

Nassau County School District

# EMMA LOVE HARDEE ELEMENTARY



## 2024-25 Schoolwide Improvement Plan

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## School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

## 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:

<b>ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)</b>
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
<b>TARGETED SUPPORT AND IMPROVEMENT (TSI)</b>
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
<b>COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)</b>
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> <li>1. Have an overall Federal Index below 41%;</li> <li>2. Have a graduation rate at or below 67%;</li> <li>3. Have a school grade of D or F; or</li> <li>4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.</li> </ol>

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 parents), 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://cims2.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)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

# I. School Information

## A. School Mission and Vision

### Provide the school's mission statement

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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

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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, Arts, and Math (STEAM) within literacy blocks. Classroom instruction will include a strong emphasis on the development of a model for explicit 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.

## B. School Leadership Team

### School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

### Leadership Team Member #1

#### Employee's Name

Heather Herny

#### Position Title

4th grade teacher

#### Job Duties and Responsibilities

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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.

## Leadership Team Member #2

### Employee's Name

Jennifer Albert

### Position Title

5th grade teacher

### Job Duties and Responsibilities

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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.

## Leadership Team Member #3

### Employee's Name

Ashley Scott

### Position Title

3rd grade teacher

### Job Duties and Responsibilities

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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.

## Leadership Team Member #4

### Employee's Name

Karina Mikelson

### Position Title

Reading Coach

### Job Duties and Responsibilities

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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.

## **Leadership Team Member #5**

### **Employee's Name**

Tanya Windham

### **Position Title**

ESE Teacher

### **Job Duties and Responsibilities**

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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.

## **Leadership Team Member #6**

### **Employee's Name**

Krista Hodges

### **Position Title**

Activity Teacher

### **Job Duties and Responsibilities**

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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.

## **Leadership Team Member #7**

### **Employee's Name**

Mary Hawkins

### **Position Title**

Guidance Counselor

### **Job Duties and Responsibilities**

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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.

## **Leadership Team Member #8**

### **Employee's Name**

Shelly Domingo

### **Position Title**

Assistant Principal

### **Job Duties and Responsibilities**

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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.

## **Leadership Team Member #9**

### **Employee's Name**

Rebecca Smith

### **Position Title**

Principal

### **Job Duties and Responsibilities**

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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...



## C. Stakeholder Involvement and Monitoring

### 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. (ESEA 1114(b)(2))

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

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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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

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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.

## D. Demographic Data

<b>2024-25 STATUS</b> (PER MSID FILE)	<b>ACTIVE</b>
<b>SCHOOL TYPE AND GRADES SERVED</b> (PER MSID FILE)	<b>ELEMENTARY</b> <b>3-5</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>K-12 GENERAL EDUCATION</b>
<b>2023-24 TITLE I SCHOOL STATUS</b>	<b>YES</b>
<b>2023-24 MINORITY RATE</b>	<b>27.6%</b>
<b>2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>49.1%</b>
<b>CHARTER SCHOOL</b>	<b>NO</b>
<b>RAISE SCHOOL</b>	<b>NO</b>
<b>2023-24 ESSA IDENTIFICATION</b> *UPDATED AS OF 7/25/2024	<b>N/A</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2023-24 ESSA SUBGROUPS REPRESENTED</b> (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	<b>STUDENTS WITH DISABILITIES (SWD)</b> <b>ENGLISH LANGUAGE LEARNERS (ELL)</b> <b>BLACK/AFRICAN AMERICAN STUDENTS (BLK)</b> <b>HISPANIC STUDENTS (HSP)</b> <b>MULTIRACIAL STUDENTS (MUL)</b> <b>WHITE STUDENTS (WHT)</b> <b>ECONOMICALLY DISADVANTAGED STUDENTS (FRL)</b>
<b>SCHOOL GRADES HISTORY</b> <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	<b>2023-24: A</b> <b>2022-23: A*</b> <b>2021-22: A</b> <b>2020-21: A</b> <b>2019-20:</b>

## E. Early Warning Systems

### 1. Grades K-8

#### Current Year 2024-25

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days				39	39	33				111
One or more suspensions				2	11	8				21
Course failure in English Language Arts (ELA)				2	2	4				8
Course failure in Math				0	4	7				11
Level 1 on statewide ELA assessment				24	14	23				61
Level 1 on statewide Math assessment				28	39	25				92
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)				15						15
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)				6	17					23

