

Emma Love Hardee Elementary

2200 SUSAN DR, Fernandina Beach, FL 32034

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Elementary School 3-5	Yes	49%
Primary Service Type (per MSID File)	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	31%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	A	A*	A	B

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Emma Love Hardee Elementary

DA Region and RED	DA Category and Turnaround Status
Northeast - Wayne Green	Not In DA - None

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

Our mission is to develop each student as an inspired life-long learner and problem-solver with the strength of character to serve as a productive member of society.

b. Provide the school's vision statement

To establish a positive collaborative work culture that promotes and fosters teaching and learning among the community of learners. The school's instructional focus will be centered on the use of small groups and include differentiation for all students as well as the integration of Science, Technology, Engineering and Math (STEM) within literacy blocks. Classroom instruction will include a strong emphasis on the development of a model for vocabulary instruction as well as the teaching of fluency and comprehension skills in Reading and Math blocks. Curriculum will also be spiraled on a daily basis.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Our school will infuse the content required by Florida Statute 1003.42(2) as applicable to appropriate grade levels, including but not limited to:

- The history and content of the Declaration of Independence
- The history, meaning, significance, and effect of the provisions of the Constitution of the United States.
- Flag education
- The elements of civil government
- The history of the United States
- The history of the Holocaust
- The history of African Americans
- The history of the state
- The conservation of natural resources
- Comprehensive health education
- The study of Hispanic contributions to the United States
- The study of women's contributions to the United States
- Character development programs
- Sacrifices of veterans

We will ensure that relationship-building is a clear priority and that students will develop the knowledge and skills to become contributing citizens in a multicultural society and global community.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school

Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/dating violence/ civil rights policies. They will utilize a character education process (7 Habits of Happy Kids) as well as the District initiative to include the Positive Behavior Support System in all schools.

Involve all staff in the process of modeling and teaching interpersonal expectations in academic and

non-academic settings and giving them instruction for reporting violations to appropriate supervisors. Develop methods of effectively addressing disrespectful comments as well as methods for respectfully correcting misbehavior at the classroom and administrative levels. Create methods/formats where the characteristics of safety and respect can be assessed, monitored, and where strategies for improvement can be created, discussed, and supported.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Emma Love Participates in the Nassau County Positive Behavior Support System. This process promotes and rewards positive behavior as a way to reduce unwanted behavior. Ensure teachers are trained in classroom management strategies as well as implementing PBS . Instructional team reviews classroom data to ensure students are engaged while in class. Ensure differentiation of instruction is taking place to meet the needs of all students. Teachers will convey and review expectations for each learning activity. Class meetings will occur on a frequent basis to include student feedback. School-wide recognition systems are in place such as Captain's in the Classroom (Part of PBS). Offer school counseling services with dedicated time for core classroom guidance that contribute to student engagement leading to improved academic achievement resulting in college-career readiness.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

School based teams meet to discuss students with barriers to academic and social success and refer to Child Advocate Rapid Response Team (CARRT) as needed. Mentors are assigned to students identified with concerns. Offer instruction and various campus activities that address social/emotional needs of students. Connect students to agencies who have Cooperative Agreements or are on campus. School counseling program with dedicated time to: 1. Assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making), 2. Identify interventions that the research suggests works to remove the barrier to success (Evidence-Based Intervention), and 3. Evaluate your intervention (Evaluation) Engage with identified staff (i.e. school counselor, school-based team leader) to provide a differentiated delivery of services based on student/school need. (Include core, supplemental, and intensive supports.)

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system

NA

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

NA

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/310955>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The School Advisory Council (SAC) is composed of community and business representatives, as well as school-based personnel and parents. During monthly meetings, the Council collaborates to establish and maintain partnerships with community that produce resources that support the school and student achievement. The school and district build and sustain partnerships with our local community. These groups meet regularly to review data, have discussions about progress, and make decisions about implementation plans and strategies ensuring a common vision among all partners. Our school partnerships support our efforts to increase student achievement by:

- Establishing structured opportunities to engage all stakeholders
- Encouraging open dialogue about challenges and solutions
- Engaging stakeholders in the use of data
- Leveraging community resources and funding sources

Volunteer and Community Involvement programs develop community resources in response to the differing needs of classrooms. By accessing the many diverse resources found in communities, these programs enrich and enhance school curriculum. A wide array of community partners enables these programs to maximize their impact. Volunteers may tutor, mentor, assist in the classroom, help with fundraising, participate in developing school plans, as well as many other opportunities. Recognition awards promote community involvement as well as highlight outstanding volunteer practices and showcase exemplary projects which are then shared district-wide.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Larsen, Eric	Principal
Cubbal, Bryce	Assistant Principal
Crews, Melissa	Teacher, K-12
Albert, Jennifer	Teacher, K-12
Hawkins, Mary	Guidance Counselor
Hodges, Krista	Instructional Media
Tanner, Emily	Teacher, ESE
Scott, Ashley	Teacher, K-12

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The school-based leadership team is responsible for disaggregating and analyzing data to determine areas of deficit. The team is to identify problems within the general population of students and within subgroups of students, analyze why the problems are occurring, formulate an intervention plan and then measure the effectiveness of the interventions through regular progress monitoring. Their plan to address and remediate areas of deficit becomes their MTSS and forms the basis for the school improvement plan.

The MTSS core team consists of: administrator, school counselor, literacy coach, department heads, and instructional coach. The MTSS leadership team is responsible for ensuring that the school has in place a system that provides increasingly intense and individualized interventions, resources and supports needed to meet the unique needs of its students.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The school's leadership team oversees the implementation and monitoring of its MTSS and SIP structures through data-based decision making which identifies areas of deficit and identifies and provides supports and resources needed to address those deficits.

