

St. Johns County School District

# W. Douglas Hartley Elementary



2015-16 School Improvement Plan

## W. Douglas Hartley Elementary

260 CACIQUE DR, St Augustine, FL 32086

<http://www-wdh.stjohns.k12.fl.us/>

### School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
Elementary	No	43%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	18%

### School Grades History

<b>Year</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>	<b>2011-12</b>
<b>Grade</b>	A*	A	A	A

*\*Preliminary 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 was approved by the St. Johns County School Board on 10/7/2015.

### 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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## Table of Contents

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<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>8</b>
<b>8-Step Planning and Problem Solving Implementation</b>	<b>16</b>
Goals Summary	16
Goals Detail	16
Action Plan for Improvement	21
<b>Appendix 1: Implementation Timeline</b>	<b>28</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>30</b>
Professional Development Opportunities	31
Technical Assistance Items	33
<b>Appendix 3: Budget to Support Goals</b>	<b>0</b>

## 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, B or C with at least one F in the prior three years
- 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-C 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)

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

Hartley Elementary School will provide a safe and caring environment where every student's academic, emotional and social needs are nurtured. Parents, teachers, and staff work together to create a community in which children are inspired and empowered to attain their full potentials and embrace lifelong learning.

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

Hartley Elementary School will grow a community of responsible, confident, caring and educated citizens.

#### School Environment

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

Expectations for creating a positive class culture (including honoring and celebrating diversity and cultivating relationships) are clearly communicated during teachers' preplanning orientation. Professional development, support and feedback focused on these principles are provided. Parents are invited to share requests related to cultural traditions and celebrations with teachers and on student registration forms. Foreign countries and cultures are studied through non-fiction literature at all grade levels during reading and social studies. Students' and families' cultural values, customs, holidays are respected school-wide. Every teacher designs a classroom culture plan that includes behavior management, celebrations of success and expectations for how students and teachers interact and support one another. Administration monitors classroom environments and provides feedback to teachers based on observations.

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

The administrative team clearly communicates the expectation that all stakeholders are treated with dignity and respect. The school's vision and mission which focus on safety and care are posted, reviewed and shared on a regular basis. Supervision schedules and safety procedures are reviewed by the School's Leadership and Safety Teams and are revised regularly to insure the safest environment possible. Teachers and staff receive feedback from their individual observation and annual evaluations related to the positive relationships and classroom environments they foster. SAC staff and parent surveys responding to questions about the school environment are used to identify weaknesses and set goals for improvement.

##### **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**

Each grade level determines its own age-appropriate behavior system (cards, clips, green lights/red lights, colors etc.) which sets clear expectations for students' behavior in the classroom. Verbal warnings will always precede a student losing ground on the behavior system, followed by a tangible task or loss of privilege which reminds students of their place within their grade level's system.



Communication with parents is a step as is the opportunity for a student to turn his day around and regain lost steps on the system. When a student has exhausted all steps on the classroom system or commits a serious breach of behavior, teachers may send students to an intervention with administration when accompanied by an online discipline referral. At this point, the principal contacts parents to discuss/disclose an appropriate consequence and plan for improvement and also solicits support from the parents. Training on the school's behavior plan is delivered during preplanning orientation.

**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**

The school's guidance counselor, guidance clerk, and intervention paraprofessionals plan a portion of each day in order to provide group or individual counseling, mentoring and support to those who have either asked for help or been referred by a parent or teacher. Character lessons based on the District initiative, CharacterCounts, are delivered through a classroom schedule by the guidance counselor to further support students' social and emotional growth. The guidance counselor has an "open-door" policy and is available throughout the day to address student concerns and needs.

**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**

School and class webpages, the Hartley Facebook page, online bi-weekly newsletters, parent conferences, open houses, and parent spirit and information nights ensure regular communications with parents and help keep them informed. The school's vision and mission statements are posted and communicated on meeting agendas, newsletters and the school's website.

Hartley's goal is for 100% of parents to participate in at least three school-related activities per year including orientation, open houses, parent conferences, PTO family fun nights, volunteer opportunities, field trips, parent information nights, student award assemblies or performances, etc. Every year, in conjunction with our PTO, Hartley presents informational parent nights related to issues of relevance and concern (health and fitness, bullying, building academic stamina, cyber safety). This year's topics are yet to be determined.

**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 Principal and PTO Board members solicit support especially from businesses near the school and those who are owned by families attending Hartley. When a donation is made to the school, a business provides its logo so a vinyl sign can be provided by the PTO and hung on the fence in our parent pick-up and drop-off circle. In addition, at certain levels, business logos are included on the school's website and/or in the bi-weekly newsletter. Some business partners donate scholarships for needy students so they can participate in an afterschool activity at no cost.