#### Current Year 2024-25

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	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators				13	16	15				44

#### Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year				7	6	4				17
Students retained two or more times				1	1	2				4

**Prior Year (2023-24) As Last Reported (pre-populated)**

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 school days				50	44	64				158
One or more suspensions				1	3					4
Course failure in ELA				7	2					9
Course failure in Math				3	3	5				11
Level 1 on statewide ELA assessment				10	13	19				42
Level 1 on statewide Math assessment				9	22	20				51
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)				3						11

**Prior Year (2023-24) As Last Reported (pre-populated)**

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				9	13	13				35

**Prior Year (2023-24) As Last Reported (pre-populated)**

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year				10	1					11
Students retained two or more times										0

**2. Grades 9-12 (optional)**

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

## **II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))**

## A. ESSA School, District, State Comparison

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.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	71	69	57	70	69	53	67	69	56
ELA Grade 3 Achievement **	67	69	58	68	70	53			
ELA Learning Gains	64	65	60				62		
ELA Learning Gains Lowest 25%	53	57	57				45		
Math Achievement *	71	74	62	74	77	59	79	53	50
Math Learning Gains	71	72	62				76		
Math Learning Gains Lowest 25%	65	65	52				69		
Science Achievement *	77	65	57	75	69	54	75	81	59
Social Studies Achievement *								70	64
Graduation Rate								70	50
Middle School Acceleration								65	52
College and Career Readiness									80
ELP Progress	68	70	61	52	50	59	77		

\*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.

\*\*Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

## B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	67%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	607
Total Components for the FPPI	9
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
67%	69%	69%	73%		67%	65%

\* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.



## C. ESSA Subgroup Data Review (pre-populated)

2023-24 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%
Students With Disabilities	53%	No		
English Language Learners	51%	No		
Black/African American Students	45%	No		
Hispanic Students	59%	No		
Multiracial Students	60%	No		
White Students	72%	No		
Economically Disadvantaged Students	60%	No		

**2022-23 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA SUBGROUP</b>	<b>FEDERAL PERCENT OF POINTS INDEX</b>	<b>SUBGROUP BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%</b>
Students With Disabilities	47%	No		
English Language Learners	52%	No		
Black/African American Students	31%	Yes	1	1
Hispanic Students	60%	No		
Multiracial Students	77%	No		
White Students	78%	No		
Economically Disadvantaged Students	57%	No		

**2021-22 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA SUBGROUP</b>	<b>FEDERAL PERCENT OF POINTS INDEX</b>	<b>SUBGROUP BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%</b>
Students With Disabilities	52%	No		

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%
English Language Learners	45%	No		
Native American Students				
Asian Students				
Black/African American Students	45%	No		
Hispanic Students	58%	No		
Multiracial Students	73%	No		
Pacific Islander Students				
White Students	73%	No		
Economically Disadvantaged Students	60%	No		

### D. 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)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	71%	67%	64%	53%	71%	71%	65%	77%					68%
Students With Disabilities	51%	45%	63%	52%	44%	58%	58%	50%					
English Language Learners	37%	11%	62%	57%	54%	62%	64%	40%					68%
Black/African American Students	43%	54%	52%	53%	24%	62%	71%	0%					
Hispanic Students	56%	36%	61%	43%	68%	63%	67%	67%					71%
Multiracial Students	58%	50%	47%		58%	67%		80%					
White Students	78%	78%	66%	58%	77%	73%	61%	83%					
Economically Disadvantaged Students	58%	54%	60%	49%	56%	66%	66%	60%					70%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 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%	68%			74%			75%					52%
Students With Disabilities	47%	47%			46%			48%					
English Language Learners	50%	39%			57%			54%					58%
Black/African American Students	21%	36%			33%			33%					
Hispanic Students	62%	53%			67%			61%					57%
Multiracial Students	77%				73%			82%					
White Students	76%	74%			80%			83%					
Economically Disadvantaged Students	59%	56%			62%			57%					52%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 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%
Students With Disabilities	44%		45%	35%	59%	58%	61%	60%					
English Language Learners	33%		46%	50%	54%	52%	36%	8%					77%
Native American Students													
Asian Students													
Black/African American Students	24%		39%	35%	49%	52%	59%	57%					
Hispanic Students	52%		57%	60%	67%	65%	45%	41%					79%
Multiracial Students	56%		64%		67%	82%	91%	75%					
Pacific Islander Students													
White Students	77%		66%	40%	87%	80%	80%	82%					
Economically Disadvantaged Students	54%		50%	42%	68%	69%	63%	63%					71%

