

St. Johns County School District

W. Douglas Hartley Elementary



2016-17 Schoolwide Improvement Plan

W. Douglas Hartley Elementary

260 CACIQUE DR, St Augustine, FL 32086

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

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 PK-5	No	44%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	20%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	A	A*	A	A

**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 9/29/2016.

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 W. Douglas Hartley Elementary

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. Provide the school's vision statement.

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

2. School Environment

a. 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.

b. 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 ensure the safest environment possible. Teachers and staff receive feedback from their individual observations 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.

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.

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 critical 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.

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.

The school's guidance counselor plans a portion of each day 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.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 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.

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
	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.

B. Family and Community Engagement

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

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

No

1. PIP Link

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

2. 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, etc). This year's topics are yet to be determined.

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 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 student in need so they can participate in an afterschool activity at no cost.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 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
Taylor, Joy	Principal
Appelquist, Nicole	Assistant Principal
Davis, Darcy	Teacher, K-12
Kerly, Amber	Teacher, K-12
Rawitt, Tiffany	Teacher, K-12
Conner, Darlene	Teacher, K-12
Deyo, Renee	Teacher, K-12
Milillo, Kathryn	Teacher, K-12
Paul, Charlotte	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.

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. Teacher-leaders attend monthly Leadership Team Meetings to review safety concerns and upcoming events and to monitor progress toward school goals. They also provide instructional leadership, training and support for their grade level teams. All members provide input into school improvement plan goals and strategies.

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.

Data from Discovery Education Assessments, District Created Assessment, 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 Leadership and grade level teams in order to determine student's progress and 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 certified teacher who will work alongside teachers to provide computer -based interventions to our Tier 3 struggling students in reading and math. 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 differentiated, technology-based instructional model and research-based interventions available to all students, including Reading Eggs and IXL, iReady Florida ELA (3-5), Being a Reader (K-2) and Being a Writer (3-5), Early Interventions to Reading, Comprehension Toolkit and Read Naturally. The

assistant principal manages the ordering, inventory and distribution of curricular resources. In addition, our Supplemental At-Risk (SAR) allocation is used to provide for a certified teacher who will provide computer-based reading and math support to struggling students.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Joy Taylor	Principal
Shelley Ardis	Parent
Hallie Bamford	Parent
Susie Cunha-Corpuz	Parent
Brent Handley	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
Amber Kerly	Teacher
Chris Felton	Education Support Employee

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

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

b. 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 and votes on requests for School Improvement/school recognition fund expenditures.

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

SAC approves the School Recognition fund distribution plan and votes on SAC budget allotments and expenditures from the School Recognition budget.

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

School improvement funds were used to purchase subscriptions to educational programs (site licenses) including IXL Learning (\$2650) and BrainPop (\$2295).

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
Appelquist, Nicole	Assistant Principal
McLellan, Sherry	Instructional Coach
Taylor, Joy	Principal
Davis, Darcy	Teacher, K-12
Rawitt, Tiffany	Teacher, K-12
Conner, Darlene	Teacher, K-12
Deyo, Renee	Teacher, K-12
Paul, Charlotte	Teacher, K-12
Milillo, Kathryn	Teacher, K-12

b. Duties

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

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.

LLT coordinates and promotes literacy-based competitions. Third, fourth and fifth graders participate in the District's Battle of the Books competition. Fourth graders participate in the school, District, State and/or National Scripps Spelling Bee. Fifth graders participate in the school, District, State and National 4-H Tropicana Speech Contest.

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

D. Public and Collaborative Teaching

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

1. 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 monthly professional development Wednesdays as well as daily common grade level 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 substitutes during the year to cover classes while teachers train together in professional development activities together, and they coordinate recognitions for teachers as well as opportunities for them to build relationships while participating in fun activities and celebrating accomplishments.

2. 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 are 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.

3. 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 led by the ILC meets at the beginning of the school year as well as quarterly and as needed to share information, receive Hartley-specific professional development/ support and get answers to questions.

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.

Teacher representatives from each course and or grade level meet twice a year with district Subject Area Specialists to develop/review curriculum maps, formative assessments and teacher resources to include instructional materials. These District Professional Learning Communities 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 Professional Learning Communities 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 and instruction.

In addition to what each teacher is doing to promote learning and measure student performance, District midterms (6-12) assessments and progress monitoring assessments (K-5) are given in the core instructional programs to assess student mastery of standards, guide instructional practice and inform district planning. Detailed data reports are 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 grade level / content area Professional Learning Communities to review data reports and analyze results with the intent of planning instruction to differentiate, intervene, re-teaching, 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 twice a year 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 in a manner designed to promote the highest level student mastery of the Florida Standards.