## 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:

Name	Title
Taylor, Joy	Principal
Gates, Jesse	Assistant Principal
Jackson, Sherry	Instructional Coach

#### Duties

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

Principal and assistant principal develop schedules, plan and deliver professional development, observe instruction and provide feedback, review teacher and student data, confer with parents and teachers, conduct intervention fidelity checks and behavior observations. Assistant principal orders instructional materials, schedules and publishes MTSS meeting dates on MTSS calendar. ILC coordinates the MTSS team, helps teachers analyze student data, coaches teachers, provides professional development and makes recommendations for interventions. She also facilitates the DE testing and MTSS meetings. School leadership meets weekly to debrief previous week and plan for the future. All members provide input into school improvement plan goals and strategies.

***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 from Discovery Education Assessments, District Formative Assessments, FSA and FCAT 2.0 are reviewed quarterly and at year's end in order to determine areas in need of improvement. When teachers identify students in need of support, the MTSS team reviews individual student data and makes recommendations for intensive interventions based on a tiered system of support. Progress is monitored and reported regularly to the team in order to determine student's progress or need for further support. Grade levels meet following formative assessments to review grade level data and adjust instruction accordingly. An ongoing system of support, assessment, data review and planning ensures progress toward individual, grade-level and school-wide goals.

Hartley Elementary's SAI plan has been approved to allow us to hire a paraprofessional who will work alongside teachers to provide interventions to our Tier 3 struggling students in reading and writing. Students served will include those who fall into our lowest 25%, economically disadvantaged and minority subgroup students. Interventions and support will be provided through a pull out and push in model and research-based interventions including Great Leaps, Early Interventions to Reading, Comprehension Toolkit and Read Naturally will be utilized for support. In addition, our Supplemental At-Risk (SAR) allocation is used to provide for a 60% paraprofessional who will provide math interventions to struggling students and serve as a family liaison for students with attendance problems.

### School Advisory Council (SAC)

#### Membership:

Name	Stakeholder Group
Joy Taylor	Principal
ElizaBeth Purtill	Teacher
Latrell Moore	Education Support Employee
Shelley Ardis	Parent
Hallie Bamford	Parent
Charlene Beymer	Parent
Susie Cunha-Corpuz	Parent
Brent Handley	Parent
Erika Lang-Montgomery	Parent
Theresa Lennon	Business/Community
Alexandra Phillips	Business/Community
John H. Samuels	Teacher
William Russell	Parent
Criston Dinger	Parent
Alicia Steinmetz	Parent
Latrania Tolbert	Parent
Cat Wilson	Parent

### 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*

SAC reviews school goals and receives an update on progress toward school goals at the first meeting of the new school year based on data received over the summer.

*Development of this school improvement plan*

SAC reviews school data, the draft edition of the School Improvement Plan, makes recommendations for edits and approves the final draft of the School Improvement Plan. SAC also monitors progress toward goals throughout the year.

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

SAC approves expenditures from the SAC budget allotment and votes to approve expenditures from the School Recognition budget.

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

SIP funds were used to purchase subscriptions to educational programs: Accelerated Reader and BrainPop (\$5500), and to provide for approved travel for teachers to state conferences or professional development seminars (\$500).

**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*

## Literacy Leadership Team (LLT)

### Membership:

Name	Title
Gates, Jesse	Assistant Principal
Jackson, Sherry	Instructional Coach
Taylor, Joy	Principal
Purtill, Beth	Teacher, K-12
Kelso, Shannon	Teacher, K-12
Davis, Darcy	Teacher, K-12
Rawitt, Tiffany	Teacher, K-12

### Duties

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

The Literacy Leadership Team meets monthly to discuss and plan around school data related to ELA, literacy curriculum, strategies, initiatives, strength and weakness areas. It approves renewal of computer-based instructional applications which support students in reading including Renaissance Accelerated Reader and Star programs, IXL and Reading Eggs and makes recommendations related to the purchase of additional LEA resources.

LLT coordinates the incentives and rewards program which inspires students to read Florida's Sunshine State books, and suggests initiatives such as our "Reading Takes Center Stage" program which provides tumbling mats on the stage in the cafeteria so that students can "sprawl" and read for fun in the cafeteria at lunchtime.

Fourth and fifth graders will participate in the District's Battle of the Books competition.

ELA District Curriculum Maps and Formative Assessments will be reviewed and suggestions for edits will be submitted to the District. The LLT will make recommendations for professional development for teachers related to the maps and assessments.

## 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**

Weekly grade level team meetings, monthly PLCs and professional development Wednesdays, common grade level daily department planning time are built in to the school's schedule to allow time for teacher collaboration and planning. PTO also assists the school in providing recognitions for teachers and opportunities for them to build relationships while participating in fun activities and celebrating accomplishments.

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

St. Johns County School District has in place a system of recruitment and retention which allows schools to only interview and hire those who are highly qualified for positions in which they're interested. The

principal selects teachers from a highly qualified pool of applicants, uses a variety of indicators to determine a good fit for our school, checks references then provides mentors to provide support for teachers new to the school.

