Nassau County School District

Emma Love Hardee Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Emma Love Hardee Elementary

2200 SUSAN DR, Fernandina Beach, FL 32034

[no web address on file]

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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 explicit instruction of 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, Stakeholder Involvement and SIP Monitoring

School Leadership Team
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Albert, Jennifer	Teacher, K-12	Our school leadership team leads, monitors, and supervises a group of staff members to achieve goals that contribute to the growth of the school, team, class or individual students. Our Team leaders motivate and inspire their team by creating an environment that promotes positive communication, encourages bonding of team members, analyzes district, school, team, class and student data, provides collaborative planning and decision-making and demonstrates flexibility.
Crews, Melissa	Teacher, K-12	Our school leadership team leads, monitors, and supervises a group of staff members to achieve goals that contribute to the growth of the school, team, class or individual students. Our Team leaders motivate and inspire their team by creating an environment that promotes positive communication, encourages bonding of team members, analyzes district, school, team, class and student data, provides collaborative planning and decision-making and demonstrates flexibility.
Scott, Ashley	Teacher, K-12	Our school leadership team leads, monitors, and supervises a group of staff members to achieve goals that contribute to the growth of the school, team, class or individual students. Our Team leaders motivate and inspire their team by creating an environment that promotes positive communication, encourages bonding of team members, analyzes district, school, team, class and student data, provides collaborative planning and decision-making and demonstrates flexibility.
Windham, Tanya	Teacher, ESE	Our school leadership team leads, monitors, and supervises a group of staff members to achieve goals that contribute to the growth of the school, team, class or individual students. Our Team leaders motivate and inspire their team by creating an environment that promotes positive communication, encourages bonding of team members, analyzes district, school, team, class and student data, provides collaborative planning and decision-making and demonstrates flexibility.
Hodges, Krista	Instructional Media	Our school leadership team leads, monitors, and supervises a group of staff members to achieve goals that contribute to the growth of the school, team, class or individual students. Our Team leaders motivate and inspire their team by creating an environment that promotes positive communication, encourages bonding of team members, analyzes district, school, team, class and student data, provides collaborative planning and decision-making and demonstrates flexibility.
Hawkins, Mary	School Counselor	Our school leadership team leads, monitors, and supervises a group of staff members to achieve goals that contribute to the growth of the school, team, class or individual students. Our Team leaders motivate and inspire their team by creating an environment that promotes positive communication, encourages bonding of team members, analyzes district, school, team, class

Name	Position Title	Job Duties and Responsibilities
		and student data, provides collaborative planning and decision-making and demonstrates flexibility.
Mikelson, Karina	Reading Coach	Our school leadership team leads, monitors, and supervises a group of staff members to achieve goals that contribute to the growth of the school, team, class or individual students. Our Team leaders motivate and inspire their team by creating an environment that promotes positive communication, encourages bonding of team members, analyzes district, school, team, class and student data, provides collaborative planning and decision-making and demonstrates flexibility.
Clark, Ashleigh	Assistant Principal	Coordinates with the Principal on the monthly Leadership Team topics to oversee and plan for all phases of instructional, strategic and transformational leadership of the school including educational programming, data, communication, budgetary planning, discipline, and counseling services, etc...
Smith, Rebecca	Principal	Plans and coordinates Leadership Team monthly to oversee and plan for all phases of instructional, strategic and transformational leadership of the school including educational programming and data, communication, budgetary planning, discipline, and counseling services,etc...