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.

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.

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: Summer Program

Minutes added to school year:

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 "Velocity", a research-based intervention, with students over the summer.

Strategy Rationale

An extended lapse in learning for struggling learners can result in significant ground lost 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

Taylor, Joy, joy.taylor@stjohns.k12.fl.us

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

Velocity pre and post tests as well as the completion of third grade portfolio pieces or results from the SAT 10 assessment are analyzed to determine individual student growth. Progress is shared with parents, and results are submitted to the District to determine effectiveness of program.

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. Â§ 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.

Staggered school start ensures that every kindergartner receives individual attention from his or her 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.

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:

No files were uploaded

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.

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.

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.** The percent of students among Hartley's lowest quartile who achieve gains in math according to the FSA will increase by 5%, from 56% to 61%.
- G2.** Hartley's students who show gains in ELA according to FSA will increase by 5%, from 57% to 62%
- G3.** The percent of students in Hartley's lowest quartile who show gains in ELA according to the FSA will improve by 5%, from 35% to 40%

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. The percent of students among Hartley's lowest quartile who achieve gains in math according to the FSA will increase by 5%, from 56% to 61%. 1a

G083900

Targets Supported 1b

Indicator	Annual Target
Math Gains	62.0

Targeted Barriers to Achieving the Goal 3

- Teachers need professional development in delivering effective instruction and differentiating support for students who struggle in math.

Resources Available to Help Reduce or Eliminate the Barriers 2

- District Curriculum Coordinator and Specialist, Teacher-Leaders, ILC

Plan to Monitor Progress Toward G1. 8

DE math data on lowest quartile students will be reviewed quarterly, LQ student grades will be closely monitored, progress reports from IXL math will be reviewed

Person Responsible

Joy Taylor

Schedule

Weekly, from 8/3/2016 to 5/25/2017

Evidence of Completion

DE data, "Go Math" chapter and unit tests, student grades in eSchoolPlus, IXL growth reports, report cards

G2. Hartley's students who show gains in ELA according to FSA will increase by 5%, from 57% to 62% 1a

G083901

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	62.0

Targeted Barriers to Achieving the Goal 3

- Teachers need professional development in improving instruction which mirrors the complexity of the ELA FSA in order to help students make measureable gains.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional Literacy Coach, teacher experts, District curriculum Coordinators and Specialists
- FLReady, Being a Reader, Being a Writer, Reading Eggs, Read Naturally, Renaissance Accelerated Reader

Plan to Monitor Progress Toward G2. 8

DE quarterly data, Reading Eggs reports, FLReady chapter and unit tests, Being a Reader and Being A Writer scored activities will be reviewed weekly to determine gains/growth of student in ELA.

Person Responsible

Joy Taylor

Schedule

Weekly, from 8/3/2016 to 5/26/2017

Evidence of Completion

DE quarterly reports of growth, Reading Eggs individual student growth reports, curricular quizzes and tests, report cards

G3. The percent of students in Hartley's lowest quartile who show gains in ELA according to the FSA will improve by 5%, from 35% to 40% **1a**

G083902

Targets Supported **1b**

Indicator	Annual Target
ELA/Reading Gains District Assessment	40.0

Targeted Barriers to Achieving the Goal **3**

- Teachers need appropriate and effective research-based instructional materials that support DIFFERENTIATED ELA instruction and mirror the rigor of the DE and FSA to use with our lowest quartile students.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Instructional Literacy Coach, in-house teacher experts, model classrooms, District instructional coordinators and specialists
- Being A Reader, Being A Writer, FLReady, Reading Eggs, Read Naturally, Renaissance Accelerated Reader

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

Review of DE ELA quarterly data, Reading Eggs, Read Naturally and STAR teacher reports, student grades

Person Responsible

Joy Taylor

Schedule

Biweekly, from 8/3/2016 to 5/26/2017

Evidence of Completion

DE ELA quarterly data, Reading Eggs and STAR reports, student grades and FSA

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. The percent of students among Hartley's lowest quartile who achieve gains in math according to the FSA will increase by 5%, from 56% to 61%. **1**

 G083900

G1.B1 Teachers need professional development in delivering effective instruction and differentiating support for students who struggle in math. **2**

 B222888

G1.B1.S1 Teachers will work with District Specialists, teacher experts and the ILC to develop effective instructional strategies which will help students who struggle in math to achieve measureable gains. **4**

 S235175

Strategy Rationale

When teachers are armed with effective instructional strategies and receive feedback and support related to their delivering appropriate support to struggling math students, their lowest quartile students will achieve gains in math.