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

Each teacher new to Hartley is paired with a mentor from his/her grade level team so that grade specific information can be provided, and shared planning time can be arranged. Grade level chairs also provide support. The new teacher mentoring support group meets at the beginning of the school year as well as quarterly and as needed to share information, provide Hartley-specific professional development and support and answer questions for the new recruits.

## **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***

Teacher representatives from each course and or grade level meet four times a year with district Subject Area Specialists to develop/review curriculum maps, mini-formative assessments, teacher resources and instructional materials. These District Professional Learning Communities (PLCs) work to ensure that curriculum, instruction, and assessment are based on applicable state standards. This process is in addition to a standards-based instructional materials review program that is used when the district adopts the primary instructional materials for a course.

The teacher representatives work with instructors and administrators at the school level to ensure that the results of the District PLCs are implemented at the school level. The curriculum maps, which include links to vetted instructional materials and lesson plans are the basis for school-level standards-based planning, instruction, assessment and re-teaching as needed.

In addition to what each teacher is doing to promote learning and measure student performance, District midterm and final exams are given in the secondary core instructional programs to assess student mastery of standards, guide instructional practice, and inform district planning. Detailed data reports are accessed through Performance Plus which is a reporting system available to all teachers and administrators. These reports are used by teachers, administrators, and district staff to ensure that instruction and assessment are designed to produce student mastery of the Florida Standards. The reports are also used with individual students and parents as needed to assist them in understanding the standards and learning expectations.

Administrators meet with teachers in elementary grade-level or secondary content area PLCs to review reports from Performance Plus and analyze results with the intent of planning instruction to differentiate, intervene, re-teach, and innovate to improve student mastery of the standards. The same information is used to review curriculum maps and instructional materials/resources as to their effectiveness in promoting standards-based instruction and learning.

This process is repeated each quarter and serves as the foundation for a standards-based continuous improvement model that uses student performance data to evaluate and improve curriculum, instruction, and assessment for the highest level student mastery of the Florida Standards.

#### **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***

Grade level departments review formative assessment results quarterly including Discovery Education. They also review chapter and unit tests during their weekly common planning and use this data as well as the formative test results and student work in order to differentiate instruction via small groups for those who struggle and need support as well as for those who need to be more challenged. Each grade level devises a team approach to share responsibility for remediating, re-testing and enriching students whose data indicate a need. For example, following a timed multiplication test, students who fail will report during the Wednesday Differentiation Block to a different teacher who works with them on their 7s tables while those who passed or exceeded expectation will report to teachers to participate in an application-level enrichment activity. For students needing additional tiers of support as indicated by progress monitoring, a math and reading intervention specialist can be scheduled to provide support using a research-based curriculum.

**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:** 5,760

Summer reading camp provides instruction and practice in reading for those students who struggle in reading and for third graders who scored a level one on 3rd grade FSA. Teachers use Study Island, a research-based intervention with students over the summer.

#### **Strategy Rationale**

An extended lapse in learning for struggling learners can result in significant ground loss over the summer. Summer reading camp is an effective program which bridges the learning gap and works to strengthen students' reading skills.

#### **Strategy Purpose(s)**

- Core Academic Instruction

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

Gates, Jesse, jesse.gates@stjohns.k12.fl.us

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

OLA and/or Study Island pre and post tests as well as the completion of third grade portfolio pieces are analyzed to determine individual student growth. Progress is shared with parents, and results are submitted to the District to determine effectiveness of program.

### **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**

Staggered school start ensures that every kindergartner receives individual attention from his kindergarten teacher during the first week at school. Since only four or five students from each kindergarten class report to school each day of the first week, teachers are able to administer individual diagnostic assessments and transition students smoothly into elementary school in a safe, calm and supportive environment. Outgoing fifth graders attend orientations at their respective



receiving schools and attend Open House informational activities in order to smooth their transitions to middle school.

### 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***

NA

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

NA

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

NA

***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

## 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.** Hartley will implement the District-adopted "Being a Writer" to focus instruction in grades K-2. In grades 3-5, instruction will focus on authentic writing practice across the curriculum and will provide for regular teacher/student conferencing around rubric-driven writing results and individual goal setting.
- G2.** Hartley Elementary School will fully utilize District Curriculum Maps aligned to the Florida Common Core Standards, MEAs, MFAS and DBQs to guide planning, focus and deliver authentic instruction and improve percentages of proficiency and annual gains in writing, reading, science and math.
- G3.** Hartley Elementary School will administer Discovery Education, and ongoing assessments embedded in curriculum maps in order to measure student learning and inform and differentiate instruction.
- G4.** Hartley Elementary School will take actions which will ensure progress towards closing disparity gaps in achievement between non-disabled students and those with disabilities, who are economically disadvantaged and/or in racial subgroups.