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

ELH's School Advisory Council (SAC) is a team of stakeholders who are: people representing various segments of the community that include parents, teachers, administrators, support staff, and interested community members. The purpose of the SAC is to assist in the preparation, development, and evaluation of the results of the School Improvement Plan and to assist the administration with the annual school budget. Our SAC is composed of the principal and an "appropriately balanced" number of stakeholders that are representative of our ELH community. Our school improvement is a data-driven decision-making process. Our SAC reviews relevant data (which sometimes involves more than just test scores), identifies problem areas, develops improvement strategies, monitors their implementation, evaluates the outcomes and then begins the process over with the next round of data that is available at mid-year and end-of-year.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP is regularly monitored through observation of strategies being implemented, by engaging in an on-going data disaggregation process with stakeholders, and correlating the achievements or lack of achievements to the action steps outlined on the SIP. This is done through grade level data meetings, individual teacher data chats, student data chats, faculty meetings, and SAC meetings. To ensure continuous improvement, the plan is revised through analyzing areas of concern and developing new implementation steps that will be purposeful in targeting the areas of focus.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	28%
2022-23 Economically Disadvantaged (FRL) Rate	47%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	K	1	2	3	4	5	6	7	8	Total
Absent 10% or more days	0	0	0	50	44	64	0	0	0	158
One or more suspensions	0	0	0	1	3	0	0	0	0	4
Course failure in English Language Arts (ELA)	0	0	0	7	2	0	0	0	0	9
Course failure in Math	0	0	0	3	3	5	0	0	0	11
Level 1 on statewide ELA assessment	0	0	0	10	13	19	0	0	0	42
Level 1 on statewide Math assessment	0	0	0	9	22	20	0	0	0	51
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	3	3	5	0	0	0	11
	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	K	1	2	3	4	5	6	7	8	Total
Students with two or more indicators	0	0	0	9	13	13	0	0	0	35

Using the table above, complete the table below with the number of students identified retained:

Indicator	K	1	2	3	4	5	6	7	8	Total
Retained Students: Current Year	0	0	0	10	1	0	0	0	0	11
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	K	1	2	3	4	5	6	7	8	Total
Absent 10% or more days	0	0	0	28	32	19	0	0	0	79
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	2	0	0	0	0	0	2
Course failure in Math	0	0	0	1	1	0	0	0	0	2
Level 1 on statewide ELA assessment	0	0	0	4	20	19	0	0	0	43
Level 1 on statewide Math assessment	0	0	0	0	14	16	0	0	0	30
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	27	19	16	0	0	0	62

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	7	10	2	0	0	0	19

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	6	4	0	0	0	0	10
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	28	32	19	0	0	0	79
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	2	0	0	0	0	0	2
Course failure in Math	0	0	0	1	1	0	0	0	0	2
Level 1 on statewide ELA assessment	0	0	0	4	20	19	0	0	0	43
Level 1 on statewide Math assessment	0	0	0	0	14	16	0	0	0	30
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	27	19	16	0	0	0	62

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	7	10	2	0	0	0	19

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	6	4	0	0	0	0	10
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	70	69	53	67	69	56	71		
ELA Learning Gains				62			71		
ELA Lowest 25th Percentile				45			54		
Math Achievement*	74	77	59	79	53	50	81		
Math Learning Gains				76			84		
Math Lowest 25th Percentile				69			75		
Science Achievement*	75	69	54	75	81	59	81		
Social Studies Achievement*					70	64			
Middle School Acceleration					65	52			
Graduation Rate					70	50			
College and Career Acceleration						80			
ELP Progress	58	50	59	77			66		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings.

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	69
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	345
Total Components for the Federal Index	5

2021-22 ESSA Federal Index	
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	69
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	550
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	47			
ELL	52			
AMI				
ASN				
BLK	31	Yes	1	1
HSP	60			
MUL	77			
PAC				
WHT	78			
FRL	57			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	52			
ELL	45			
AMI				
ASN				
BLK	45			
HSP	58			
MUL	73			
PAC				
WHT	73			
FRL	60			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	70			74			75					58
SWD	47			46			48				4	
ELL	50			57			54				5	58
AMI												
ASN												
BLK	21			33			33				4	
HSP	62			67			61				5	57
MUL	77			73			82				3	
PAC												
WHT	76			80			83				4	
FRL	59			62			57				5	52

