

2013-2014 SCHOOL IMPROVEMENT PLAN

Emma Love Hardee Elementary
2200 SUSAN DR
Fernandina Beach, FL 32034
904-321-5974

School Demographics

School Type Elementary School	Title I No	Free and Reduced Lunch Rate 43%
Alternative/ESE Center No	Charter School No	Minority Rate 26%

School Grades History

2013-14 A	2012-13 B	2011-12 A	2010-11 A
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SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Emma Love Hardee Elementary

Principal

Eric Larsen

School Advisory Council chair

Janet Faris

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Susan Bradley	3rd grade lead teacher
Kathy Hill	4th grade lead teacher
Helen Edenfield	5th grade lead teacher
Victoria Blackwell	ESE lead teacher
Elizabeth Smith	Activity lead teacher
Heather Pinckney	Guidance Counselor
Eric Larsen	Principal
Rebecca Smith	Assistant Principal

District-Level Information

District

Nassau

Superintendent

Dr. John L Ruis

Date of school board approval of SIP

11/14/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

SAC Officers include:

SAC Chair: Janet Faris, teacher

SAC Vice Chair: Eric Laurin, parent

Secretary: Pam MacQueen, secretary/bookkeeper

Treasurer: Rebecca Smith, assistant principal

Members include:

Eric Larsen, principal

Rachel VanEpps, teacher representative

Carol Whelan, para professional representative

Melissa Bell, parent
Cathy Sabattini, parent
Josie Barber, parent
Shannon Hogue, parent
Renee Stoffel, business partner
Laura Broussard, business partner
Robert Awad, business partner

Involvement of the SAC in the development of the SIP

Our SAC was invited to the School Improvement meetings that took place in May 2013. At which time, the school improvement plan (SIP) was revisited and new goals/strategies were formulated. The SAC received a copy of the SIP prior to meeting in October 2013 in order to review and make suggestions. At which time, SAC will meet to discuss and incorporate changes and answer any questions regarding the SIP. During the October 2013 meeting, SAC will vote on the approval of the SIP.

Activities of the SAC for the upcoming school year

The 2013-14 ELH SAC will meet 4-7 times during the school year and will perform a variety of functions. The SAC will review and approve the annual SIP, disperse SAC funds based on a review of funding requests, review and approve the school budget, reviews and discuss the annual Climate Survey, and discuss school issues as they arise.

Projected use of school improvement funds, including the amount allocated to each project

SAC funding will be used for summer staffing of personnel, teacher funding requests, student recognition, professional development workshops or trainings. \$2774.10 is the amount of the SAC balance from the previous year that will be used for any of the funding requests.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Eric Larsen		
Principal	Years as Administrator: 15	Years at Current School: 9
Credentials	B.A., MS., PhD/Educational Leadership (K-12), Elementary Education	
Performance Record	2002-03 School Grade A, AYP No 2003-04 School Grade A, AYP No 2004-05 School Grade A, AYP Provisional 2005-06 School Grade A, AYP Provisional 2006-07 School Grade A, AYP No 2007-08 School Grade A, AYP No 2008-09 School Grade A, AYP No 2009-10 School Grade A, AYP No 2010-11 School Grade A, AYP No 2011-12 School Grade A, Reading 74%, Mathematics 70%, Science 70%, Learning Gains for Lowest 25% for Reading 73%, Mathematics 69% 2012-13 School Grade B, Reading 71%, Mathematics 65%; Learning Gains for Lowest 25% for Reading 59%, Mathematics 56%	

Rebecca Smith		
Asst Principal	Years as Administrator: 3	Years at Current School: 1
Credentials	B.A., M.S./Educational Leadership (K-12), Elementary Education	
Performance Record	1998-2000 No school data available from Maryland School District 2012-13 School Grade B, Reading 71%, Mathematics 65%; Learning Gains for Lowest 25% for Reading 59%, Mathematics 56%	

Classroom Teachers

# of classroom teachers	39
# receiving effective rating or higher	39, 100%
# Highly Qualified Teachers	100%
# certified in-field	39, 100%
# ESOL endorsed	23, 59%
# reading endorsed	4, 10%

with advanced degrees

20, 51%

National Board Certified

4, 10%

first-year teachers

6, 15%

with 1-5 years of experience

7, 18%

with 6-14 years of experience

10, 26%

with 15 or more years of experience

16, 41%

Education Paraprofessionals**# of paraprofessionals**

10

Highly Qualified

10, 100%

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

1. Provision of mentoring, training and coaching for:

- a) first and second-year new teachers, including those in Alternative Certification (ACP) or Educator Preparation Institute (EPI) programs; and
- b) ESOL and Reading teachers in the process of earning an Endorsement.