In order to identify those needs, the team must analyze data to determine deficits and other areas in need of improvement. The team looks at academic, attendance, and behavior related data. As the team disaggregates the data, it is identifying which students are meeting grade level expectations and which are not. It is looking for patterns and trends in the data. The leadership team meets monthly.

Leading questions: Is our core instruction meeting the needs of 75-80 % of our students? If not, is it a curriculum or instruction issue? Are certain groups of students failing to meet expectations in certain subjects? Or, are there certain groups who have other non-academic barriers to achievement that must be addressed before they will be able to meet academic success? Are there trends in achievement within specific subgroups that need to be addressed? Have resources (funding and staffing) been allocated in the most effective and efficient manner to meet the needs of all stakeholders?

Once those areas of need have been identified, the leadership team disseminates this information to the departments, literacy teams and other school based teams. The teams will provide input to the leading questions and assist in determining appropriate research based interventions to remediate specific deficits and identify other available resources to meet individual student needs. The departments/teams oversee the implementation of the interventions and monitor student progress through regularly scheduled meetings. The progress monitoring information will be shared with the leadership team and departments/teams together will monitor the effectiveness of interventions through student progress monitoring data and fidelity checks.

The Problem Solving Process

The Problem Solving/Response to Intervention model is a decision making process based on the scientific method of problem solving. Florida has embraced the problem solving methodology and incorporated it into its Response to Intervention model.

The Problem Solving process requires the following steps: Problem Identification, Problem Analysis, Intervention Design/ Implementation, and Evaluation: Response to Intervention.

Data based decisions are expected at all levels of the school: school, grade/departments, classroom, (AYP) subgroups (i.e., race, free/reduced lunch, ELL, ESE). A collaborative approach by school staff for development, implementation, and monitoring of the intervention process is expected.

Title I

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to students. Teachers develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include Parental Programs; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students. Information is shared

with parents during our Open House/Annual Title I Meeting.

Title II

The District uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL training and substitute release time for Professional Learning Community (PLC) development and facilitation

Title III

The District provides supplemental academic instruction and services to students who are ELL. The district employs an ELL instructional coach.

Title X- A portion of funds are set aside and reserved to meet the academic and personal needs of identified homeless families. These needs could include academic supplies or assistance with personal hygiene items, or referrals to social service agencies.

Supplemental Academic Instruction (SAI)

These funds are utilized to provide supplemental academic coaches.

Violence Prevention Programs:

The District has adopted bullying prevention and intervention policies and procedures. Each year training is provided.

Nutrition Programs

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

Head Start

The Nassau Schools that contain primary grades work in concert with Episcopal Childrens Services, Child Find, and other service agencies in order to strengthen curriculum offerings, provide ease of transition to kindergarten, increase community involvement, and increase meaningful parent involvement.

Adult Education

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

Career and Technical Education

Articulation agreements allow students to earn college and postsecondary technical credits in high school and provide more opportunities for students to work towards postsecondary degrees. Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications. Readiness for postsecondary opportunities will strengthen with the integration of academic and career and technical education components and a coherent sequence of courses.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Debbie Fidler	Education Support Employee
Eric Larsen	Principal
Janet Faris	Teacher
Janice Mote	Parent
Andy Huggins	Business/Community
Sheila Brown	Business/Community
Susan Childers	Parent
Robin Buchanon	Business/Community
Melani Cash	Parent
Mary Hawkins	Teacher
Rita Kelly	Parent
Pam MacQueen	Education Support Employee
Heather Morenc	Parent
Erika Rodriques	Parent
Kyle Turner	Business/Community
Tonya Wood	Business/Community

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

The 2015/2016 SIP was developed by the Emma Love Hardee community of learners beginning in July 2015. During that time, the principal, assistant principal, and ELH Leadership Team worked to develop narrative goals, budget, and strategies for small and whole group instruction. The plan was presented to SAC in early October for approval. During this meeting, the ELH Leadership Team presented the plan section by section using PowerPoint, and addressed questions by SAC members. It was then submitted to the school board where it was approved at a later school board meeting. Principals attended this meeting and were asked questions by the School Board members prior to School Board approval.

The SAC's involvement of the evaluation of last year's School Improvement Plan also included discussion as to the barriers that could impact the implementation of the strategies in the plan. Further, we reviewed our student achievement data with the SAC.

b. Development of this school improvement plan

The current SIP was primarily created by the end of September 2016. As a result the September SAC Meeting was in part devoted to a review of the plan by ELH personnel. Creating the new SIP included attending several District Level Meetings, as well as the review of last year's plan to discuss data, set goals, and develop strategies for the upcoming year. For approval, the SAC will receive a copy of the new SIP at the September 2016 SAC meeting in order to review and make suggestions. During the

September SAC Meeting, the ELH Leadership Team will present and answer questions about the current plan. SAC will vote to approve at the conclusion of the presentation.

c. Preparation of the school's annual budget and plan

The principal and bookkeeper worked collaboratively to allocate district funds for school operation. The school's annual budget plan was then presented and discussed in a School Advisory Council Meeting.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

SAC funding was used for summer staffing of personnel, teacher funding requests, student recognition, professional development workshops or trainings. \$3337.13 is the amount of the SAC balance from the previous year that was used for any of the funding requests.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Cubbal, Bryce	Assistant Principal
Hodges, Krista	Teacher, ESE
Hawkins, Mary	Guidance Counselor
Crews, Melissa	Teacher, K-12
Albert, Jennifer	Teacher, K-12
Larsen, Eric	Principal
Scott, Ashley	Teacher, K-12
Tanner, Emily	Teacher, ESE

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

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

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Opportunities for encouraging positive working relationships between teachers include participation in Leadership Meetings, Faculty Meetings, and Team Meetings. In these meetings the focus is on teachers' needs, particularly with respect to developing collaborative relationships and a positive work environment. To this end, teachers will regularly engage in professional dialogue with colleagues; share ideas, knowledge, and techniques; and participate in collaborative problem-solving around classroom instruction. Teachers work together to develop shared knowledge and discover common solutions to challenging problems.