## E. 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.

SUBJECT	GRADE	2023-24 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	66%	68%	-2%	55%	11%
Ela	4	74%	69%	5%	53%	21%
Ela	5	71%	69%	2%	55%	16%
Math	3	56%	64%	-8%	60%	-4%
Math	4	72%	76%	-4%	58%	14%
Math	5	77%	78%	-1%	56%	21%
Science	5	76%	64%	12%	53%	23%

### III. Planning for Improvement

#### A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

##### Most Improvement

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

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Our school wide ELA data increased by 1% in 2024 for an overall achievement of 71%. Our 4th grade increased by 2% from 72% to 74% and our 5th grade increased by 4% from 67% to 71%. As a school, we increased the number of students receiving after-school/virtual tutoring in Reading. In addition, we provided professional development on explicit instruction and best teaching practices. We continued to have weekly data analysis to make instructional decisions and plan for lesson/units by utilizing the BEST Standards. Specific populations such as ELL, ESE, and demographic subgroups of our lower quartile were identified and provided tailored instruction during intervention time.

##### Lowest Performance

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

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Mathematics overall school wide showed the lowest performance. We dropped 3% in 2024 for an overall achievement of 71%. Two grade levels decreased proficiency in Mathematics with 3rd grade being the most significant. 3rd grade decreased by 13% from 69% to 56%. This had a major impact on the overall performance of the school. 4th grade decreased by 1% from 73% to 72% and 5th grade maintained their 77% proficiency. One contributing factor for the decline was that we had a long-term sub in 4th grade and in 3rd grade and those closes performed the lowest in their respective grade levels. Although Professional Development was provided the focus was predominantly reading.

##### Greatest Decline

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

---

Our ELL subgroup population showed the greatest decline throughout Reading and Math for proficiency specifically in 3rd grade ELA. The data shows that there was a 13% decline for our ELL students from 2023-2024 ELA from 50% to 37%. Also, 3rd grade ELL students declined by 28% in ELA from 39% to 11% and 3% in Math from 57% to 54%.

##### Greatest Gap

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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.

---

All of the performance indicators are above the state with the exception of 3rd grade Mathematics where we performed 4 percentage points below the state. A positive gap occurred in ELA where all indicators were above and the biggest incline was 4th grade ELA which showed 21 percentage points above the state. Also, our 5th grade Mathematics showed 21 percentage points above the state. The largest gap that was an incline was our 5th grade Science scores showing 23 percentage points above the state.

Our ELA positive gaps are greatly contributed to the tutoring and spotlighting lower quartile students for intensive reading. Our small group differentiated instructional model, MTSS process, and continuous data analysis are key factors as well.

### **EWS Areas of Concern**

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

---

Areas of concern from our EWS data include those students that are chronically absent (missing 18 or more school days per year). Although we decreased the number of students chronically absent from, we still have 23% of our school population that aren't attending and have missed more than 10% of the school year. Also, Math proficiency is an area of concern. Currently, we have 92 students school wide which is 15% of our population who scored a level 1 on the Math FAST Assessment.

### **Highest Priorities**

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

---

Emma Love Hardee identified 3 priorities for the 2024-2025 school year. First priority: Increase Math proficiency school wide, Second priority: Increase proficiency in Reading and Math for ELL students, Third priority: Decrease the percentage of students with 10% or more absences.

## B. Area(s) of Focus (Instructional Practices)

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

### Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

### Instructional Practice specifically relating to Math

#### Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Emma Love Hardee will increase the overall school wide proficiency in the area of Mathematics. Our overall scores on FAST Math dropped and has been trending down the last two years. Our school scores indicate that we were above the state; however, below our district average in each grade level.

#### Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Emma Love Hardee will increase Math proficiency on FAST PM3 from 71% in 2024 to 74% in 2025. 3rd grade will increase Math proficiency by 8% from 56% in 2024 to 64% in 2025 on FAST PM3. 4th grade will increase Math proficiency by 4% from 72% in 2024 to 76% in 2025. 5th grade will increase Math proficiency by 4% from 77% in 2024 to 81% in 2025.

#### Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

- Students will be progress monitored three times a year using FAST and iReady.
- School-wide data will be reviewed for each grade level and teacher.
- Individualized data chats with specific measures for intervention will be reviewed throughout the year.
- Administration will meet with the Mathlete team to also discuss data for planning targeted explicit instruction using a Concrete/Pictorial/Abstract model.

#### Person responsible for monitoring outcome

Rebecca Smith, Principal

#### Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the

measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

Evidence-based intervention begins by identifying our students performing below grade level on FAST Math and iReady Math. Those Tier 3 Math students will receive intense Mathematics instruction through intervention time, small group para time, differentiated small group time, extra iReady Math minutes, the use of REFLEX Math for students not fluent with math facts, and after-school tutoring will include a Mathematics component.

**Rationale:**

The purpose for these interventions is to address the learning deficits. By meeting students where they are academically, we ensure the gaps are being filled to progress to proficiency. We must also provide professional development to our teachers in order for them to be knowledgeable of what quality instruction looks like and how to plan for it based on student data. Small groups whether it is during the reading block or during intervention time or with the para, is to help fill those gaps by providing that direct instructional support. In addition, iReady provides differentiated prescriptive instruction at the student's individual level with a pathway determined by a beginning of the year diagnostic assessment.

**Tier of Evidence-based Intervention:**

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Walk through observations with math teachers

**Person Monitoring:**

Rebecca Smith, Principal/Shelly Domingo, AP

**By When/Frequency:**

Monthly/May 2025

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Peer model observations and debriefing will take place with teachers to see how the instruction is implemented at a high level. This will be monitored through observations of teachers utilizing what they have learned and through lesson plan/weekly data reviews.

**Action Step #2**

New teacher support

**Person Monitoring:**

Rebecca Smith, Principal/Karina Mikelson, Mentor Monthly/May 2025  
Coach

**By When/Frequency:**

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Teachers new to the profession will be supported with a mentor and an admin coach in order to monitor strategies and best practices utilized during Math. This will be monitored through

observations of teachers utilizing what they have learned and through lesson plan/weekly data reviews.

**Action Step #3**

Professional Development for Mathematics Instruction

**Person Monitoring:**

Rebecca Smith, Principal/Shelly Domingo, AP

**By When/Frequency:**

Bi-Monthly/May2025

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Teachers will receive professional learning on utilizing "Explicit Instruction" through the gradual release model, planning using all resources provided through the Big M, implementing lessons using manipulatives through the CPA Model (Concrete/Pictorial/Abstract). This will be monitored through observations of teachers utilizing what they have learned and through lesson plan/weekly data reviews.

**Action Step #4**

Mathlete Committee

**Person Monitoring:**

Rebecca Smith, Principal/Shelly Domingo, AP

**By When/Frequency:**

Monthly/May 2025

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

A Mathlete committee was formed in order to create a culture of vertical communication centered around Mathematics. The purpose is to create/identify Math vocabulary based on the Big M that will be utilized throughout all grade levels. The Mathletes will discuss and streamline a school wide Daily Math program, use of Math technology, and planning for grade-level deficits based on weekly/monthly/quarterly data.

**Area of Focus #2**

Address the school’s highest priorities based on any/all relevant data sources.

**Instructional Practice specifically relating to ELA**

**Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

---

Emma Love Hardee Elementary's school-wide proficiency for ELH decreased in 3rd grade decreased in 3rd grade from 67% to 66% on the FAST PM 3 ELA in 2024. 4th increased from 72% to 74% and 5th grade decreased from 74% to 71% for 5th grade. Overall our ELA proficiency school-wide was 71% which was above the state and above the district average. In addition, our ELL subgroup dropped 13% in subgroup accountability components from 50% in 2023 to 37% in 2024. Even though this ESSA subgroup data was above the federal percent of points at 51% overall, we still want to focus our efforts on them as part of our lower quartile in ELA.

**Measurable Outcome**

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Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

Emma Love Hardee will increase the percentage of students school-wide meeting proficiency in ELA from 70% in 2024 on FAST PM3 to 74% in 2025 on FAST PM 3.

More specifically, looking at our lower quartile/subgroup data, the percentage of ELL students meeting proficiency in ELA will increase from 37% in 2024 on FAST PM 3 to 41% in 2025 on FAST PM3.