These activities are coordinated with the district's Personnel system and through the provision of an ESOL Coach and an Instructional Strategies/New Teacher Coach.

2. In order to ensure that all teachers become Effective or Highly Effective, the district will provide resources, coaching, and professional development to any teacher whose overall evaluation rating is Needs Improvement or Unsatisfactory. The principal will conduct a conference with the teacher to determine specific goals and needs for professional development, in addition to needs for classroom strategies and behaviors.

3. Resources and/or professional development will be provided to support the skills and knowledge needed to increase the number of In-field/Highly Qualified/effective teachers. This will include provision of ESOL, Reading, and Gifted Endorsement courses; financial support for testing to add areas of certification to teachers' existing certificates; financial support for provision of study guides and workshops (as available); assistance with cost of adding subject areas to certificates to become in-field in all courses taught.

4. The district will recruit effective teachers and leaders, including minorities, to ensure high quality and diversity of applicants and will retain exemplary teachers through recognition, incentives and leadership development opportunities.

5. Professional development activities and records are efficiently and effectively managed to ensure teachers maintain their certification and remain up to date in their areas of certification.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

- A. First year teachers participate in the following district professional development and mentoring activities:
1. New Teacher Orientation, including introduction to the Nassau District Schools' mission and values
 2. Professional Development in the district's Marzano Evaluation Framework.
 3. Monthly (8) New Teacher Professional Learning Community sessions with text: Why Didn't I Learn This in College?
 4. Common Core Standards and Lesson Planning
 5. The Florida Educator Code of Ethics
 6. Conducting Effective Parent Conferences
 7. District E-mail Protocol and technology-based curriculum programs
 8. Professional Education Competencies, as applicable
 9. Classroom and Behavior Management
 10. Other professional development as specified by the school or district, such as Reading, ESOL, or Writing.
- B. Observation and Coaching/Mentoring Components:
1. Two classroom observations followed by a feedback conference, conducted by the District Instructional Strategies Coach who is trained in highly trained in Clinical Education, observation and feedback/coaching strategies, and the Marzano framework.
 2. Two classroom observations (one per semester) followed by a feedback conference, conducted by a mentor teacher or other certified educator who teaches the same grade level/subject area as the new teacher, has been rated as Highly Effective, has been provided with CET or similar training and coaching resources, and is selected by the principal as a mentor.
 3. Two classroom observations (one per semester) followed by a feedback conference, by the new teacher in the classroom of the mentor teacher or other certified educator who teaches the same grade level/subject area as the new teacher and who has been rated as Highly Effective.
 4. On-going informal observations and coaching with feedback conducted by Instructional Strategies Coach, with related professional development resources available via the district's iObservation system.
 5. Walk-throughs, informal observations, and formal observations using the Marzano framework instrument, conducted by a trained principal, assistant principal or other administrator, with related professional development resources available via the district's iObservation system.
- C. RATIONAL FOR MENTOR/NEW TEACHER PAIRINGS AND PLANNED MENTORING ACTIVITIES:
- The District Instructional Strategies Coach and the school principal confer to select a mentor teacher or other certified educator who teaches the same grade level/subject area/role as the new teacher or other educator, and who has been rated as Highly Effective.
- The planned mentoring activities provide on-going and regularly-scheduled opportunities for classroom visits and observations, reflection, and coaching and feedback, as well as monthly collaboration in PLCs for professional development in best practices and highly effective instructional strategies. The purpose of these on-going support strategies is to increase teacher effectiveness and as a result, to increase student achievement.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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.

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.

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.

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.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

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 their MTSS and forms the basis for the school improvement plan.

The MTSS core team consists of: administrator, school counselor, literacy coach, department heads, and instructional coach. The MTSS 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.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

Classroom observations.
Walk-throughs.
Lesson plan documentation.
Monitor grade level reports from progress monitoring assessments.
Monitor discipline referrals and attendance reports.
Monitor course-work grades.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Data Sources:

Tier I - SAT 10, FCAT 2.0, FAA, EOC, EOCs, FAIR

Tier II – Program specific

Tier III – Student Specific; PMP student individualized progress monitoring plans.