The master schedule was revamped to give students early release time every Wednesday in order for teachers to have additional collaborative instructional planning time.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

1. Provision of mentoring, training and coaching for:

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

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

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

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

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

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

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

A. First year teachers participate in the following district professional development and mentoring activities:

1. New Teacher Orientation, including introduction to the Nassau District Schools' mission and values
2. Professional Development in the district's Marzano Evaluation Framework.
3. Monthly visits by District Office Personnel to observe and support stronger instruction in new teacher's classrooms.
4. Florida Standards and Lesson Planning
5. The Florida Educator Code of Ethics
6. Conducting Effective Parent Conferences
7. District E-mail Protocol and technology-based curriculum programs
8. Professional Education Competencies, as applicable

9. Classroom and Behavior Management

10. Other professional development as specified by the school or district, such as Reading, ESOL, or Writing.

B. Observation and Coaching/Mentoring Components:

1. Two classroom observations followed by a feedback conference, conducted by the District Instructional Strategies Coach who is trained in Clinical Education, observation and feedback/coaching strategies, and the Marzano framework.
2. Two classroom observations (one per semester) followed by a feedback conference, conducted by a mentor teacher or other certified educator who teaches the same grade level/subject area as the new teacher, has been rated as Highly Effective, has been provided with CET or similar training and coaching resources, and is selected by the principal as a mentor.
3. Two classroom observations (one per semester) followed by a feedback conference, by the new teacher in the classroom of the mentor teacher or other certified educator who teaches the same grade level/subject area as the new teacher and who has been rated as Highly Effective.
4. On-going informal observations and coaching with feedback conducted by Instructional Strategies Coach, with related professional development resources available via the district's iObservation system.
5. Walk-throughs, informal observations, and formal observations using the Marzano framework instrument, conducted by a trained principal, assistant principal or other administrator, with related professional development resources available via the district's iObservation system.

C. RATIONAL FOR MENTOR/NEW TEACHER PAIRINGS AND PLANNED MENTORING ACTIVITIES:

The District Instructional Strategies Coach and the school principal confer to select a mentor teacher or other certified educator who teaches the same grade level/subject area/role as the new teacher or other educator, and who has been rated as Highly Effective.

The planned mentoring activities provide on-going and regularly-scheduled opportunities for classroom visits and observations, reflection, coaching, and feedback, as well as monthly collaboration in PLCs for professional development in best practices and highly effective instructional strategies. The purpose of these on-going support strategies is to increase teacher effectiveness and as a result, to increase student achievement.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Core instructional materials and programs are selected from the list of state approved adoptions. It is also the intent of the Nassau County School District that textbooks be selected for district-wide use by course/grade/level to assure continuity and economy throughout the district. Media materials should be selected to provide enrichment and curriculum support taking into consideration the varied needs, interests, and abilities of the school population. School Textbook Selection Committees include representatives of faculty, parents and community members.

District Adoption Process:

1. Sample materials of all state adopted texts will be obtained by the appropriate director and evaluated by the school committee using appropriate forms and criteria.
2. Each school will select its choice for the district adoption in each area under consideration. Each school's selection will be submitted to the appropriate instructional director.
3. School selections will be tallied. The title receiving the most votes will be designated as the district adoption for each course or subject area.

Resources used to evaluate instructional materials include: Florida State Standards and Next Generation Sunshine State Standards (Science), grade level expectations, curriculum frameworks or course descriptions, and FLDOE instructional materials specifications.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Data analysis is at the center of all instructional decisions. The master schedule contains blocks of time for instruction based on the diverse needs of students. Remediation and enrichment in the classroom is based on progress monitoring data collected in core classes such as Reading and Math. This data is reviewed in team meetings and data chats are conducted with students.

The school-based leadership team is responsible for disaggregating and analyzing data to determine areas of deficiency. The team is charged with identifying problems within the general population of students and within subgroups of students, analyzing why the problems are occurring, formulating an intervention plan and then measuring the effectiveness of the interventions through regular progress monitoring. Their plan to address and remediate areas of deficiency becomes their MTSS (multi-tiered system of supports) and forms the basis for the school improvement plan.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 4,600

After school tutoring program is provided to our lowest 25% to increase knowledge of state curriculum.

Strategy Rationale

The purpose of this program is to provide our lowest 25% with effective small group instruction, best practices, and remedial skills. Students are below grade level in core subjects and struggle to meet the requirements of the core curriculum.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Cubbal, Bryce, bryce.cubbal@nassau.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data from STAR and iReady is collected and analyzed by the instructional staff in order to gauge effectiveness.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

The Nassau Schools that contain primary grades work in concert with Episcopal Children's Services, Child Find, and other service agencies in order to strengthen curriculum offerings, provide ease of transition to kindergarten, increase community involvement, and increase meaningful parent involvement. Each school also holds student/parent orientation meetings to assist with the transitioning from one school level to another. The Student Progression Plan and student handbook are distributed and reviewed.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

NA

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

NA

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

NA

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

NA

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

0081-emma-love-hardee-elementary_earned_points_chart.pdf
<i>School Grades Applicable Points Earned</i>
0081-emma-love-hardee-elementary_accountability_chart.pdf
<i>Florida School Accountability Results</i>
0081-emma-love-hardee-elementary_earned_points_chart_(1).pdf
<i>Unearned Applicable Points by Students</i>

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Area of need: increase number of students in the lowest quartile performing at grade level or above; increase the number of students performing at level three or above; increase number of students performing at level three or above in ELA, Math, and Science.