Action Step 1 **5**

Differentiated training which targets essential skills and strategies for providing effective support for their students who struggle in math (lowest 25%) will be scheduled for teachers based on their individual and grade level needs

Person Responsible

Sherry McLellan

Schedule

Monthly, from 8/3/2016 to 5/26/2017

Evidence of Completion

quarterly DE math data, Go Math test scores, report card grades, iObservation classroom walkthrough reports

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

Training sign-in sheets will be examined, quarterly DE math data reviewed, classroom instruction will reflect application of strategies learned in PD.

Person Responsible

Sherry McLellan

Schedule

Biweekly, from 8/3/2016 to 5/25/2017

Evidence of Completion

PD sign-in rosters, DE data (math), EEE walkthrough forms

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

Teachers will apply what they've learned in PD related to targeting differentiated math instruction, and their classroom observations and student data will reflect improved instruction.

Person Responsible

Joy Taylor

Schedule

Daily, from 8/3/2016 to 5/25/2017

Evidence of Completion

EEE observation feedback forms, math DE data for lowest quartile students

G2. Hartley's students who show gains in ELA according to FSA will increase by 5%, from 57% to 62% **1**

G083901

G2.B1 Teachers need professional development in improving instruction which mirrors the complexity of the ELA FSA in order to help students make measureable gains. **2**

B222889

G2.B1.S1 Professional development provided by teacher-leaders, the ILC and District Curriculum Specialists will be scheduled in order to meet the differentiated needs of each grade level related to helping their students make gains in ELA according to the FSA. **4**

S235176

Strategy Rationale

When teachers receive targeted, meaningful training on effective instructional strategies to help their students perform on the ELA section of the FSA, measureable gains should result.

Action Step 1 **5**

Differentiated professional development related to ELA will be provided to each grade level

Person Responsible

Sherry McLellan

Schedule

Biweekly, from 8/3/2016 to 5/26/2017

Evidence of Completion

Professional development sign in logs, Training agendas, classroom observations

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

Student data reviewed quarterly, data chats with teachers scheduled, classroom observation feedback provided

Person Responsible

Joy Taylor

Schedule

Quarterly, from 8/3/2016 to 5/26/2017

Evidence of Completion

Student data printouts (DE, report cards), schedule of data chats, training agendas, classroom observation forms

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

Student DE data reviewed quarterly will reflect steady gains/growth in ELA

Person Responsible

Sherry McLellan

Schedule

Quarterly, from 8/3/2016 to 5/26/2017

Evidence of Completion

DE data segregated by teacher and grade level, classroom work/ assessments, individual report card grades

G3. The percent of students in Hartley's lowest quartile who show gains in ELA according to the FSA will improve by 5%, from 35% to 40% **1**

 G083902

G3.B2 Teachers need appropriate and effective research-based instructional materials that support DIFFERENTIATED ELA instruction and mirror the rigor of the DE and FSA to use with our lowest quartile students. **2**

 B222892

G3.B2.S1 K-2 Teachers will utilize newly-adopted "Being a Reader", while 3-5 teachers will utilize newly-adopted "Being a "Writer" and "FIReady" curriculum materials as well as "Reading Eggs" , "Read Naturally" (K-5) and "Renaissance Accelerated Reader" (grades 1-5) online to differentiate ELA instruction for our lowest quartile students. **4**

 S235178

Strategy Rationale

When appropriate research-based curriculum is used with fidelity to target growth of lowest quartile students in ELA, measureable gains for this demographic will result.

Action Step 1 **5**

Adopted curricular materials will be ordered/distributed and training will be provided for teachers on their effective use.

Person Responsible

Joy Taylor

Schedule

Biweekly, from 8/3/2016 to 5/26/2017

Evidence of Completion

Invoices for materials received, PD training calendar

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Lesson plans will be checked and class instruction monitored through EEE classroom observations. Data will be reviewed and conferences with teachers around results will be scheduled with ILC and administration.

Person Responsible

Joy Taylor

Schedule

Weekly, from 8/3/2016 to 5/26/2017

Evidence of Completion

Lesson Plans, quarterly DE data chats, iObservation feedback forms

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Quarterly DE test data will be inspected and analyzed to determine progress in ELA for our lowest quartile students. Quarterly data chats will be held with teachers to review findings.