Data Management Systems: FOCUS, PMRN, DATA STAR, IDMS

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The District Rtl Specialist and district support personnel are available to meet with and assist school based teams upon request (school psychologist, staffing specialist, behavior specialist, social worker). The Florida Department of Education offers a free Introductory on-line course: Introduction to Problem Solving and Response to Intervention

The Nassau County District Problem Solving/Response to Intervention Process Implementation Guide

- PLC meetings
- Professional development – webinars, workshops
- Data Star
- District support staff

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 1,500

Title V after school tutoring program is provided to our lowest 25% to improve reading strategies.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Data from STAR, FCAT, and FAIR is collected and analyzed by the instructional staff in order to gage effectiveness.

Who is responsible for monitoring implementation of this strategy?

A designated instruction lead teacher is responsible for organizing and implementing the strategy.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Susan Whicker	5th grade teacher
Susan Coker	5th grade teacher
Angela Yonn	4th grade teacher
Susan Bradley	3rd grade teacher
Elizabeth Smith	Media specialist
Krista Robertson	ESE teacher
Eric Larsen	Principal
Rebecca Smith	Assistant Principal

How the school-based LLT functions

The purpose of the Literacy Leadership Team is to create capacity of reading knowledge within the school building, to identify literacy goals and to develop an action plan to achieve those goals. The principal, reading coach, mentor reading teachers, content area teachers, and other principal appointees will serve in this role. Literary Leadership teams meet regularly to address professional development in literacy, content area literacy initiatives, and reading intervention programs. The principal and reading/literacy coach at the school chair or co-chair these meetings.

Major initiatives of the LLT

The LLT will support instructional strategies to improve reading comprehension and the Common Core State Standards for College and Career Readiness in reading, writing, speaking, listening, and language. The LLT team will provide professional development throughout the year to ensure that text complexity, along with close reading and rereading of texts, is central to lessons, to provide scaffolding that does not preempt or replace text reading by students, to develop and ask text dependent questions from a range of question types, to emphasize that students support their answers based upon evidence from the text, and to provide extensive research and writing opportunities.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

The Reading Coach, along with the principal and Literacy Leadership Team employ research-based strategies to support reading/writing instruction across the curriculum. The Reading Coach provides professional development activities to engage all teachers through Professional Learning Communities. Students' mastery of the Common Core State Standards, FCAT 2.0, ACT, SAT, and PERT requires a unified approach by all teachers to meet the particular challenges of reading and writing in each subject area. Teachers' use of high quality complex text will provide a context for building language and vocabulary. By extracting information from more complex informational text, using text evidence to explain and justify an argument in discussion and writing, analyzing and critiquing the effectiveness and quality of an author's writing style, presentation, or argument, students reading skills will become more highly developed. Monitoring the effectiveness of this goal will include: classroom walkthrough data, program data, progress monitoring data, lesson plans, and student artifacts.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

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.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	77%	71%	No	79%
American Indian				
Asian				
Black/African American	49%	46%	No	54%
Hispanic	66%	42%	No	69%
White	82%	78%	No	84%
English language learners	58%	15%	No	63%
Students with disabilities	52%	43%	No	57%
Economically disadvantaged	63%	53%	No	66%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	165	29%	31%
Students scoring at or above Achievement Level 4	153	27%	29%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		17%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		17%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	398	68%	70%
Students in lowest 25% making learning gains (FCAT 2.0)	146	59%	61%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	124	66%	68%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		17%

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	71%	65%	No	74%
American Indian				
Asian				
Black/African American	44%	38%	No	50%
Hispanic	68%	58%	No	72%
White	75%	70%	No	78%
English language learners	58%	38%	No	63%
Students with disabilities	47%	38%	No	52%
Economically disadvantaged	53%	41%	No	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	187	32%	34%
Students scoring at or above Achievement Level 4	122	21%	23%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		17%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		17%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	392	67%	69%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	146	56%	58%

Area 4: Science**Elementary School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	67	38%	40%
Students scoring at or above Achievement Level 4	23	13%	15%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		17%
Students scoring at or above Level 7	[data excluded for privacy reasons]		17%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	3		5
Participation in STEM-related experiences provided for students	585	100%	100%

