

Nassau County School District

# Emma Love Hardee Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

## **#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 is reviewed by teachers weekly in their grade level PLCs. The Literacy coach and Administration provide 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.

### **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 is provided for students in the lowest quartile.

Preferential scheduling with our students with disabilities.

Decreased the percentage of students with disabilities in the least restrictive environment.

Provided 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

"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 to target crucial foundational skills to students who are exhibiting extreme deficits in phonics and phonemic awareness.

**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. Incorporating researched-based Vocabulary Strategies.

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

**By When:** All will be incorporated by the end of 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 is 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.

### **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.

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 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

**#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.

157 of our students have attendance rates that are below 90%. 20 of our students with attendance rates below 90% 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 , FOCUS, Anchor Team MTG  
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:**

[no one identified]

**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)