## 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.** Hartley will implement the District-adopted "Being a Writer" to focus instruction in grades K-2. In grades 3-5, instruction will focus on authentic writing practice across the curriculum and will provide for regular teacher/student conferencing around rubric-driven writing results and individual goal setting. 1a

G069064

**Targets Supported** 1b

Indicator	Annual Target
FAA Writing Proficiency	70.0

**Resources Available to Support the Goal** 2

- Professional Development and opportunities to collaborate with peers for support will be provided by the District and School.

**Targeted Barriers to Achieving the Goal** 3

- Teachers are currently unfamiliar with the Being a Writer curriculum.

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

Writing progress will be monitored regularly using a variety of assignments and assessments to determine progress and set goals for improvement.

**Person Responsible**

Sherry Jackson

**Schedule**

Weekly, from 8/10/2015 to 5/26/2016

**Evidence of Completion**

Grade-level and school-wide pre and post-writing prompts, exit slips, authentic writing assignments, journals, class writing assignments

**G2.** Hartley Elementary School will fully utilize District Curriculum Maps aligned to the Florida Common Core Standards, MEAs, MFAS and DBQs to guide planning, focus and deliver authentic instruction and improve percentages of proficiency and annual gains in writing, reading, science and math. 1a

 G069065

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	83.0
FAA Writing Proficiency	70.0
AMO Reading - All Students	83.0

**Resources Available to Support the Goal** 2

- District Curriculum Maps and CPalms will be utilized to guide planning and focus instruction by every teacher at every grade in all subjects.
- The instructional literacy coach and personnel from Instructional Services at the District level will provide support, technical assistance and professional development related to implementing curriculum maps and related resources for our teachers.

**Targeted Barriers to Achieving the Goal** 3

- As time for teacher learning is the biggest barrier, the professional development calendar will reflect a schedule for training related to best practices for implementing District curriculum maps, utilizing related resources (MEAs, MFAS and DBQs) and implementing strategies as well as time for teachers to collaborate and plan together in order to ensure engaging, authentic instruction, data analysis and effective differentiation.

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

Ongoing formative assessments including assessments identified in curriculum maps, Discovery Education Assessments 2x per year, , EOCs 1x per year, Florida Standards Assessment (grades 3-5) end of year w.ill determine progress

**Person Responsible**

Jesse Gates

**Schedule**

On 5/26/2016

**Evidence of Completion**

Performance Plus School Reports, Discovery Education School Reports, FLDOE school reports

**G3.** Hartley Elementary School will administer Discovery Education, and ongoing assessments embedded in curriculum maps in order to measure student learning and inform and differentiate instruction. 1a

G069066

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	83.0
AMO Reading - All Students	83.0
FAA Writing Proficiency	70.0

**Resources Available to Support the Goal** 2

- School ILC and District personnel from Instructional Services will provide support and professional development related to the implementation of formative assessments, how to use them effectively as an instructional tool and how to use results to inform and differentiate instruction.

**Targeted Barriers to Achieving the Goal** 3

- Professional development and time for teachers to collaborate to analyze data from assessments will need to be scheduled..

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

Data from formative assessments (chapter/ unit tests, quizzes, writing activities, DE, and previous year summative assessments) (FSA) will be used to guide instruction and drive differentiation.

**Person Responsible**

Joy Taylor

**Schedule**

Quarterly, from 9/3/2015 to 5/27/2016

**Evidence of Completion**

Agenda from Grade Level Data Meetings, Minutes from Grade Level Data Meetings, student and grade level results from DFAs and other formative assessments

**G4.** Hartley Elementary School will take actions which will ensure progress towards closing disparity gaps in achievement between non-disabled students and those with disabilities, who are economically disadvantaged and/or in racial subgroups. 1a

G069067

**Targets Supported** 1b

Indicator	Annual Target
ELA/Reading Gains	80.0
Math Gains	80.0

**Resources Available to Support the Goal** 2

- Hartley's MTSS team meets weekly to identify needs of struggling students and plan for differentiation, interventions and support and to closely monitor the progress of the school's lowest quartile students. Intervention paraprofessionals work with small groups to further support students in reading and math.
- Character Counts instruction and initiatives help students to understand the importance of making character-driven decisions.

**Targeted Barriers to Achieving the Goal** 3

- Teachers must communicate high expectations and provide rigorous activities and assessments for struggling students in order to ensure that they make progress toward proficiency in reading and math and show annual gains in all subjects.

