



## Hartridge Academy

1400 US HIGHWAY 92 W, Winter Haven, FL 33881

[ no web address on file ]

### School Demographics

**School Type**  
Elementary

**Title I**  
No

**Free/Reduced Price Lunch**  
61%

**Alternative/ESE Center**  
No

**Charter School**  
Yes

**Minority**  
39%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A	A	

### School Board Approval

This plan is pending approval by the Polk 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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the 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 resources available to support the goals and barriers that could hinder achieving those goals (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 is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

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

### DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	<a href="#">Ella Thompson</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

The Mission of Hartridge Academy is to provide a high quality education for all students.

##### **Provide the school's vision statement**

The Vision of Hartridge Academy is to provide a high quality education for all students.

#### School Environment

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

Staff meets with parents , one family at a time, prior to the enrollment. During enrollment, the staff also meets the child and teachers are schedule a private meet and great with the entire family. This provides a welcoming atmosphere of privacy at which time the family can share personal, cultural information, and concerns without others overhearing it.

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

Students are not left unattended. We meet them at the arriving vehicle (parent car or bus - no bikes or walkers). All students are escorted by adults, not other students. Students are reminded that they may share concerns in private with teacher or another staff member and in writing if they are uncomfortable speaking about concerns. Bullying and safety policies are discussed during orientation and in ongoing activities.

##### **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**

Clear behavioral expectations are provided upon enrollment and reminded often. Rules are expectations are school wide instead of teacher specific. Hartridge staff respects the right and responsibility of parents to discipline their child, appropriately. Parents agree to be the primary provider of discipline of their child and come to the school to facilitate an environment for all students that is conducive to learning,

##### **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**

Hartridge avails itself to the district provided school psychologists and community resources for counseling as needed to meet our students' needs. Special attention is given the IEP or parent provided information (formal and informal).

#### 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).



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

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school
- Course failure in English Language Arts or mathematics
- A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

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

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

Indicator	Grade Level			Total
	K	2	3	
Attendance below 90 percent	1	0	0	1
One or more suspensions	0	0	0	
Course failure in ELA or Math	0	2	1	3
Level 1 on statewide assessment	0	0	1	1

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

At Hartridge we employ the following intervention strategies:  
Response to Intervention  
Differentiated instruction  
One on one tutoring

**Family and Community Involvement**

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).

**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).

**Will the school use its PIP to satisfy this question?**

No

**PIP Link**

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

**Description**

Each student is scheduled an OOOT (on one one time) weekly allowing for ongoing inquiry, conversation, tutoring, informing, and problem solving for staff, parents and students.

**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**

Principal Richards is a member of the local Education Committee of the Winter Haven Chamber of Commerce. She and other staff members volunteer in community projects related to children and fundraising.

The principal and staff attend local youth activities of current, future, and former students. Hartridge hosts teacher interns and college students seeking observations.

**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).

**School Leadership Team**

**Membership**

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

Name	Title
RICHARDS, DEBRA	Principal

**Duties**

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

All instructional staff is a member of the team and decide on roles when tasks arise which gives an opportunity for all to actively participate throughout the year. The team meets regularly to discuss progress, areas of need, and address new concerns.

***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***

Data is gathered and analyzed from tests required by the state and /or district as well as from authentic teacher assessment, IEPs and EPs. Plans and goals are created from it for whole group, small group and one on one instruction.

The district controls the Title I funds generated by our students. We do not receive the funds the students generate even though 60% plus of our students annually qualify for free/reduced priced meals.

The amount of Title II funds distribution is also determined by the district . We apply what we get to training as a need arises to better serve our students.

**School Advisory Council (SAC)**

**Membership**

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

Name	Stakeholder Group
Debra Richards	Principal

**Duties**

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

*Evaluation of last year's school improvement plan*

The SAC reviewed prior years' SIP and reflected upon goals met. Members noted the progress of subgroups and the school body in its entirety. There were no Title I funds to expend or budget for the current year plans. The SAC looks for trends within grade levels, from level to the next level, and within subgroups, to be sure all students' needs are addressed.

*Development of this school improvement plan*

The SAC has input and discussion; determines the use of funds that require SAC determination if any; approve the budget and SIP.

*Preparation of the school's annual budget and plan*

The principal shares the annual audit, increases in expenses and or revenue for the next year, and presents a draft budget. Suggestions are made for additional expenditures or revenue sources. The SAC members are invited to ask questions and make suggestions. The principal reviews limitations, requirements, and guidelines for expenditures.

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

We have received no Title 1 funds to allocate. Training funds stay with the district for PD360.

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

Yes

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

A new election is being held to maintain the percentages of stakeholder groups reflecting that of our school population.

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
RICHARDS, DEBRA	Principal

**Duties**

**Describe how the LLT promotes literacy within the school**

The major initiative is to match the most effective teachers, activities, lessons, and grade/class placement to facilitate adequate progress for all students.

**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).

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

Teachers have their planning period at the end of the school day after students leave which allows them daily opportunities to collaborate.