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	67	62	45	79	76	69	75					77
SWD	44	45	35	59	58	61	60					
ELL	33	46	50	54	52	36	8					77
AMI												
ASN												
BLK	24	39	35	49	52	59	57					
HSP	52	57	60	67	65	45	41					79
MUL	56	64		67	82	91	75					
PAC												
WHT	77	66	40	87	80	80	82					
FRL	54	50	42	68	69	63	63					71

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	71	71	54	81	84	75	81					66
SWD	55	64	62	59	75	55	52					
ELL	33	69	50	70	76		44					66
AMI												
ASN												
BLK	42	27		58	70		40					
HSP	47	75		63	71		59					65
MUL	52	50		77	75		91					
PAC												
WHT	80	77	68	87	88	83	86					
FRL	53	59	48	69	80	72	70					65

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data.
The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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
05	2023 - Spring	72%	73%	-1%	54%	18%
04	2023 - Spring	77%	71%	6%	58%	19%
03	2023 - Spring	67%	69%	-2%	50%	17%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	71%	76%	-5%	59%	12%
04	2023 - Spring	76%	78%	-2%	61%	15%
05	2023 - Spring	80%	81%	-1%	55%	25%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	74%	69%	5%	51%	23%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school 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 22-23 FAST data indicates that our lowest performing area was 3rd grade ELA at 67% proficient as compared to 4th grade at 77% proficient, 5th grade at 71% proficient and overall school wide at 72% proficient. Also, our subgroup of ELL students scored lower this year at only 22% proficient in ELA. Some contributing factors to the lowest performance are: new standards, new curriculum, new testing platform, and increased population of lower performing sub groups.

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

Our ELL data component showed the greatest decline. Only 23 % of our ELL population scored at the proficiency level with ELA on the 22-23 FAST PM3.

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.

Our ELA, Math, and Science data is consistently higher than the state averages. Our overall school proficiency data for ELA-72%, Math-76%, and Science-74%.

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

Our Math data is consistently higher than our ELA data across grade levels at the end of the year. Our Math data for 22-23 FAST PM3 across grade levels were: 3rd grade-71%, 4th grade-76%, 5th grade-80% compared to our ELA data for 22-23 FAST PM3 across grade levels: 3rd grade-68%, 4th grade-77%, 5th grade-71%.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

158 of our students have attendance rates that are below 90%. 20 of our students with attendance rates below 90% that do not have legitimate excuses also have a substantial reading deficiency.

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

Our highest priorities for school improvement this year are: Student Attendance, ELA Achievement, and ELL Subgroup Achievement.

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our ELA data is our lowest data component. ELA data for 22-23 FAST PM3 across grade levels: 3rd grade-68%, 4th grade-77%, 5th grade-71%. Our school wide proficiency was 72%.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By the end of the year our FAST PM3 ELA proficiency data will increase from 72% in 22/23 to 77% in 23/24.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

-Students will be progress monitored three times a year using FAST and STAR.

-Classroom teachers, ESE teachers, and/or the Literacy Coach will progress monitor using the following resources: Phonics screeners, Level Literacy Instruction LLI, and Benchmark Quick Checks

-Data from Benchmark Assessments will be reviewed by teachers in their grade level PLCs. The Literacy coach and Administration will provide teachers a data review and instructional planning session.

-Administration will meet with the School Literacy Team(ELATed), Leadership Team to discuss school wide data, and grade level data. Grade level teams meet to discuss school wide data, grade level data, and individual teacher data.

-Grade levels review MTSS data weekly and update data and strategies monthly as needed. MTSS/RTI review of data of students will take place quarterly

Person responsible for monitoring outcome:

Rebecca Smith (smithre@nassau.k12.fl.us)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

3rd through 5th grade students received daily small group differentiated phonics instruction and standards-based remedial core curriculum instruction as part of their 90-minute reading block. The Fountas & Pinnell Leveled Literacy Intervention (LLI) program, Freckle, and Sonday System are also used to provide Tier 3 interventions.