Area 8: Early Warning Systems**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	61	10%	8%
Students retained, pursuant to s. 1008.25, F.S.	9	2%	1%
Students who are not proficient in reading by third grade	11	2%	1%
Students who receive two or more behavior referrals	17	3%	2%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	12	2%	1%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Parent Nights for each of the subject areas: Reading, Math, Science, Writing and Technology were held in the first 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

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parent Nights for Subject Areas (Reading, Math, Science, Writing, Technology)	116	18%	20%

Area 10: Additional Targets

Additional targets for the school

Students and staff members will participate in a jog-a-thon and have increased awareness of healthy living strategies such as physical activity and healthy foods.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Turkey Trot Jog-A-Thon	603	93%	95%
International Walk to School Day/National Walking Day	605	94%	96%

Goals Summary

- G1.** Emma Love Hardee Elementary will work to help all students achieve proficiency in Reading, Writing, Mathematics, and Science as determined by scoring a 3 or above on the FCAT 2.0.

Goals Detail

G1. Emma Love Hardee Elementary will work to help all students achieve proficiency in Reading, Writing, Mathematics, and Science as determined by scoring a 3 or above on the FCAT 2.0.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains)
- Writing
- Science - Elementary School

Resources Available to Support the Goal

- SRA, FAIR, STAR Reading, FCAT Explorer, Lexia, Think Central, Core Curriculum, STAR Math, IDMS, IXL, Next Generation Standards, District approved textbooks, Common Core Standards, supplemental materials, pacing calendars

Targeted Barriers to Achieving the Goal

- Various ability levels.
- Parental Knowledge or ability may be limited when assisting students with reading/math/science/ writing process.
- Time and money required to have quality Staff Development

Plan to Monitor Progress Toward the Goal

Student achievement towards proficiency

Person or Persons Responsible

Administration, School Improvement Teams and SAC

Target Dates or Schedule:

Middle and End of Year

Evidence of Completion:

Progress monitoring assessments, FCAT, FAIR, IDMS, Writing Assessment Data

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Emma Love Hardee Elementary will work to help all students achieve proficiency in Reading, Writing, Mathematics, and Science as determined by scoring a 3 or above on the FCAT 2.0.

G1.B1 Various ability levels.

G1.B1.S1 Small group instruction will be utilized during the Math block to meet the learning needs of each student to include a preview, review, skill.

Action Step 1

Provide small group instruction

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans and classroom observations

Facilitator:

Grade Level Chair, Administration, Teachers, District Office

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G1.B1.S1

Small group instruction

Person or Persons Responsible

Administration, Faculty, School related staff

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, classroom observation, calendars, peer observations, meeting documentation, staff development documentation

Plan to Monitor Effectiveness of G1.B1.S1

Formative and summative assessments

Person or Persons Responsible

Administration and Faculty

Target Dates or Schedule

Ongoing

Evidence of Completion

Assessment data

G1.B1.S2 Leveled readers will be utilized in Science to differentiate instruction for various ability levels.

Action Step 1

Utilizing leveled readers during science instruction

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans and classroom observations

Facilitator:

Teachers, Administration, District Office, Textbook Company Personnel

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G1.B1.S2

Utilizing leveled readers during Science instruction

Person or Persons Responsible

Administration, Faculty, School related staff

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, classroom observation, opportunity documentation, staff development documentation

Plan to Monitor Effectiveness of G1.B1.S2

Formative and summative assessments

Person or Persons Responsible

Administration and Faculty

Target Dates or Schedule

Ongoing

Evidence of Completion

Assessment data

G1.B1.S3 "Write From the Beginning" Curriculum will be utilized in grades 3-5 at ELH and provided to grades K-2 at SSE. This curriculum provides step by step instructions for the writing process at various levels.

Action Step 1

Utilizing "Write From the Beginning" Curriculum

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, classroom observations, staff development documentation

Facilitator:

Teachers, Administration, District Office Staff

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G1.B1.S3

Utilizing "Write From the Beginning" Curriculum

Person or Persons Responsible

Administration, Faculty, School Related Staff

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, classroom observations, peer observations, staff development documentation

Plan to Monitor Effectiveness of G1.B1.S3

Formative and Summative Assessments

Person or Persons Responsible

Administration and Faculty

Target Dates or Schedule

Ongoing

Evidence of Completion

Assessment data

G1.B1.S4 Small group instruction will be utilized during the 90 minute reading block to meet the learning needs of each student to include response to literature and integration of science. Additional tutoring services are provided for students that have a low reading performance.