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

Responsible person - Principal Debra Richards

Teacher contracts expire annually. Each year, positions are announced that meet the needs of the new year's student body and vision. The positions are offered to the best fit to serve our students' needs from among our current highly qualified teachers who desire to return and outside highly qualified applicants. This creates a competitive applicant pool of teachers who are motivated to be highly qualified and possess a skillset and attitude conducive to serving the needs of OUR students. Seniority based on years of service is not a consideration but experience is which often comes with years of service. We value higher attitude, qualification, and experience. Though we consider all applicants, we recruit locally as we desire our staff to have a vested interest in our community and an insight into our community's challenges. We have participated in "growing our own" as a strategy to have a diverse staff who represent our community's population.

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

N/A

## Ambitious Instruction and Learning

### Instructional Programs and Strategies

#### Instructional Programs

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

Standards and curriculum are correlated prior to the year starting but are revisited as the needs arise. Teachers use an electronic planning software that documents the number of times we address a standard in lessons and which standards have not yet been covered. Lessons and the documentation are electronically forwarded to the principal weekly, two weeks in advance, and shared with peers when desired.

#### Instructional Strategies

***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***

A summer workshop is held to review data. Our next year classrooms are configured to match the students needs in regards to teacher specialization or skill, environment best suited for the child, and prior success of the teacher with students of similar difficulties in prior years. Staff also prepares a summer plan for specific students and a reading camp. Available space is first given to the students with the greatest need based on the data and authentic assessment of the teachers who worked closely with the student(s).

***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:** Summer Program

**Minutes added to school year:** 2,700

Apply IDEA funds to extend reading program into summer for ESE students in a classroom environment conducive with the IEP.

**Strategy Rationale**

This provides students an opportunity to receive small group instruction in a slower paced environment which also closes some of the summer gap.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

**Person(s) responsible for monitoring implementation of the strategy**

RICHARDS, DEBRA, debra.richards@polk-fl.net

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

All students receive a scheduled weekly OOOT (one on one time) before or after school at no cost to the parents.

**Student Transition and Readiness**

**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).

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

An annual lottery is held for kindergarten in the spring. Principal and staff meet with the August incoming students and their families before summer and offer summer bridge opportunities for a smooth transition. We also extend our summer opportunities to local elementary school's incoming kindergarten students.

**College and Career Readiness**

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

N/A

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

N/A

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

N/A

**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**

## 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

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Students will be proficient in Math.
- G2.** Students in grade 4 will be proficient writers.
- G3.** Students will be engaged in tasks that are aligned with Florida standards.

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

**G1. Students will be proficient in Math.** 1a

G058686

**Targets Supported** 1b

Indicator	Annual Target
Math Gains	60.0

**Resources Available to Support the Goal** 2

- Compass Odyssey Learning Math

**Targeted Barriers to Achieving the Goal** 3

**Plan to Monitor Progress Toward G1.** 8

Students will take short assessments on individual standards.

**Person Responsible**

DEBRA RICHARDS

**Schedule**

Quarterly, from 8/29/2014 to 5/29/2015

**Evidence of Completion**

Odyssey tracks the group, individual, and standard results. This provides a variety of timely, usable data to apply to improving instruction on specific tasks and or specific students

**G2. Students in grade 4 will be proficient writers.** 1a

G058685

**Targets Supported** 1b

Indicator	Annual Target
FAA Writing Proficiency	40.0

**Resources Available to Support the Goal** 2

- Writing A-Z mini lessons
- Writing A-Z grammar reviews

**Targeted Barriers to Achieving the Goal** 3

**Plan to Monitor Progress Toward G2.** 8

Two teacher will independently review/critique student writing selections

**Person Responsible**

DEBRA RICHARDS

**Schedule**

Quarterly, from 8/18/2014 to 5/29/2015

**Evidence of Completion**

Edited sampling of student writing selection



**G3. Students will be engaged in tasks that are aligned with Florida standards. 1a**

G058684

**Targets Supported 1b**

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	70.0

**Resources Available to Support the Goal 2**

- One on one instruction
- Differentiated instruction
- Reading in the content area

**Targeted Barriers to Achieving the Goal 3**

**Plan to Monitor Progress Toward G3. 8**

Teacher will perform reading record and comprehension assessment

**Person Responsible**

DEBRA RICHARDS

**Schedule**

Quarterly, from 8/18/2014 to 5/29/2015

**Evidence of Completion**

Student work samples, STAR report, Raz-kids report

**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

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.MA1	Students will take short assessments on individual standards.	RICHARDS, DEBRA	8/29/2014	Odyssey tracks the group, individual, and standard results. This provides a variety of timely, usable data to apply to improving instruction on specific tasks and or specific students	5/29/2015 quarterly
G2.MA1	Two teacher will independently review/ critique student writing selections	RICHARDS, DEBRA	8/18/2014	Edited sampling of student writing selection	5/29/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.MA1	Teacher will perform reading record and comprehension assessment	RICHARDS, DEBRA	8/18/2014	Student work samples, STAR report, Raz-kids report	5/29/2015 quarterly

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

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

## Technical Assistance Items

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

## Budget Rollup

Summary	
Description	Total
Grand Total	0