-Fountas & Pinnell Leveled Literacy Intervention (LLI)-(strong evidence-per Evidence for ESSA)
-Sonday System program aligns with the IES Practice Guided recommendations. (Foundational Skills to Support Reading for Understanding in Kindergarten Through 5th grade.)

Other:

After school tutoring (SAILOR CLUB) is provided for students in the lowest quartile.

Preferential scheduling with our students with disabilities and ELL students.

Students with disabilities in their least restrictive environment.

Professional development for teachers in the following area:
-Behavior Management, Specially Designed Instruction, Data-driven instruction
-Practice Profiles- Explicit and Scaffolded Instruction
-Gradual Release Method
-Analyzing Data for Instructional Planning
-"Bridge the Gap" Phonics Program

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

-The purpose of small group instruction is to address learning deficits. When students are placed in small groups of 2 to 6 and provided direct instructional support, student success increases.

-The use of the Fountas & Pinnell Leveled Literacy Intervention program provides educators effective intervention resources and strategies that allow students to apply each concept in increasingly challenging situations to build accuracy, automaticity, and fluency within the five reading components.
The purpose of the Sonday System is to target crucial foundational skills to students who are exhibiting extreme deficits .

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Targeted in-school support with small group instruction
2. Tiered support as indicated in MTSS and supported by the A-Team
3. After school tutoring of our lower quartile with specific instruction based on area of need.
4. Intervention Time - utilized with students needing support of specific skills and standards
5. Incorporating a more direct use of the Gradual Release Model in small group instruction, explicit instruction and scaffolded instruction.
6. Analyzing data for instructional planning

Person Responsible: Rebecca Smith (smithre@nassau.k12.fl.us)

By When: Throughout the year

#2. ESSA Subgroup specifically relating to English Language Learners

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our ELL data component showed the greatest decline. Only 23% of our ELL population scored at the proficiency level with ELA on the 22-23 FAST PM3.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By the end of the year our FAST PM3 ELA proficiency data for our ELL subgroup population will increase from 23% in 22/23 to 44% in 23/24.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Students will be progress monitored three times a year using FAST and STAR.

ELL teachers and paras will progress monitor using the following resources:
Phonics screeners, Level Literacy Instruction LLI, and Benchmark Quick Checks

Data reviewed by ELL teachers weekly in their prospective grade level PLCs. The Literacy coach and Administration provide ELL teachers a data review and instructional planning session. Administration meets with the School Literacy Team(ELATed), Leadership Team to discuss school wide data, and grade level data. Grade level teams meet to discuss school wide data, grade level data, and individual teacher data. Grade levels review MTSS data weekly and update data and strategies monthly as needed. ELL teachers review weekly assessment data with their grade level teachers and plan for instruction based on the gaps identified.

Person responsible for monitoring outcome:

Rebecca Smith (smithre@nassau.k12.fl.us)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

3rd through 5th grade students received daily small group differentiated phonics and standards-based instruction on remedial core curriculum instruction as part of their 90-minute reading block. The Fountas & Pinnell Leveled Literacy Intervention (LLI) program, Freckle, Sonday System, and Imagine Learning computer program.

ELL teachers are utilized within the 90 minute ELA block to provide gap instruction while the paras are remediating the standard-based grade level skills and the teachers are providing grade level standards for instruction.

Fountas & Pinnell Leveled Literacy Intervention (LLI)-(strong evidence-per Evidence for ESSA)

Sonday System program aligns with the IES Practice Guided recommendations. (Foundational Skills to Support Reading for Understanding in Kindergarten Through 5th grade.)

Other:

After school tutoring is provided for ELL students with the ELL teachers. In addition, virtual tutoring is provided for those ELL students that indicate a lack of transportation.

Preferential scheduling with our ELL students.