Action Step 1

Provide small group differentiated instruction.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans and classroom observations

Facilitator:

Grade Level Chair, Administration, Teachers, District Office

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G1.B1.S4

Small group instruction and tutorial programs

Person or Persons Responsible

Administration, Faculty, School related staff

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, classroom observation, attendance rosters for tutoring, parent newsletters, calendars, opportunity documentation, peer observations, meeting documentation, staff development documentation

Plan to Monitor Effectiveness of G1.B1.S4

Formative and summative assessments

Person or Persons Responsible

Administration and Faculty

Target Dates or Schedule

Ongoing

Evidence of Completion

Assessment data

G1.B2 Parental Knowledge or ability may be limited when assisting students with reading/math/science/writing process.

G1.B2.S1 Continue to keep parents informed about expectations and student progress. Provide parents with tools which enable them to better assist their children. Parents will have the opportunities to learn about math, science and writing instruction as well as the reading process.

Action Step 1

Parental involvement opportunities and communication

Person or Persons Responsible

Teachers and Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Newsletters, calendars, parent survey, sign-in sheets

Plan to Monitor Fidelity of Implementation of G1.B2.S1

Process of informing parents of expectations and student progress

Person or Persons Responsible

Administration, faculty, and school-related staff

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, attendance rosters for tutoring, parent newsletters, calendars, opportunity documentation, meeting documentation, FOCUS, Edline,

Plan to Monitor Effectiveness of G1.B2.S1

Formative and summative assessments

Person or Persons Responsible

Administration and Faculty

Target Dates or Schedule

Ongoing

Evidence of Completion

Assessment Data

G1.B3 Time and money required to have quality Staff Development

G1.B3.S1 Provide collaborative planning time for teachers. Provide county and/or school wide staff development in CCSS implementation to include a focus on the six curriculum shifts and Marzano instructional strategies

Action Step 1

Provide collaborative planning time and professional development to meet the needs of the teachers.

Person or Persons Responsible

Administration, Faculty and District Office Staff

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, PGP's, and deliberate practice, sign-in sheets, agendas

Facilitator:

Grade Level Chairs, Teachers, Administration, District Office staff

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G1.B3.S1

Provision of planning time of teachers, and implementation of county and/or school wide staff development

Person or Persons Responsible

Administration, faculty, and school-related staff

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, classroom observations, attendance rosters, parent newsletters, calendars, opportunity documentation, peer observations, meeting documentation, staff development documentation

Plan to Monitor Effectiveness of G1.B3.S1

Formative and summative assessments

Person or Persons Responsible

Administration and faculty

Target Dates or Schedule

Ongoing

Evidence of Completion

Assessment data, iObservation, lesson plans, peer observations, classroom observations

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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.

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 employees 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.

Nutrition Programs

- 1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education is taught through many programs and courses
- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Head Start

The Nassau Schools that contain primary grades work in concert with Episcopal Childrens 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.

Adult Education

Nassau County Adult High school provides courses to all eligible students on the senior high school's recommendation. Courses can be taken for credit recovery, promotion, remediation, or grade forgiveness purposes. Adult Education also offers night classes for GED Prep at four locations on a flexible schedule.

Career and Technical Education

Articulation agreements allow students to earn college and postsecondary technical credits in high school and provide more opportunities for students to work towards postsecondary degrees.

Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications. Readiness for postsecondary opportunities will strengthen with the integration of academic and career and technical education components and a coherent sequence of courses.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Emma Love Hardee Elementary will work to help all students achieve proficiency in Reading, Writing, Mathematics, and Science as determined by scoring a 3 or above on the FCAT 2.0.

G1.B1 Various ability levels.

G1.B1.S1 Small group instruction will be utilized during the Math block to meet the learning needs of each student to include a preview, review, skill.

PD Opportunity 1

Provide small group instruction

Facilitator

Grade Level Chair, Administration, Teachers, District Office

Participants

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans and classroom observations

G1.B1.S2 Leveled readers will be utilized in Science to differentiate instruction for various ability levels.