Strengths: ELA and Math Achievement Levels

Areas in Need: ELA Learning Gains of the Lowest 25%; Math Learning Gains of the Lowest 25%

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

Our diverse student population has varying levels of understanding with regards to the Florida Standards. The identified need indicates we must improve to meet these students at their instructional level. From there we will work towards closing the gap.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Emma Love Hardee Elementary will increase the percentage of students in grades 3-5 scoring at or above grade level on ELA, Math, and NGSS Science standards as determined by ELA and Math Florida Standards Assessments and FCAT 2.0 Science Assessments.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Emma Love Hardee Elementary will increase the percentage of students in grades 3-5 scoring at or above grade level on ELA, Math, and NGSS Science standards as determined by ELA and Math Florida Standards Assessments and FCAT 2.0 Science Assessments. 1a

G081357

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	82.0
FSA ELA Achievement	75.0
FCAT 2.0 Science Proficiency	73.0

Targeted Barriers to Achieving the Goal 3

- Students perform at a wide variety of ability levels.
- Parental Knowledge or ability may be limited when assisting students with Reading/Math/ Science/Writing process.
- Time and money required to have quality Staff Development

Resources Available to Help Reduce or Eliminate the Barriers 2

- Florida State Standards, SRA, Accelerated Reader, STAR Reading, Think Central, iReady, District approved textbooks, Discovery Ed, instructional focus calendars, CPALMS, and other assorted supplemental materials.

Plan to Monitor Progress Toward G1. 8

Student achievement towards proficiency. Disaggregation of tri-annual computer assessments including STAR Reading and iReady Reading/Math with Leadership Team. Monthly principal meetings provide school administrators district comparison data.

Person Responsible

Eric Larsen

Schedule

Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Assessment Data from FSA , iReady, and STAR

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Emma Love Hardee Elementary will increase the percentage of students in grades 3-5 scoring at or above grade level on ELA, Math, and NGSS Science standards as determined by ELA and Math Florida Standards Assessments and FCAT 2.0 Science Assessments. **1**

 G081357

G1.B1 Students perform at a wide variety of ability levels. **2**

 B214919

G1.B1.S1 Integrate the Science instruction into the Math and Reading curriculum. Provide differentiated instruction for various ability levels utilizing the Science Leveled Readers, Shared District Materials, and Discovery Education Website. **4**

 S227121

Strategy Rationale

The district initiative is to include STEM activities within literacy blocks to increase student exposure to scientific ideas, concepts, and practices.

Action Step 1 **5**

Provide small group instruction in Reading Block that integrates Science, Math and S.S. School administrators will work collaboratively with teachers during weekly grade level meetings to ensure effective small group and differentiated instruction is implemented during the 90-minute Reading block to meet the individual learning needs of students.

Person Responsible

Eric Larsen

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Lesson plans, classroom observations, and collaborative planning, Professional Growth Plan

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Principal and Assistant Principal will visit classrooms and monitor fidelity of implementation of instruction. Leadership team meetings with grade level chairs to discuss implementation.

Person Responsible

Eric Larsen

Schedule

Daily, from 8/10/2016 to 5/26/2017

Evidence of Completion

Lesson plans, classroom observation, calendars, peer observations, meeting documentation., Staff Development documentation

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Formative and summative assessments will be used to monitor student mastery of skills.

Person Responsible

Eric Larsen

Schedule

Daily, from 8/10/2016 to 5/26/2017

Evidence of Completion

Assessment data

G1.B1.S2 Integrate text-based writing instruction into all curriculum areas. Familiarize students with keyboarding/keyboarding skills necessary to demonstrate proficiency on state/local assessments. 4

S227122

Strategy Rationale

In order to be successful on the new state assessment, students must learn to respond to text passages using technological resources previously not included as part of the testing process.

Action Step 1 5

Teachers will select materials that provide students practice in responding to specific writing skills including keyboarding required for the new state assessment. Teachers will receive in house professional development in the acquisition of both technological skills and text-based responses necessary to succeed on the new format of the state assessment. Students will receive practice through software programs such as iReady, Typing Web, and Renaissance 360.

Person Responsible

Eric Larsen

Schedule

Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Lesson plans, classroom observations, and agendas. Student usage computer reports.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Integrate text-based writing instruction into all curriculum areas. Familiarize students with keyboarding computer skills to demonstrate proficiency on state assessments. Principal and Assistant Principal will visit classrooms to ensure students are being taught key boarding and related technological skills to prepare them for the state assessment.

Person Responsible

Eric Larsen

Schedule

Daily, from 8/10/2016 to 5/26/2017

Evidence of Completion

Lesson plans, classroom observation, peer observations staff development documentation

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Formative and summative assessments will contain text-based writing stimulus and prompt guidelines. Teachers will provide students text-based writing rubrics for informative and explanatory writing activities.

Person Responsible

Eric Larsen


Schedule

Daily, from 8/10/2016 to 5/26/2017

Evidence of Completion

Assessment data, which includes student work across grade levels.