Provided professional development for teachers in the following area:
-Data analysis and planning for instruction using data
-Behavior Management, Specially Designed Instruction, Data-driven instruction
-Practice Profiles- Explicit and Scaffolded Instruction
-Gradual Release Method
-"Bridge the Gap" Phonics Program

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The purpose of small group instruction is to address learning deficits. When students are placed in small groups of 2 to 6 and provided direct instructional support, student success increases.
The use of the Fountas & Pinnell Leveled Literacy Intervention program provides educators effective intervention resources and strategies that allow students to apply each concept in increasingly challenging situations to build accuracy, automaticity, and fluency within the five reading components.
By using the Sonday System teachers are able to target crucial foundational skills to students who are exhibiting extreme deficits in phonics and phonemic awareness.
The use of the Imagine Learning computer program benefits our ELL students by providing step by step instruction for phonemic awareness and phonics.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

ELL teachers in classrooms with the highest need ELL students to teach ELA gap skills needed.

Person Responsible: Rebecca Smith (smithre@nassau.k12.fl.us)

By When: Throughout the year

ELL paras in classrooms with ELL students to remediate grade level standards for instruction.

Person Responsible: Rebecca Smith (smithre@nassau.k12.fl.us)

By When: Throughout the year

After school tutoring both in person and virtual of our ELL students.

Person Responsible: Rebecca Smith (smithre@nassau.k12.fl.us)

By When: Throughout the year

#3. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

158 of our students have attendance rates that are below 90%. 20 of our students with attendance rates below 90% without legitimate excuses also have a substantial reading deficiency. It is evident that parent/student communication and incentives are needed to express the importance of attendance and the correlation to student achievement.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The number of students with attendance rates of below 90% will decrease from 24% to 15% by the end of the 23/24 school year.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Attendance data indicating the student and the number of absences will be reviewed bi-monthly at our A-Team meeting. Processes and procedures for attendance put in place for teachers to follow with the A-Team intervening. Parent communication will be used to bring awareness of attendance policy and to implement student, classroom, and school-wide positive incentives regarding attendance. In addition, procedures have been put in place for teachers to communicate with parents about their student's absences.

Person responsible for monitoring outcome:

Ashleigh Clark (clarkas@nassau.k12.fl.us)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Parent communication will be used to bring awareness of attendance policy and to implement student, classroom, and school-wide positive incentives regarding attendance. In addition, procedures have been put in place for teachers to communicate with parents about their student's absences.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Attendance is a promotion requirement for grades 3-5. Students must be present 90% of the school year. EWS for ELH shows that 157 students are not meeting 90% mark.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Students with chronic absences will be assigned a staff member to check in weekly and provide incentives and support

Person Responsible: Rebecca Smith (smithre@nassau.k12.fl.us)

By When: October 3, 2023

Positive reinforcement/incentives given to classes and students.

Person Responsible: Rebecca Smith (smithre@nassau.k12.fl.us)

By When: Daily, classrooms hang a star on their door for perfect attendance. Weekly, classes with perfect attendance are announced on TV Production

A set process was determined by the Anchor Team for teachers to follow for students with absences. Also, the Tiered Attendance process was reviewed with teachers with a checklist. .

Person Responsible: Rebecca Smith (smithre@nassau.k12.fl.us)

By When: September 2023

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

Emma Love Hardee Elementary analyzes subgroup achievement data to develop our Title I Comprehensive Needs Assessment (CNA) and School Improvement Plan (SIP). Both plans are discussed, evaluated, and voted on at our School Advisory Council (SAC) meetings. Our Title I CNA outlines how we plan to fund 1.) student needs (e.g., supplies, paraprofessionals, technology programs), 2.) parent and family engagement needs (e.g., parent nights, parent communication), 3.) curriculum development needs (e.g., data chats, planning days), and 4.) professional development needs (e.g., teacher walkthroughs, B.E.S.T. standards and Benchmark training). The CNA must be developed with participation from individuals that carry out school-wide program plans including teachers, administrators, parents, and as appropriate, pupil services personnel, technical assistance providers, school staff, and district staff. Our CNA is available upon request. A paper copy of our SIP is available in our front office and a digital copy can be viewed on our school's website once it is School Board approved. Both the paper copy and digital copy are referenced on our monthly school calendars, so that all school stakeholders are aware of the various methods of dissemination. Translation services are available upon request for all documentation related to our School-Wide Program Plan. Emma Love Hardee's web page: Emmalovelementary.com