**Plan to Monitor Progress Toward G4.** 8

Parent contact logs, DE and FSA student data

**Person Responsible**

Sherry Jackson

**Schedule**

Quarterly, from 8/10/2015 to 5/26/2016

**Evidence of Completion**

Meeting flyers, agendas, sign-in sheets, DE and FSA student data

## 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.** Hartley will implement the District-adopted "Being a Writer" to focus instruction in grades K-2. In grades 3-5, instruction will focus on authentic writing practice across the curriculum and will provide for regular teacher/student conferencing around rubric-driven writing results and individual goal setting. **1**

 G069064

**G1.B1** Teachers are currently unfamiliar with the Being a Writer curriculum. **2**

 B179470

**G1.B1.S1** Professional development related to "Being a Writer" for K-2 teachers and authentic writing for teachers in grades 3-5, as well as time to collaborate with peers for support will be provided by the District and School. **4**

 S190791

### Strategy Rationale

Teachers will be able to implement the new curriculum more effectively when they've had training on how to use the materials and when they have the opportunity to collaborate with peers for support.

### Action Step 1 **5**

"Being a Writer" training will be provided by Sheila Veatch during pre-planning. Teachers will view the training video and collaborate with team members to plan for implementation of the curriculum.

#### Person Responsible

Sherry Jackson

#### Schedule

Weekly, from 8/6/2015 to 5/24/2016

#### Evidence of Completion

Sign in sheets from training, grade level meeting minutes, teacher lesson plans, data from classroom observations and student results will be reviewed.

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

Sign in sheets for training will be collected and minutes from grade level meetings reviewed. Walkthrough observations and student results will confirm implementation of "Being a Writer".

**Person Responsible**

Joy Taylor

**Schedule**

On 5/25/2016

***Evidence of Completion***

Sign in sheets, minutes from grade level meetings, teacher lesson plans, student data related to writing activities and classroom walkthroughs will confirm that teachers are implementing and monitoring instruction and results related to "Being a Writer" curriculum.

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

Grade level chairs will share progress during Leadership Team Meetings. Results from grade level writing activities will be reported quarterly to admin. Classroom instruction will be monitored during walkthroughs by admin and ILC.

**Person Responsible**

Joy Taylor

**Schedule**

Monthly, from 8/17/2015 to 5/25/2016


***Evidence of Completion***

Data from student writing, leadership team minutes, classroom observations


**G2.** Hartley Elementary School will fully utilize District Curriculum Maps aligned to the Florida Common Core Standards, MEAs, MFAS and DBQs to guide planning, focus and deliver authentic instruction and improve percentages of proficiency and annual gains in writing, reading, science and math. **1**

 G069065

**G2.B1** As time for teacher learning is the biggest barrier, the professional development calendar will reflect a schedule for training related to best practices for implementing District curriculum maps, utilizing related resources (MEAs, MFAS and DBQs) and implementing strategies as well as time for teachers to collaborate and plan together in order to ensure engaging, authentic instruction, data analysis and effective differentiation. **2**

 B179471

**G2.B1.S1** Hartley's Professional Development calendar will reflect dates planned to deliver support to teachers related to the implementation of the Common Core Curriculum and the District Curriculum maps. **4**

 S190792

### **Strategy Rationale**

Teachers need training and time to collaborate, plan and apply learning. When training and PLC Wednesdays are scheduled in advance , teachers have and make more time to process what they've learned and to plan instruction based on goals for student learning..

### **Action Step 1 **5****

Teachers will receive professional development and support in utilizing District Curriculum Maps to guide instruction and assessment.

#### **Person Responsible**

Joy Taylor

#### **Schedule**

Weekly, from 8/10/2015 to 5/26/2016

#### **Evidence of Completion**

Lesson Plans, EEE walkthroughs and observations, formative assessments and grade level team minutes

**Action Step 2** 5

Teachers will receive professional development related to Florida CCSS and the implementation of District Curriculum Maps on early-release Wednesdays and will process learning and plan together during PLC Wednesdays and weekly grade level meetings.

**Person Responsible**

Sherry Jackson

**Schedule**

Monthly, from 8/19/2014 to 5/20/2015

***Evidence of Completion***

PD meeting agendas and sign in sheets

**Plan to Monitor Fidelity of Implementation of G2.B1.S1** 6

Teachers will plan and deliver instruction based on the Florida CCSS and District Curriculum Maps. Principal and assistant principal will monitor implementation by walkthrough observations of classroom instruction and review of lesson plans. ILC and District coordinators will provide professional development and support.

**Person Responsible**

Joy Taylor

**Schedule**

Biweekly, from 8/10/2015 to 5/26/2016

***Evidence of Completion***

Lesson plans, EEE walkthrough observations, professional development agendas and sign-in logs



**Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7**

iObservation protocols, lesson plan reviews and formative assessment data will determine the effectiveness of professional development and the implementation of Curriculum Maps used to guide instruction in the classroom.