### **Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

Students will be progress monitored three times a year using FAST, STAR, and iReady. In addition, our lower quartile will be progress monitored using DIBELS, and Lexia.

Data from Benchmark Assessments will be reviewed by teachers in their grade level/subject area PLCs weekly in order to plan instruction for the upcoming week.

School-wide data will be reviewed for each grade level, subject, and teacher with subgroup data for ELL's.

Grade levels will also review MTSS data weekly and update data/ strategies monthly as needed. MTSS/RTI reviews will take place quarterly with each teacher facilitated by the MTSS Chair, Guidance Counselor, Literacy Coach and Administration.

### **Person responsible for monitoring outcome**

Rebecca Smith, Principal/ Karina Mikelson, Literacy Coach

### **Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

### **Description of Intervention #1:**

Identifying those students performing below ELA proficiency level on FAST PM3 from 2024 and triangulating that data with EOY STAR and BOY STAR, iReady, and FAST PM1 is the starting point for our school-wide Literacy (ELAted) Team, grade level teams, and individual classes. Once identified, those students will receive multiple doses of instructional support throughout the week. Differentiated small group standards-based instruction is the primary instructional strategy and scheduling every ELA class with a 90 minute block utilizing a para for 60 minutes during the small

group component. The small group para plans are based on the needs of the students from weekly Benchmark Assessments and provided by the Literacy Coach. Teachers are provided professional development on the practice profiles, explicit/scaffolded instruction utilizing the gradual release method. Utilizing the Soliday System of support, iReady, Lexia, Lexia English(ELL) students all used for students needing extra doses of instruction, along with an after-school tutoring program, and intervention time with the teacher.

**Rationale:**

The Institute of Educational Science (IES) Practice Guide recommendations support our use of explicit, systematic, differentiated small group standards-based instruction, use of Lexia, iReady, and Soliday. In addition, Lexia English for our ELL subgroup is strong evidence-per Evidence for ESSA. The purpose of small group instruction is to address learning deficits. When students are placed in small groups of 2-6 whether it is during the ELA block, after-school tutoring, or during intervention time, student success increases. The use of the Soliday system provides TIER 3 interventions that allow students to apply each concept in increasingly challenging situations to build accuracy, automaticity, and fluency with the five components of reading. In addition, we will use Florida's Formula for Reading Success that includes six components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. It includes four types of student assessments: screening, progress monitoring, diagnostic, and summative assessment. Also utilizing three tiers of instruction: Tier 1-Core Instruction, Tier 2-Supplemental Instruction, and Tier 3-Individualized Instruction/Interventions. Each tier builds upon the other and increases with intensity of services to meet the needs of students.

**Tier of Evidence-based Intervention:**

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Tiered level of support as indicated in MTSS and supported by the Anchor Team.

**Person Monitoring:**

Rebecca Smith, Principal

**By When/Frequency:**

Daily

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Students identified at each tier will be provided support. Tier 1 students will be provided print-rich explicit, systematic, scaffolded, differentiated instruction with corrective feedback within small/whole group while building background knowledge, content knowledge and incorporating writing in response to reading. In addition, the use of technology programs such as iReady, and Lexia. Tier 2 students will be provided everything from Tier 1, plus small group teacher instruction matched to student need that targets gaps in learning to reduce barriers. This includes after-school tutoring groups, para intervention groups during the ELA block, and extra time with technology programs such as iReady, and Lexia. Tier 3 students will be provided everything from Tier 1 and Tier 2, plus additional small group instruction with more guided practice, progress monitoring. Students may receive that additional small group instruction from an ELL teacher, ESE teacher, and/or a Reading Endorsed teacher. This includes intervention block times, utilizing the Soliday program, Lexia (English) for

ELLs. In order to implement these actions at each tiered level, teachers and paras have indicated that they will need professional development with: gradual release, behavior management, analyzing data for instructional planning, utilizing technology programs & reports, and universal design for learning. School administrators along with the Literacy Coach and ELA team will conduct walkthroughs, regular data chats, lesson plan modeling and implementing, instructional planning meetings, and MTSS reviews to monitor our action steps to make sure they are being implemented with fidelity and are impactful for student achievement.

## IV. Positive Culture and Environment

### Area of Focus #1

Student Attendance

#### Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

111 of our students have attendance rates that are below 90%. Of those 111 students 26 of them have two indicators showing substantial Math or Reading deficiency. It is evident that parent/student communication and school wide incentives are needed to express the importance of attendance and the correlation to student achievement. In addition, a streamlined tiered process is needed to track and follow-up for attendance.

#### Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Emma Love will decrease the % of students missing 10% (18 days) or more from 23% in 2024 to 20% in 2025.

#### Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Attendance data indicating the student and number of absences will be reviewed bi-monthly at the Anchor Team Meetings. Documentation in "blue folders" will be reviewed as well and Anchor Team will help assist during Tier 2 & 3 of the attendance intervention. Incentives will be utilized daily, weekly, and quarterly.

#### Person responsible for monitoring outcome

Rebecca Smith, Principal/Shelly Domingo, AP



**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

Parent communication will be used to bring awareness of NCSD attendance policy and the attendance incentives involved school-wide. In addition, we will be tracking our attendance and providing resources to families that are in need specifically identifying students with chronic absences and pairing them with an adult from school to assist.

**Rationale:**

Students that have a strong connection with at least one adult from school tend to have less absences and achieve better. Identifying those chronic students, providing families with attendance communication, and pairing an adult from school to assist those families with chronic absences, will aid in decreasing the % of students not meeting the 90% mark.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

**Action Step #1**

NBA- "No Bad Attendance"

**Person Monitoring:**

Rebecca Smith/Shelly Domingo

**By When/Frequency:**

Weekly/Monthly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

ELH staff members will draft students that they want to establish or may already have a relationship with to check-in weekly for support and provide incentives

**Action Step #2**

Attendance Works Website

**Person Monitoring:**

Rebecca Smith/Shelly Domingo

**By When/Frequency:**

Monthly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

We will utilize the Attendance Works website for communication materials to families for the monthly newsletters, REMIND and our website. Also, attendance trackers from the website will be used for those students that have been identified in our NBA program.

**Action Step #3**

Anchors Away Attendance!

**Person Monitoring:**

Rebecca Smith

**By When/Frequency:**

Daily

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**



Teachers will track their own class attendance data. Everytime classes reach 95%, they mark it on their class anchor on their door. Once the class has reached 5 days of 95%, classes will be announced on TV production and popcorn will be provided.

**Action Step #4**

Streamlining the process for attendance

**Person Monitoring:**

Rebecca Smith/Shelly Domingo

**By When/Frequency:**

Bi-Monthly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

A streamlined process has been established from the beginning of the year that outlines a "Tiered Attendance." This provides the level of support given at each tier beginning with Tier 1 for positive school culture/procedures, Tier 2 for targeted interventions, and Tier 3 for individualized supports.

## V. Title I Requirements (optional)

### A. Schoolwide Program Plan (SWP)

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 ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

#### Dissemination Methods

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. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

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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.

<https://www.nassau.k12.fl.us/Domain/9> . 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.

#### Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

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Emma Love Hardee Elementary School 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 our District Title I Meeting, 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 School's PFEP is available on our school website <https://www.nassau.k12.fl.us/Domain/9> and in our front office. Our monthly calendars and newsletters state where this plan can be accessed. Our district PFEP and Title I Handbook & Parent Desk Reference are available on our Nassau County School District website. The Handbook 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.

### **Plans to Strengthen the Academic Program**

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 II of the SIP. (ESEA Section 1114(b)(7)ii))

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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. Technology programs such as Lexia Core 5, iReady, IXL Math/Science and Reflex Math are utilized to strengthen students' phonics, phonemic awareness and comprehension skills as well as math skills. School-wide tutoring and intervention programs are also in place to provide additional intervention and remediation.

### **How Plan is Developed**

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). (ESEA Sections 1114(b)(5) and 1116(e)(4))

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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 School 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 School Services to ensure interventions are in place for our homeless students and foster care students. We collaborate with our ESE department to provide specially designed instruction to meet the unique needs of our students.

## **B. Component(s) of the Schoolwide Program Plan**

### **Components of the Schoolwide Program Plan, as applicable**

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

#### **Improving Student's Skills Outside the Academic Subject Areas**

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. (ESEA 1114(b)(7)(iii)(I))

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The district receives funds through the Mental Health Assistance Allocation (MHAA) to provide mental health support services. Mental health staff engage with students using the system of care process or the problem-solving team process to offer in-school support and connect students with community resources. In-school supports are monitored through the multi-tiered system of supports (MTSS). Interventions in resiliency, life skills, and mental health may include check-in check-out, Zones of Regulation, and cognitive-behavioral techniques, among others.