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Emma Love Hardee Elementary continually strives to build positive relationships with parents, families, and community stakeholders. To achieve our goal in fulfilling our school's mission for parent and family engagement, we follow a process that starts at our spring School Advisory Council (SAC) meeting. At

this meeting, we evaluate the results of our current year's Title I Parent Survey and school-level Parent and Family Engagement Plan (PFEP). Topics of discussion include flexible parent nights and meetings, progress monitoring of students, parent communication, barriers to parent involvement, and professional development to effectively train our staff on bridging the gap between school and home. Additionally, we reflect on parents' survey results indicating if they feel valued, respected, and welcomed at our school. The information gleaned at this meeting, along with insight gathered from weekly collaboration meetings, leadership team meetings, faculty meetings, and parent teacher meetings gives us a comprehensive look into our school's ability to build positive relationships with our school stakeholders. If an area of focus does not meet our level of expectations, we set goals and establish priorities for the upcoming school year and reassess them in the spring. Emma Love Hardee Elementary's PFEP is available on our school website and in our front office. Our monthly calendars and newsletters state where this plan can be accessed. Our district PFEP is available on our Nassau County School District website. The Title I

Handbook-Desk Reference is disseminated to all families at the start of each school year, and it outlines how to access the district PFEP. Translation services are available upon request for all documentation related to our School-Wide Program Plan.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

Title 1 funds are used to hire additional personnel to assist in the classroom with small group ELA and Math instruction and provide academic remediation. In addition, Title 1 personnel implement our SAILOR Club Tutoring program after school for students in our lower quartile to help bridge the gap with instruction using researched base strategies. Technology programs such as Freckle, Imagine Learning and IXL are utilized to strengthen students' Reading and Math skills .

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Emma Love Hardee Elementary's School-Wide Program Plan is developed with participation from teachers, administrators, parents, and as appropriate, pupil services personnel, technical assistance providers, school staff, and district staff. We work with our Title I department and Food Service department to determine our school's free and reduced lunch count, which dictates our Title I allocation. Emma Love Hardee Elementary and the Title I department work closely with other federal programs, including Title II and Title III to pinpoint staff development opportunities and to improve the achievement of our ELL student population. We collaborate with Head Start programs to effectively transition our preschool children to kindergarten. We work with our Director of Intervention Prevention, and Safety Services to ensure interventions are in place for our homeless students, foster care students, and neglected and delinquent students. We collaborate with our ESE department to provide specially designed instruction to meet the unique needs of our students.

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

The district utilizes the tiered process to provide support to students in need of school-based mental health services and specialized support services in order to help them to access the educational environment. In addition, if a student is experiencing an acute crisis, the mental health provider which is typically the school social worker can connect with the student through a system of care process to determine what supports, if any, may be needed either in or out of the school environment.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

NA

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

The district utilizes the MTSS approach to prevent and address problem behavior. With PBIS, the school teams provide preventative support. If this is not sufficient, the school based problem solving team will convene to determine additional intervention supports. If these supports need to be ongoing and continuous or significantly differ in intensity and duration from what can be provided solely through general education resources to make or maintain sufficient progress, then the team will consider the need for services via IDEA (e.g., consider need for a psychoeducational evaluation, monitor the need for specialized instruction, etc.).

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

District level PD includes: Rethinking Behavior/Flip It, Power Struggles, Explicit/Scaffolded Instruction, Specially Designed Instruction

School Level PD includes: Gradual Release Model, Bridging the Gap, Data Diving and Planning for Instruction

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Nassau County School District works in collaboration with other early childhood education agencies to ensure a smooth transition to our local school programs. (ie. Head Start, Child Find)