PD Opportunity 1

Utilizing leveled readers during science instruction

Facilitator

Teachers, Administration, District Office, Textbook Company Personnel

Participants

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans and classroom observations

G1.B1.S3 "Write From the Beginning" Curriculum will be utilized in grades 3-5 at ELH and provided to grades K-2 at SSE. This curriculum provides step by step instructions for the writing process at various levels.

PD Opportunity 1

Utilizing "Write From the Beginning" Curriculum

Facilitator

Teachers, Administration, District Office Staff

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, classroom observations, staff development documentation

G1.B1.S4 Small group instruction will be utilized during the 90 minute reading block to meet the learning needs of each student to include response to literature and integration of science. Additional tutoring services are provided for students that have a low reading performance.

PD Opportunity 1

Provide small group differentiated instruction.

Facilitator

Grade Level Chair, Administration, Teachers, District Office

Participants

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans and classroom observations

G1.B3 Time and money required to have quality Staff Development

G1.B3.S1 Provide collaborative planning time for teachers. Provide county and/or school wide staff development in CCSS implementation to include a focus on the six curriculum shifts and Marzano instructional strategies

PD Opportunity 1

Provide collaborative planning time and professional development to meet the needs of the teachers.

Facilitator

Grade Level Chairs, Teachers, Administration, District Office staff

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, PGP's, and deliberate practice, sign-in sheets, agendas

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Emma Love Hardee Elementary will work to help all students achieve proficiency in Reading, Writing, Mathematics, and Science as determined by scoring a 3 or above on the FCAT 2.0.	\$17,700
Total		\$17,700

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Materials	Professional Development	Evidence-Based Program	Total
General funds, District funds	\$6,000	\$0	\$0	\$6,000
school based funding	\$4,500	\$0	\$0	\$4,500
Staff Development, District Office, General Fund	\$0	\$2,200	\$0	\$2,200
General fund	\$3,000	\$0	\$2,000	\$5,000
Total	\$13,500	\$2,200	\$2,000	\$17,700

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Emma Love Hardee Elementary will work to help all students achieve proficiency in Reading, Writing, Mathematics, and Science as determined by scoring a 3 or above on the FCAT 2.0.

G1.B1 Various ability levels.

G1.B1.S1 Small group instruction will be utilized during the Math block to meet the learning needs of each student to include a preview, review, skill.

Action Step 1

Provide small group instruction

Resource Type

Evidence-Based Materials

Resource

Resources and materials for small group instruction

Funding Source

General fund

Amount Needed

\$3,000

G1.B1.S3 "Write From the Beginning" Curriculum will be utilized in grades 3-5 at ELH and provided to grades K-2 at SSE. This curriculum provides step by step instructions for the writing process at various levels.

Action Step 1

Utilizing "Write From the Beginning" Curriculum

Resource Type

Evidence-Based Program

Resource

Writing Curriculum Books

Funding Source

General fund

Amount Needed

\$2,000

G1.B1.S4 Small group instruction will be utilized during the 90 minute reading block to meet the learning needs of each student to include response to literature and integration of science. Additional tutoring services are provided for students that have a low reading performance.

Action Step 1

Provide small group differentiated instruction.

Resource Type

Evidence-Based Materials

Resource

training personnel, substitutes for training, materials and resources

Funding Source

General funds, District funds

Amount Needed

\$6,000

G1.B2 Parental Knowledge or ability may be limited when assisting students with reading/math/science/writing process.

G1.B2.S1 Continue to keep parents informed about expectations and student progress. Provide parents with tools which enable them to better assist their children. Parents will have the opportunities to learn about math, science and writing instruction as well as the reading process.

Action Step 1

Parental involvement opportunities and communication

Resource Type

Evidence-Based Materials

Resource

supplies, materials, resources, incentives

Funding Source

school based funding

Amount Needed

\$4,500

G1.B3 Time and money required to have quality Staff Development

G1.B3.S1 Provide collaborative planning time for teachers. Provide county and/or school wide staff development in CCSS implementation to include a focus on the six curriculum shifts and Marzano instructional strategies

Action Step 1

Provide collaborative planning time and professional development to meet the needs of the teachers.

Resource Type

Professional Development

Resource

substitutes, materials, resources, supplies

Funding Source

Staff Development, District Office, General Fund

Amount Needed

\$2,200