**Person Responsible**

Joy Taylor

**Schedule**

Biweekly, from 8/10/2015 to 5/26/2016

**Evidence of Completion**

PD calendar, Lesson plans, EEE teacher observations, PD agendas and sign-in logs

**G3.** Hartley Elementary School will administer Discovery Education, and ongoing assessments embedded in curriculum maps in order to measure student learning and inform and differentiate instruction. 1

 G069066

**G3.B1** Professional development and time for teachers to collaborate to analyze data from assessments will need to be scheduled.. 2

 B179472

**G3.B1.S1** During PLC Wednesdays, teachers will work together to analyze grade level formative assessment data and plan lessons and support in response to indicated needs. 4

 S190793

**Strategy Rationale**

When teachers are given time to review student work and collaborate to analyze assessment results, they will be better equipped to plan effective instruction which addresses differentiated student needs, and student data will reflect improvement.

**Action Step 1 5**

Teachers will receive support and professional development related to the analysis of student data and planning instruction in response to individual and grade level results.

**Person Responsible**

Sherry Jackson

**Schedule**

Monthly, from 8/10/2015 to 5/26/2016

**Evidence of Completion**

Meeting agendas, minutes and sign-in sheets

**Plan to Monitor Fidelity of Implementation of G3.B1.S1** 6

Principal will review grade level team minutes, attend meetings and review grade level student data to monitor for planning in response to data collection and student growth.

**Person Responsible**

Joy Taylor

**Schedule**

Weekly, from 8/10/2015 to 5/27/2016

**Evidence of Completion**

Grade Level Team minutes, DE and DFA data

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1** 7

Administration, Leadership and the MTSS team will regularly review school-wide formative and summative assessments in order to determine need for improvements and next steps.

**Person Responsible**

Joy Taylor

**Schedule**

Quarterly, from 9/3/2015 to 5/27/2016

**Evidence of Completion**

Discovery Education Assessment and Florida Standards Assessment results

**G4.** Hartley Elementary School will take actions which will ensure progress towards closing disparity gaps in achievement between non-disabled students and those with disabilities, who are economically disadvantaged and/or in racial subgroups. 1

G069067

**G4.B2** Teachers must communicate high expectations and provide rigorous activities and assessments for struggling students in order to ensure that they make progress toward proficiency in reading and math and show annual gains in all subjects. 2

B179474

**G4.B2.S1** The Instructional Literacy Coach will provide professional development to teachers to insure they are providing rigorous, authentic student work and assessments, and that all students are provided opportunities and support needed to experience success with complex tasks. 4

S190795

### Strategy Rationale

If students learn strategies and practice with work that simulates the level of rigor and stamina required to experience success with the State test, they will master Florida Standards and perform well on summative assessments.

### Action Step 1 5

Professional development on authentic student work, text complexity and assessment building will be provided.

#### Person Responsible

Sherry Jackson

#### Schedule

Monthly, from 8/10/2015 to 5/26/2016

#### Evidence of Completion

PD sign in sheets, exit slips, EEE classroom observations

### Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

EEE classroom observations, lesson plans and student results from formative assessments will be reviewed.

#### Person Responsible

Joy Taylor

#### Schedule

Biweekly, from 8/10/2015 to 5/26/2016

#### Evidence of Completion

EEE protocols and results formative assessment student data

**Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7**

EEE classroom observations, lesson plans and student results from formative assessments will be reviewed

**Person Responsible**

Joy Taylor

**Schedule**

On 5/26/2016

**Evidence of Completion**

Growth data from students in lowest quartile, minority and ESE categories will be reviewed to determine disparities related to non-subgroup students.

**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.B1.S1.A1	"Being a Writer" training will be provided by Sheila Veatch during pre-planning. Teachers will view the training video and collaborate with team members to plan for implementation of the curriculum.	Jackson, Sherry	8/6/2015	Sign in sheets from training, grade level meeting minutes, teacher lesson plans, data from classroom observations and student results will be reviewed.	5/24/2016 weekly
G2.B1.S1.A1	Teachers will receive professional development and support in utilizing District Curriculum Maps to guide instruction and assessment.	Taylor, Joy	8/10/2015	Lesson Plans, EEE walkthroughs and observations, formative assessments and grade level team minutes	5/26/2016 weekly
G3.B1.S1.A1	Teachers will receive support and professional development related to the analysis of student data and planning instruction in response to individual and grade level results.	Jackson, Sherry	8/10/2015	Meeting agendas, minutes and sign-in sheets	5/26/2016 monthly
G4.B2.S1.A1	Professional development on authentic student work, text complexity and assessment building will be provided.	Jackson, Sherry	8/10/2015	PD sign in sheets, exit slips, EEE classroom observations	5/26/2016 monthly
G2.B1.S1.A2	Teachers will receive professional development related to Florida CCSS and the implementation of District Curriculum Maps on early-release Wednesdays and will process learning and plan together during PLC Wednesdays and weekly grade level meetings.	Jackson, Sherry	8/19/2014	PD meeting agendas and sign in sheets	5/20/2015 monthly
G1.MA1	Writing progress will be monitored regularly using a variety of assignments and assessments to determine progress and set goals for improvement.	Jackson, Sherry	8/10/2015	Grade-level and school-wide pre and post-writing prompts, exit slips, authentic writing assignments, journals, class writing assignments	5/26/2016 weekly
G1.B1.S1.MA1	Grade level chairs will share progress during Leadership Team Meetings. Results from grade level writing activities will be reported quarterly to	Taylor, Joy	8/17/2015	Data from student writing, leadership team minutes, classroom observations	5/25/2016 monthly