G1.B1.S3 Provide small group teacher-led instruction during the 90-minute math and reading block to meet the learning needs of each student. Provide additional tutoring services for students that have demonstrated deficiencies. 4

 S227123

Strategy Rationale

The small group model includes a differentiation component that meets the needs of all students in the classroom.

Action Step 1 5

Provide small group differentiated instruction daily with all students. Teachers will collaboratively work to develop skills and strategies that enable teachers to meet the individual needs of every student in the classroom.

Person Responsible

Eric Larsen

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Lesson plans, classroom observations, collaborative meeting agendas

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Small group instruction, tutoring program. Principal and Assistant Principal will visit classrooms, and support collaborative planning throughout the school.

Person Responsible

Eric Larsen

Schedule

Daily, from 8/10/2016 to 5/26/2017

Evidence of Completion

Lesson plans, classroom observations, peer observations, collaborative meeting agendas

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Formative and Summative Assessments which include computer-based diagnostics, classroom assessments, and teacher observation/collection of student records.

Person Responsible

Eric Larsen

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Assessment data

G1.B1.S4 Incorporate paraprofessionals into the classroom during math and reading blocks to serve as another instructional resource. 4

 S227124

Strategy Rationale

The integration of paraprofessionals allows for a lower student/ teacher ratio, more instruction, and helps differentiate instruction to meet the needs of each student.

Action Step 1 5

Train our paraprofessionals to serve as a second teacher in the classroom. Trainings will be scheduled by school administration to provide faculty best practice strategies and techniques in small group instruction.

Person Responsible

Bryce Cubbal

Schedule

Daily, from 8/10/2016 to 5/26/2017

Evidence of Completion

Lesson plans and classroom observations

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

Administration will observe paraprofessionals working with students.

Person Responsible

Eric Larsen

Schedule

Daily, from 8/10/2016 to 5/26/2017

Evidence of Completion

Lesson plans, classroom observation, professional development sign in, agenda, after school tutoring program observations.

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

School administrators continuously attend weekly collaborative planning grade level meetings and are in classrooms daily.

Person Responsible

Eric Larsen


Schedule

Daily, from 8/10/2016 to 5/26/2017

Evidence of Completion

Classroom observations, discussion with teachers and paras about classroom observations by administration.

G1.B1.S5 Provide inquiry based interdisciplinary science learning opportunities through STEM labs, classroom activities, after school programs, etc. 4

 S227125

Strategy Rationale

Provide a variety of interdisciplinary and hands-on experienced based opportunities for students to engage in real world problem solving.

Action Step 1 5

Provide inquiry-based interdisciplinary Science learning opportunities through STEM labs, classroom activities, after school programs, etc. Professional Development: District funds provided for teachers' training in order to effectively implement interdisciplinary Science inquiry-based learning opportunities.

Person Responsible

Eric Larsen

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Classroom observations, Lesson Plans, Science Committee Mtg agendas, Parent STEM Night Activities

Plan to Monitor Fidelity of Implementation of G1.B1.S5 6

Classroom observations, lesson plans, Grade Level Mtg discussion

Person Responsible

Eric Larsen

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Classroom observation, lesson plan, iObservation documentation, Grade Level mtgs,
Collaborative Planning

Plan to Monitor Effectiveness of Implementation of G1.B1.S5 7

Formative and summative assessments

Person Responsible

Eric Larsen

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Assessment data, Parent surveys from Parent Nights, teacher feedback

G1.B1.S6 Identify students who are scoring at grade level on FSA in Reading and Math and provided instruction and activities that will increase their ability to score at levels 4 and 5. **4**

 S227908

Strategy Rationale

District data indicates many students across the county are on grade level but not advancing to higher achievement levels during their elementary years.

Action Step 1 **5**

School Admins and teachers will identify level 3 students and differentiate instruction to increase their ability to score higher on the state standardized assessments.

Person Responsible

Eric Larsen

Schedule

Quarterly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Quarterly review of Standards Mastery Quizzes results with targeted students.

Plan to Monitor Fidelity of Implementation of G1.B1.S6 **6**

Quarterly Data Chats with teachers will be used to track and monitor efforts to raise student levels from on grade level to above and beyond.

Person Responsible

Eric Larsen

Schedule

Quarterly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Student Data as disaggregated by teachers to identify students who are achieving and not making progress in reaching higher levels than their current achievement levels.

Plan to Monitor Effectiveness of Implementation of G1.B1.S6 7

Additional agenda items on collaborative grade level meeting agendas to promote teacher discussion of current vs. best practice strategies to increase student achievement.

Person Responsible

Eric Larsen

Schedule

Weekly, from 8/10/2016 to 5/26/2017


Evidence of Completion

Meeting Minutes, Leadership Team Discussion of Current Efforts.

G1.B2 Parental Knowledge or ability may be limited when assisting students with Reading/Math/Science/ Writing process. 2

 B214920

G1.B2.S1 Continue to keep parents informed about expectations and student progress. Provide parents with tools which enable them to better assist their children. Parents will have the opportunities to learn about Math, Science and Writing instruction as well as the reading process through weekly communication with teacher and multiple parent nights throughout the year. 4

 S227126

Strategy Rationale

Parents are an integral part of the educational process and a student's support outside of the classroom. As a result, school administration and teachers will provide parents the tools and materials to provide support at home.

Action Step 1 5

Parental involvement opportunities and communication. Parent nights are designed to inform and enlighten parents as to the role they can play in their child's education. These nights provide them tools and information to increase their ability to work with students in the home environment.

