current Year

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	215	197	222	0	0	0	0	0	0	0	634
Attendance below 90 percent	0	0	0	20	16	13	0	0	0	0	0	0	0	49
One or more suspensions	0	0	0	5	2	8	0	0	0	0	0	0	0	15
Course failure in ELA or Math	0	0	0	3	1	1	0	0	0	0	0	0	0	5
Level 1 on statewide assessment	0	0	0	4	16	34	0	0	0	0	0	0	0	54

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	3	3	10	0	0	0	0	0	0	0	16

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	7	2	1	0	0	0	0	0	0	0	10
Students retained two or more times	0	0	0	3	1	1	0	0	0	0	0	0	0	5

FTE units allocated to school (total number of teacher units)

38

Date this data was collected or last updated

Wednesday 9/25/2019

Prior Year - 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	
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 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	15	21	32	0	0	0	0	0	0	0	68

Prior Year - 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	
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 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	15	21	32	0	0	0	0	0	0	0	68

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	74%	76%	57%	75%	73%	55%
ELA Learning Gains	60%	65%	58%	67%	64%	57%
ELA Lowest 25th Percentile	48%	54%	53%	50%	49%	52%
Math Achievement	83%	85%	63%	80%	82%	61%
Math Learning Gains	77%	77%	62%	69%	71%	61%
Math Lowest 25th Percentile	68%	67%	51%	56%	64%	51%
Science Achievement	72%	75%	53%	77%	73%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	3	4	5	
Number of students enrolled	215 (0)	197 (0)	222 (0)	634 (0)
Attendance below 90 percent	20 (4)	16 (18)	13 (21)	49 (43)
One or more suspensions	5 (3)	2 (9)	8 (7)	15 (19)
Course failure in ELA or Math	3 (2)	1 (1)	1 (0)	5 (3)
Level 1 on statewide assessment	4 (5)	16 (24)	34 (21)	54 (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.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	79%	75%	4%	58%	21%
	2018	78%	76%	2%	57%	21%
Same Grade Comparison		1%				
Cohort Comparison						
04	2019	70%	68%	2%	58%	12%
	2018	76%	69%	7%	56%	20%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		-6%				
Cohort Comparison		-8%				
05	2019	70%	75%	-5%	56%	14%
	2018	70%	71%	-1%	55%	15%
Same Grade Comparison		0%				
Cohort Comparison		-6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	80%	83%	-3%	62%	18%
	2018	77%	80%	-3%	62%	15%
Same Grade Comparison		3%				
Cohort Comparison						
04	2019	80%	81%	-1%	64%	16%
	2018	81%	83%	-2%	62%	19%
Same Grade Comparison		-1%				
Cohort Comparison		3%				
05	2019	83%	86%	-3%	60%	23%
	2018	75%	79%	-4%	61%	14%
Same Grade Comparison		8%				
Cohort Comparison		2%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	70%	73%	-3%	53%	17%
	2018	69%	72%	-3%	55%	14%
Same Grade Comparison		1%				
Cohort Comparison						

Subgroup Data

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				

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				

ESSA Data

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

ESSA Federal Index	
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%

Subgroup Data	
Students With Disabilities	
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%	

English Language Learners	
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%	
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	43
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	61
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	67
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	75
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	62
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

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

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The data component that showed the greatest decline from last years was ELA Learning Gains from 61% to 58%.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The largest gap compared to the state average occurred with in the Math Learning Gains overall. School data shows a gap of 25% over the state. School data for Math Learning Gains show 77% as the state shows only 62%.

Which data component showed the most improvement? What new actions did your school take in this area?

Math achievement and Math Learning Gains have showed the most improvement.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

After reflecting on our EWS data, we will continue to monitor and implement strategies that will improve attendance.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. School-wide ELA achievement while focusing on the learning gains for our lower quartile in ELA
2.
3.
4.
5.

Part III: Planning for Improvement

Areas of Focus:	

#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
State the measurable outcome the school plans to achieve	Proficiency will increase from 74% to 80% school-wide as indicated on the FSA ELA 2019 Achievement Component for School Grade with a focus on lower quartile gains.
Person responsible for monitoring outcome	Rebecca Smith (smithre@nassau.k12.fl.us)
Evidence-based Strategy	To implement intentional differentiated ELA instruction based on data from diagnostic assessments to progress monitor individual student achievement and growth
Rationale for Evidence-based Strategy	Based on various assessments of FSA, iReady, STAR, etc, , the data reveals that there are various levels of achievement and growth in ELA. There is a need for continued adjustments for in differentiating instruction for students to achieve and grow.
Action Step	
Description	1. Targeted in school support 2. Tiered support as indicated in MTSS 3. Tutoring 4. Intervention Time at the end of the day 5. Collaboration and Professional Development
Person Responsible	Rebecca Smith (smithre@nassau.k12.fl.us)

Additional Schoolwide Improvement Priorities (optional)

> **After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).**

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 Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 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 /SIP structures through data-based decision making which identifies areas of deficit and identifies and provides supports/ resources needed to address those deficits.

The Problem Solving/RTI process requires the following steps: Problem Identification and Analysis, Intervention Design/ Implementation, Evaluation: Response to Intervention.
Data based decisions are expected at all levels

Title I
Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities. The district coordinates with Title II / Title III ensuring staff development needs are provided. Teachers develop, lead, evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment/ 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/ implementation for progress monitoring, data collection, data analysis; participate in the design and delivery of professional development; provide support for assessment/ implementation monitoring. Other components that are integrated into the school-wide program include Parental Programs; Supplemental Educational Services; special support services. 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

Title III The District provides supplemental academic instruction, coach and services to students who are ELL.

Title X- A portion of funds are set aside to meet the needs of identified homeless families.

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, procedures and 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

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

1	III.A.	Areas of Focus: ELA Proficiency School-Wide				$12,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	510-Supplies	0081 - Emma Love Hardee Elementary	Title, I Part A		$7,000.00
			Notes: materials and supplies for tutoring, in-school supplies for differentiated instruction, and gap instruction			
	6400	750-Other Personal Services	0081 - Emma Love Hardee Elementary	Title, I Part A		$5,000.00
			Notes: Provide professional development for teachers and paraprofessionals			
					Total:	$12,000.00