**St. Johns - 0261 - W. Douglas Hartley Elementary - 2015-16 SIP**  
*W. Douglas Hartley Elementary*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	admin. Classroom instruction will be monitored during walkthroughs by admin and ILC.				
G1.B1.S1.MA1	Sign in sheets for training will be collected and minutes from grade level meetings reviewed. Walkthrough observations and student results will confirm implementation of "Being a Writer".	Taylor, Joy	8/6/2015	Sign in sheets, minutes from grade level meetings, teacher lesson plans, student data related to writing activities and classroom walkthroughs will confirm that teachers are implementing and monitoring instruction and results related to "Being a Writer" curriculum.	5/25/2016 one-time
G2.MA1	Ongoing formative assessments including assessments identified in curriculum maps, Discovery Education Assessments 2x per year, , EOCs 1x per year, Florida Standards Assessment (grades 3-5) end of year will determine progress	Gates, Jesse	8/10/2015	Performance Plus School Reports, Discovery Education School Reports, FLDOE school reports	5/26/2016 one-time
G2.B1.S1.MA1	iObservation protocols, lesson plan reviews and formative assessment data will determine the effectiveness of professional development and the implementation of Curriculum Maps used to guide instruction in the classroom.	Taylor, Joy	8/10/2015	PD calendar, Lesson plans, EEE teacher observations, PD agendas and sign-in logs	5/26/2016 biweekly
G2.B1.S1.MA1	Teachers will plan and deliver instruction based on the Florida CCSS and District Curriculum Maps. Principal and assistant principal will monitor implementation by walkthrough observations of classroom instruction and review of lesson plans. ILC and District coordinators will provide professional development and support.	Taylor, Joy	8/10/2015	Lesson plans, EEE walkthrough observations, professional development agendas and sign-in logs	5/26/2016 biweekly
G3.MA1	Data from formative assessments (chapter/ unit tests, quizzes, writing activities, DE, and previous year summative assessments) (FSA) will be used to guide instruction and drive differentiation.	Taylor, Joy	9/3/2015	Agenda from Grade Level Data Meetings, Minutes from Grade Level Data Meetings, student and grade level results from DFAs and other formative assessments	5/27/2016 quarterly
G3.B1.S1.MA1	Administration, Leadership and the MTSS team will regularly review school-wide formative and summative assessments in order to determine need for improvements and next steps.	Taylor, Joy	9/3/2015	Discovery Education Assessment and Florida Standards Assessment results	5/27/2016 quarterly
G3.B1.S1.MA1	Principal will review grade level team minutes, attend meetings and review grade level student data to monitor for planning in response to data collection and student growth.	Taylor, Joy	8/10/2015	Grade Level Team minutes, DE and DFA data	5/27/2016 weekly
G4.MA1	Parent contact logs, DE and FSA student data	Jackson, Sherry	8/10/2015	Meeting flyers, agendas, sign-in sheets, DE and FSA student data	5/26/2016 quarterly
G4.B2.S1.MA1	EEE classroom observations, lesson plans and student results from formative assessments will be reviewed	Taylor, Joy	8/10/2015	Growth data from students in lowest quartile, minority and ESE categories will be reviewed to determine disparities related to non-subgroup students.	5/26/2016 one-time
G4.B2.S1.MA1	EEE classroom observations, lesson plans and student results from formative assessments will be reviewed.	Taylor, Joy	8/10/2015	EEE protocols and results formative assessment student data	5/26/2016 biweekly

## 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.*

**G2.** Hartley Elementary School will fully utilize District Curriculum Maps aligned to the Florida Common Core Standards, MEAs, MFAS and DBQs to guide planning, focus and deliver authentic instruction and improve percentages of proficiency and annual gains in writing, reading, science and math.

**G2.B1** As time for teacher learning is the biggest barrier, the professional development calendar will reflect a schedule for training related to best practices for implementing District curriculum maps, utilizing related resources (MEAs, MFAS and DBQs) and implementing strategies as well as time for teachers to collaborate and plan together in order to ensure engaging, authentic instruction, data analysis and effective differentiation.

**G2.B1.S1** Hartley's Professional Development calendar will reflect dates planned to deliver support to teachers related to the implementation of the Common Core Curriculum and the District Curriculum maps.

### PD Opportunity 1

Teachers will receive professional development related to Florida CCSS and the implementation of District Curriculum Maps on early-release Wednesdays and will process learning and plan together during PLC Wednesdays and weekly grade level meetings.