Person Responsible

Eric Larsen

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Newsletters, calendars, parent survey, sign-in sheets, parent communication folders

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

School administration will closely monitor the effectiveness of activities during parent nights. Teacher-led small group activities will be reviewed by the leadership team for relevance. Administration will review weekly lesson plans, parent surveys, weekly teacher newsletters to parents, and monitor FOCUS student data system to ensure consistent and continuous communication with parents.

Person Responsible

Eric Larsen

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

School Climate Survey Results including parental surveys are disaggregated to identify strengths and weakness areas of parental responses. Results are implemented accordingly to increase parental involvement throughout the community of learners.

Person Responsible

Eric Larsen

Schedule

Annually, from 8/10/2016 to 5/26/2017

Evidence of Completion

Climate Survey Results

G1.B3 Time and money required to have quality Staff Development 2

 B214921

G1.B3.S1 Provide collaborative planning time for teachers. Provide county and/or school wide staff development on Florida State Standards implementation to include a focus on the six curriculum shifts and Marzano instructional strategies. 4

 S227127

Strategy Rationale

Collaborative planning provides teachers opportunities to share instructional ideas and materials that support the teaching of the skills associated with the Florida Standards. This collaborative planning time also ensures uniform instruction to all students.

Action Step 1 5

Strategy: Provide collaborative planning time and professional development to meet the needs of the teachers. Professional development will include opportunities for teachers to attend workshops, trainings, and conferences on special needs issues, classroom management (CHAMPS), small group instruction best practices, Positive Behavior Support System, and the Marzano Framework.

Professional Development: District Curriculum Mapping workshops, best practices in comprehension and vocabulary instruction, vertical and horizontal articulation.

Person Responsible

Eric Larsen

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Lesson plans, PGP's, and sign-in sheets, agendas Instructional Focus Calendar, Professional Development participation

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Provision of planning time for teachers, and implementation of county and/or school wide staff development to inform teachers of current curriculum shifts to guide their instruction.

Person Responsible

Eric Larsen

Schedule

Daily, from 8/10/2016 to 5/26/2017

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

As school administrators are provided staff development in Marzano's Teacher Evaluation Framework, staff development will be designed to update teachers knowledge of the framework particularly as it relates to instruction.

Person Responsible

Eric Larsen

Schedule

Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Assessment data, iObservation, lesson plans, peer observations, classroom observations, principal meetings, book study from principal meetings.

G1.B3.S2 Provide opportunities for teachers to participate in District Curriculum mapping, district provided professional development in research-based strategies for teaching science, school-based vertical articulation and district provided horizontal planning and collaboration. 4

S227128

Strategy Rationale

Increase teacher understanding of Science content knowledge. Provide district curriculum instructional focus calendar.

Action Step 1 5

Teachers will use collaborative planning sessions to share information from District Curriculum Mapping.

Person Responsible

Eric Larsen

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Pacing Guides, agenda, sign in sheet

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Administration will monitor classrooms for evidence of collaborative planning among grade level teachers, as well as an increase in instructional strategies.

Person Responsible

Eric Larsen

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Lesson plans, classroom observations, collaborative grade level meeting, pacing guides

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

Administration will visit classrooms and work with teachers to ensure proper delivery of instruction and use of effective learning strategies. Necessary adjustments will be made as needed.