#### **Preparing for Postsecondary Opportunities and the Workforce**

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. (ESEA 1114(b)(7)(iii)(II))

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The LEA will ensure a variety of strategies are being implemented to increase student access to early college. We have an AVID program at one of our high schools, which instills strategies grades nine through twelve. As a secondary elective, AVID classes focus on college and career readiness. A major goal of these classes is to increase students' SAT, ACT, and college readiness scores, so that they are prepared to enter four-year universities. Another initiative in Nassau County involves taking high school students to college universities throughout the southeast. This inspires our students to look outside our community. In addition to these strategies, we encourage and advocate for dual enrollment, career counseling, shadowing of local businesspeople, and interviews with local business people. We also partner directly with Florida State College of Jacksonville to provide post-secondary opportunities for our students in both College and Career dual enrollment. The Nassau County School District hosts a college and career fair annually to promote post-secondary opportunities for students. We provide industry certification courses that tie to dual enrollment articulation with local and state colleges. This allows our students to leave campus, expand their interactions with industry professionals, and receive academic credit. Along with industry certification courses, we bring in industry professionals to come to our schools to do presentations.

#### **Addressing Problem Behavior and Early Intervening Services**

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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 ESEA 1114(b)(7)(iii)(III)).

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The district uses the PBIS model in all its schools as a Tier 1 approach for prevention. The Multi-Tiered System of Supports (MTSS) is a data-driven process that provides support to both teachers and students by offering effective, research-based behavior and behavioral health instruction and interventions at the classroom/school-wide level, for small groups of students, or for individual students. Problem-solving teams use a 4-step problem-solving model to analyze data, identify problems, develop action plans, and monitor outcomes. If a disability is suspected during the data review process, the problem-solving team will recommend an evaluation to determine if the student may need specialized instruction to access the educational environment.

### **Professional Learning and Other Activities**

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. (ESEA section 11149b)(7)(iii)(V)).

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Our LEA comingles Title I funds with other state and federal programs including Title II, Title III, Title IV, and IDEA to ensure we provide professional learning activities for our teachers, paraprofessionals, and other school personnel to improve instruction. Teachers have participated in professional learning in the following areas: behavior management, Resiliency, explicit instruction for ELA and Math, New Teacher Orientation programs, Mentoring, Vocabulary, Science textbook training, and writing. We work closely with our Coordinator of Student Services & Assessments to ensure staff are trained to analyze data and use it to drive instruction. We work alongside our Human Resources Department to recruit and retain effective teachers, particularly those in high needs subjects. Annually, schools participate in a recruitment fair to hire qualified applicants early. This year Nassau County will be working with our educational consortium, NEFEC, to provide teachers needing to obtain certification a PLCP (Professional Learning Certification Program).

### **Strategies to Assist Preschool Children**

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

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Our LEA assists parents in effectively transitioning their preschool children to kindergarten by:

1. inviting local prekindergarten students to a kindergarten orientation at the end of each school year. At the orientation, there is a parent meeting where information and literature about preparing for kindergarten is disseminated and questions are welcomed. Students and parents are taken on a campus tour where they are introduced to important personnel, taken through the lunch line, and boarded onto a school bus.

2. sending postcards to welcome students to school and invite them to the “Back to School Meet and Greet.” At this event, students meet their teacher, see their new classroom, and become acquainted with the school environment in preparation for the first day of school.

3. assessing students on STAR Early Literacy to determine their abilities. This data is shared with parents and is used to drive differentiated instruction, so that a smooth transition into school academics ensues.

4. having prekindergarten teachers go into the kindergarten classrooms to help the teachers and students with the transition. They provide the kindergarten teachers with helpful strategies used the previous year for those students. Sometimes those strategies are even modeled. Throughout the school year, we ensure our primary schools have an established rapport with prekindergarten directors, so that the entire year runs as smoothly as possible.

During June 2024, we hosted a Kinder Readiness camp at each Title I kindergarten school site. We offered the program to all students who were enrolled in kindergarten the upcoming school year. The program consisted of four half-days of instruction. Students rotated between teachers and worked on hands-on activities in ELA and math, which gave them a snapshot of school life. We had over one-hundred fifty students in attendance.

## VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

### Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

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NA

### Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

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NA



## VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

**No**

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00