#### Facilitator

Sherry Jackson, Instructional Services

#### Participants

all instructional staff and administration

#### Schedule

Monthly, from 8/19/2014 to 5/20/2015

**G3.** Hartley Elementary School will administer Discovery Education, and ongoing assessments embedded in curriculum maps in order to measure student learning and inform and differentiate instruction.

**G3.B1** Professional development and time for teachers to collaborate to analyze data from assessments will need to be scheduled..

**G3.B1.S1** During PLC Wednesdays, teachers will work together to analyze grade level formative assessment data and plan lessons and support in response to indicated needs.

### **PD Opportunity 1**

Teachers will receive support and professional development related to the analysis of student data and planning instruction in response to individual and grade level results.

#### **Facilitator**

Sherry Jackson, Joy Taylor, Donna Frank, Laurie Hays

#### **Participants**

Teachers

#### **Schedule**

Monthly, from 8/10/2015 to 5/26/2016

**G4.** Hartley Elementary School will take actions which will ensure progress towards closing disparity gaps in achievement between non-disabled students and those with disabilities, who are economically disadvantaged and/or in racial subgroups.

**G4.B2** Teachers must communicate high expectations and provide rigorous activities and assessments for struggling students in order to ensure that they make progress toward proficiency in reading and math and show annual gains in all subjects.

**G4.B2.S1** The Instructional Literacy Coach will provide professional development to teachers to insure they are providing rigorous, authentic student work and assessments, and that all students are provided opportunities and support needed to experience success with complex tasks.

### **PD Opportunity 1**

Professional development on authentic student work, text complexity and assessment building will be provided.

#### **Facilitator**

Sherry Jackson

#### **Participants**

Teachers

#### **Schedule**

Monthly, from 8/10/2015 to 5/26/2016



## Technical Assistance Items

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

**G1.** Hartley will implement the District-adopted "Being a Writer" to focus instruction in grades K-2. In grades 3-5, instruction will focus on authentic writing practice across the curriculum and will provide for regular teacher/student conferencing around rubric-driven writing results and individual goal setting.

**G1.B1** Teachers are currently unfamiliar with the Being a Writer curriculum.

**G1.B1.S1** Professional development related to "Being a Writer" for K-2 teachers and authentic writing for teachers in grades 3-5, as well as time to collaborate with peers for support will be provided by the District and School.

### **PD Opportunity 1**

"Being a Writer" training will be provided by Sheila Veatch during pre-planning. Teachers will view the training video and collaborate with team members to plan for implementation of the curriculum.

#### **Facilitator**

Sheila Veatch, Sherry Jackson, Beth Purtill

#### **Participants**

All teachers in grades K-2 will participate in the District and video training. Teachers in grades K-3 will utilize strategies developed in collaborative grade level meetings.

#### **Schedule**

Weekly, from 8/6/2015 to 5/24/2016

**G2.** Hartley Elementary School will fully utilize District Curriculum Maps aligned to the Florida Common Core Standards, MEAs, MFAS and DBQs to guide planning, focus and deliver authentic instruction and improve percentages of proficiency and annual gains in writing, reading, science and math.

**G2.B1** As time for teacher learning is the biggest barrier, the professional development calendar will reflect a schedule for training related to best practices for implementing District curriculum maps, utilizing related resources (MEAs, MFAS and DBQs) and implementing strategies as well as time for teachers to collaborate and plan together in order to ensure engaging, authentic instruction, data analysis and effective differentiation.

**G2.B1.S1** Hartley's Professional Development calendar will reflect dates planned to deliver support to teachers related to the implementation of the Common Core Curriculum and the District Curriculum maps.

**PD Opportunity 1**

Teachers will receive professional development and support in utilizing District Curriculum Maps to guide instruction and assessment.

**Facilitator**

Sherry Jackson, Laurie Hays, Donna Frank, Brian Morgan

**Participants**

Principal, ILC, Assistant Principal, all teachers will participate

**Schedule**

Weekly, from 8/10/2015 to 5/26/2016

<b>Budget</b>			
<b>Budget Data</b>			
1	G1.B1.S1.A1	"Being a Writer" training will be provided by Sheila Veatch during pre-planning. Teachers will view the training video and collaborate with team members to plan for implementation of the curriculum.	\$0.00
2	G2.B1.S1.A1	Teachers will receive professional development and support in utilizing District Curriculum Maps to guide instruction and assessment.	\$0.00
3	G2.B1.S1.A2	Teachers will receive professional development related to Florida CCSS and the implementation of District Curriculum Maps on early-release Wednesdays and will process learning and plan together during PLC Wednesdays and weekly grade level meetings.	\$0.00
4	G3.B1.S1.A1	Teachers will receive support and professional development related to the analysis of student data and planning instruction in response to individual and grade level results.	\$0.00
5	G4.B2.S1.A1	Professional development on authentic student work, text complexity and assessment building will be provided.	\$0.00
<b>Total:</b>			<b>\$0.00</b>