Person Responsible

Bryce Cubbal

Schedule

Daily, from 8/10/2016 to 5/26/2017

Evidence of Completion

Classroom observations, student grades, lesson plans, pacing guides

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2016					
G1.MA1 M288947	Student achievement towards proficiency. Disaggregation of tri-annual computer assessments...	Larsen, Eric	8/10/2016	Assessment Data from FSA , iReady, and STAR	5/26/2017 monthly
G1.B1.S1.MA1 M288931	Formative and summative assessments will be used to monitor student mastery of skills.	Larsen, Eric	8/10/2016	Assessment data	5/26/2017 daily
G1.B1.S1.MA1 M288932	Principal and Assistant Principal will visit classrooms and monitor fidelity of implementation of...	Larsen, Eric	8/10/2016	Lesson plans, classroom observation, calendars, peer observations, meeting documentation., Staff Development documentation	5/26/2017 daily
G1.B1.S1.A1 A288388	Provide small group instruction in Reading Block that integrates Science, Math and S.S. School...	Larsen, Eric	8/10/2016	Lesson plans, classroom observations, and collaborative planning, Professional Growth Plan	5/26/2017 weekly
G1.B2.S1.MA1 M288941	School Climate Survey Results including parental surveys are disaggregated to identify strengths...	Larsen, Eric	8/10/2016	Climate Survey Results	5/26/2017 annually
G1.B2.S1.MA1 M288942	School administration will closely monitor the effectiveness of activities during parent nights....	Larsen, Eric	8/10/2016	Lesson plans, attendance rosters for tutoring, parent newsletters, calendars, opportunity documentation, meeting documentation, FOCUS, Edline, Parent Surveys	5/26/2017 weekly
G1.B2.S1.A1 A288393	Parental involvement opportunities and communication. Parent nights are designed to inform and...	Larsen, Eric	8/10/2016	Newsletters, calendars, parent survey, sign-in sheets, parent communication folders	5/26/2017 weekly
G1.B3.S1.MA1 M288943	As school administrators are provided staff development in Marzano's Teacher Evaluation Framework,...	Larsen, Eric	8/10/2016	Assessment data, iObservation, lesson plans, peer observations, classroom observations, principal meetings, book study from principal meetings.	5/26/2017 monthly
G1.B3.S1.MA1 M288944	Provision of planning time for teachers, and implementation of county and/or school wide staff...	Larsen, Eric	8/10/2016	Lesson plans, classroom observations, attendance rosters, parent newsletters, calendars, opportunity documentation, peer observations, meeting documentation, staff development documentation	5/26/2017 daily
G1.B3.S1.A1 A288394	Strategy: Provide collaborative planning time and professional development to meet the needs of...	Larsen, Eric	8/10/2016	Lesson plans, PGP's, and sign-in sheets, agendas Instructional Focus Calendar, Professional Development participation	5/26/2017 weekly
G1.B1.S2.MA1 M288933	Formative and summative assessments will contain text-based writing stimulus and prompt...	Larsen, Eric	8/10/2016	Assessment data, which includes student work across grade levels.	5/26/2017 daily
G1.B1.S2.MA1 M288934	Integrate text-based writing instruction into all curriculum areas. Familiarize students with...	Larsen, Eric	8/10/2016	Lesson plans, classroom observation, peer observations staff development documentation	5/26/2017 daily
G1.B1.S2.A1 A288389	Teachers will select materials that provide students practice in responding to specific writing...	Larsen, Eric	8/10/2016	Lesson plans, classroom observations, and agendas. Student usage computer reports.	5/26/2017 monthly
G1.B3.S2.MA1 M288945	Administration will visit classrooms and work with teachers to ensure proper delivery of...	Cubbal, Bryce	8/10/2016	Classroom observations, student grades, lesson plans, pacing guides	5/26/2017 daily
G1.B3.S2.MA1 M288946	Administration will monitor classrooms for evidence of collaborative planning among grade level...	Larsen, Eric	8/10/2016	Lesson plans, classroom observations, collaborative grade level meeting, pacing guides	5/26/2017 weekly
G1.B3.S2.A1 A288395	Teachers will use collaborative planning sessions to share information from District Curriculum...	Larsen, Eric	8/10/2016	Pacing Guides, agenda, sign in sheet	5/26/2017 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S3.MA1 M288935	Formative and Summative Assessments which include computer-based diagnostics, classroom...	Larsen, Eric	8/10/2016	Assessment data	5/26/2017 weekly
G1.B1.S3.MA1 M288936	Small group instruction, tutoring program. Principal and Assistant Principal will visit...	Larsen, Eric	8/10/2016	Lesson plans, classroom observations, peer observations, collaborative meeting agendas	5/26/2017 daily
G1.B1.S3.A1 A288390	Provide small group differentiated instruction daily with all students. Teachers will...	Larsen, Eric	8/10/2016	Lesson plans, classroom observations, collaborative meeting agendas	5/26/2017 weekly
G1.B1.S4.MA1 M288937	School administrators continuously attend weekly collaborative planning grade level meetings and...	Larsen, Eric	8/10/2016	Classroom observations, discussion with teachers and paras about classroom observations by administration.	5/26/2017 daily
G1.B1.S4.MA1 M288938	Administration will observe paraprofessionals working with students.	Larsen, Eric	8/10/2016	Lesson plans, classroom observation, professional development sign in, agenda, after school tutoring program observations.	5/26/2017 daily
G1.B1.S4.A1 A288391	Train our paraprofessionals to serve as a second teacher in the classroom. Trainings will be...	Cubbal, Bryce	8/10/2016	Lesson plans and classroom observations	5/26/2017 daily
G1.B1.S5.MA1 M288939	Formative and summative assessments	Larsen, Eric	8/10/2016	Assessment data, Parent surveys from Parent Nights, teacher feedback	5/26/2017 weekly
G1.B1.S5.MA1 M288940	Classroom observations, lesson plans, Grade Level Mtg discussion	Larsen, Eric	8/10/2016	Classroom observation, lesson plan, iObservation documentation, Grade Level mtgs, Collaborative Planning	5/26/2017 weekly
G1.B1.S5.A1 A288392	Provide inquiry-based interdisciplinary Science learning opportunities through STEM labs, classroom...	Larsen, Eric	8/10/2016	Classroom observations, Lesson Plans, Science Committee Mtg agendas, Parent STEM Night Activities	5/26/2017 weekly
G1.B1.S6.MA1 M291804	Additional agenda items on collaborative grade level meeting agendas to promote teacher discussion...	Larsen, Eric	8/10/2016	Meeting Minutes, Leadership Team Discussion of Current Efforts.	5/26/2017 weekly
G1.B1.S6.MA1 M290734	Quarterly Data Chats with teachers will be used to track and monitor efforts to raise student...	Larsen, Eric	8/10/2016	Student Data as disaggregated by teachers to identify students who are achieving and not making progress in reaching higher levels than their current achievement levels.	5/26/2017 quarterly
G1.B1.S6.A1 A289537	School Admins and teachers will identify level 3 students and differentiate instruction to increase...	Larsen, Eric	8/10/2016	Quarterly review of Standards Mastery Quizzes results with targeted students.	5/26/2017 quarterly

V. Professional Development Opportunities

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

G1. Emma Love Hardee Elementary will increase the percentage of students in grades 3-5 scoring at or above grade level on ELA, Math, and NGSS Science standards as determined by ELA and Math Florida Standards Assessments and FCAT 2.0 Science Assessments.

G1.B1 Students perform at a wide variety of ability levels.

G1.B1.S1 Integrate the Science instruction into the Math and Reading curriculum. Provide differentiated instruction for various ability levels utilizing the Science Leveled Readers, Shared District Materials, and Discovery Education Website.

PD Opportunity 1

Provide small group instruction in Reading Block that integrates Science, Math and S.S. School administrators will work collaboratively with teachers during weekly grade level meetings to ensure effective small group and differentiated instruction is implemented during the 90-minute Reading block to meet the individual learning needs of students.

Facilitator

Grade Level Chair, Administration, Teachers, District Office

Participants

Teachers, paraprofessionals, and administration.

Schedule

Weekly, from 8/10/2016 to 5/26/2017

G1.B1.S3 Provide small group teacher-led instruction during the 90-minute math and reading block to meet the learning needs of each student. Provide additional tutoring services for students that have demonstrated deficiencies.

PD Opportunity 1

Provide small group differentiated instruction daily with all students. Teachers will collaboratively work to develop skills and strategies that enable teachers to meet the individual needs of every student in the classroom.

Facilitator

Teachers, Administration, District Office Staff

Participants

Teachers, Administration

Schedule

Weekly, from 8/10/2016 to 5/26/2017

G1.B1.S4 Incorporate paraprofessionals into the classroom during math and reading blocks to serve as another instructional resource.

PD Opportunity 1

Train our paraprofessionals to serve as a second teacher in the classroom. Trainings will be scheduled by school administration to provide faculty best practice strategies and techniques in small group instruction.

Facilitator

Lead Para, Administration, Teachers

Participants

Teachers, Paraprofessionals

Schedule

Daily, from 8/10/2016 to 5/26/2017

G1.B1.S5 Provide inquiry based interdisciplinary science learning opportunities through STEM labs, classroom activities, after school programs, etc.

PD Opportunity 1

Provide inquiry-based interdisciplinary Science learning opportunities through STEM labs, classroom activities, after school programs, etc. Professional Development: District funds provided for teachers' training in order to effectively implement interdisciplinary Science inquiry-based learning opportunities.

Facilitator

School administration

Participants

Teachers

Schedule

Weekly, from 8/10/2016 to 5/26/2017

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

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

PD Opportunity 1

Strategy: Provide collaborative planning time and professional development to meet the needs of the teachers. Professional development will include opportunities for teachers to attend workshops, trainings, and conferences on special needs issues, classroom management (CHAMPS), small group instruction best practices, Positive Behavior Support System, and the Marzano Framework. Professional Development: District Curriculum Mapping workshops, best practices in comprehension and vocabulary instruction, vertical and horizontal articulation.

Facilitator

Grade Level Chairs, Teachers, Administration, District Office staff

Participants

Teachers, Paraprofessionals

Schedule

Weekly, from 8/10/2016 to 5/26/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Provide small group instruction in Reading Block that integrates Science, Math and S.S. School administrators will work collaboratively with teachers during weekly grade level meetings to ensure effective small group and differentiated instruction is implemented during the 90-minute Reading block to meet the individual learning needs of students.				\$0.00
2	G1.B1.S2.A1	Teachers will select materials that provide students practice in responding to specific writing skills including keyboarding required for the new state assessment. Teachers will receive in house professional development in the acquisition of both technological skills and text-based responses necessary to succeed on the new format of the state assessment. Students will receive practice through software programs such as iReady, Typing Web, and Renaissance 360.				\$0.00
3	G1.B1.S3.A1	Provide small group differentiated instruction daily with all students. Teachers will collaboratively work to develop skills and strategies that enable teachers to meet the individual needs of every student in the classroom.				\$4,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	120-Classroom Teachers	0081 - Emma Love Hardee Elementary	Title I Part A		\$4,000.00
<i>Notes: Title I funds were used to pay for this PD including funds for substitutes.</i>						
4	G1.B1.S4.A1	Train our paraprofessionals to serve as a second teacher in the classroom. Trainings will be scheduled by school administration to provide faculty best practice strategies and techniques in small group instruction.				\$0.00
5	G1.B1.S5.A1	Provide inquiry-based interdisciplinary Science learning opportunities through STEM labs, classroom activities, after school programs, etc. Professional Development: District funds provided for teachers' training in order to effectively implement interdisciplinary Science inquiry-based learning opportunities.				\$0.00
6	G1.B1.S6.A1	School Admins and teachers will identify level 3 students and differentiate instruction to increase their ability to score higher on the state standardized assessments.				\$0.00
7	G1.B2.S1.A1	Parental involvement opportunities and communication. Parent nights are designed to inform and enlighten parents as to the role they can play in their child's education. These nights provide them tools and information to increase their ability to work with students in the home environment.				\$2,400.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6150	510-Supplies	0081 - Emma Love Hardee Elementary	General Fund		\$2,400.00
<i>Notes: In order to increase parental involvement, the school hosted a STEM and ELA night to more fully involve stake holders in the learning process.</i>						

Nassau - 0081 - Emma Love Hardee Elementary - 2016-17 SIP
 Emma Love Hardee Elementary

8	G1.B3.S1.A1	Strategy: Provide collaborative planning time and professional development to meet the needs of the teachers. Professional development will include opportunities for teachers to attend workshops, trainings, and conferences on special needs issues, classroom management (CHAMPS), small group instruction best practices, Positive Behavior Support System, and the Marzano Framework. Professional Development: District Curriculum Mapping workshops, best practices in comprehension and vocabulary instruction, vertical and horizontal articulation.				\$4,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6300	750-Other Personal Services	0081 - Emma Love Hardee Elementary	Title I Part A		\$4,000.00
			<i>Notes: In order to help support collaborative planning, teachers will be provided work days to collaborate and create small group curriculum materials. Substitutes were paid to cover their classes.</i>			
9	G1.B3.S2.A1	Teachers will use collaborative planning sessions to share information from District Curriculum Mapping.				\$0.00
					Total:	\$10,400.00