Person Responsible

Joy Taylor

Schedule

Quarterly, from 8/3/2016 to 5/26/2017

Evidence of Completion

DE test data, student grades, iObservation feedback forms, lesson plans

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1 M308009	DE math data on lowest quartile students will be reviewed quarterly, LQ student grades will be...	Taylor, Joy	8/3/2016	DE data, "Go Math" chapter and unit tests, student grades in eSchoolPlus, IXL growth reports, report cards	5/25/2017 weekly
G1.B1.S1.MA1 M308007	Teachers will apply what they've learned in PD related to targeting differentiated math...	Taylor, Joy	8/3/2016	EEE observation feedback forms, math DE data for lowest quartile students	5/25/2017 daily
G1.B1.S1.MA1 M308008	Training sign-in sheets will be examined, quarterly DE math data reviewed, classroom instruction...	McLellan, Sherry	8/3/2016	PD sign-in rosters, DE data (math), EEE walkthrough forms	5/25/2017 biweekly
G2.MA1 M308012	DE quarterly data, Reading Eggs reports, FLReady chapter and unit tests, Being a Reader and Being A...	Taylor, Joy	8/3/2016	DE quarterly reports of growth, Reading Eggs individual student growth reports, curricular quizzes and tests, report cards	5/26/2017 weekly
G3.MA1 M308017	Review of DE ELA quarterly data, Reading Eggs, Read Naturally and STAR teacher reports, student...	Taylor, Joy	8/3/2016	DE ELA quarterly data, Reading Eggs and STAR reports, student grades and FSA	5/26/2017 biweekly
G1.B1.S1.A1 A303138	Differentiated training which targets essential skills and strategies for providing effective...	McLellan, Sherry	8/3/2016	quarterly DE math data, Go Math test scores, report card grades, iObservation classroom walkthrough reports	5/26/2017 monthly
G2.B1.S1.MA1 M308010	Student DE data reviewed quarterly will reflect steady gains/growth in ELA	McLellan, Sherry	8/3/2016	DE data segregated by teacher and grade level, classroom work/ assessments, individual report card grades	5/26/2017 quarterly
G2.B1.S1.MA1 M308011	Student data reviewed quarterly, data chats with teachers scheduled, classroom observation feedback...	Taylor, Joy	8/3/2016	Student data printouts (DE, report cards), schedule of data chats, training agendas, classroom observation forms	5/26/2017 quarterly
G2.B1.S1.A1 A303139	Differentiated professional development related to ELA will be provided to each grade level	McLellan, Sherry	8/3/2016	Professional development sign in logs, Training agendas, classroom observations	5/26/2017 biweekly
G3.B2.S1.MA1 M308015	Quarterly DE test data will be inspected and analyzed to determine progress in ELA for our lowest...	Taylor, Joy	8/3/2016	DE test data, student grades, iObservation feedback forms, lesson plans	5/26/2017 quarterly
G3.B2.S1.MA1 M308016	Lesson plans will be checked and class instruction monitored through EEE classroom observations....	Taylor, Joy	8/3/2016	Lesson Plans, quarterly DE data chats, iObservation feedback forms	5/26/2017 weekly
G3.B2.S1.A1 A303142	Adopted curricular materials will be ordered/distributed and training will be provided for teachers...	Taylor, Joy	8/3/2016	Invoices for materials received, PD training calendar	5/26/2017 biweekly

V. Professional Development Opportunities

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

G1. The percent of students among Hartley's lowest quartile who achieve gains in math according to the FSA will increase by 5%, from 56% to 61%.

G1.B1 Teachers need professional development in delivering effective instruction and differentiating support for students who struggle in math.

G1.B1.S1 Teachers will work with District Specialists, teacher experts and the ILC to develop effective instructional strategies which will help students who struggle in math to achieve measureable gains.

PD Opportunity 1

Differentiated training which targets essential skills and strategies for providing effective support for their students who struggle in math (lowest 25%) will be scheduled for teachers based on their individual and grade level needs

Facilitator

Nicole Lynch

Participants

Teachers, Administrators, ESE Parapro

Schedule

Monthly, from 8/3/2016 to 5/26/2017

G2. Hartley's students who show gains in ELA according to FSA will increase by 5%, from 57% to 62%

G2.B1 Teachers need professional development in improving instruction which mirrors the complexity of the ELA FSA in order to help students make measureable gains.

G2.B1.S1 Professional development provided by teacher-leaders, the ILC and District Curriculum Specialists will be scheduled in order to meet the differentiated needs of each grade level related to helping their students make gains in ELA according to the FSA.

PD Opportunity 1

Differentiated professional development related to ELA will be provided to each grade level

Facilitator

Sherry McLellan

Participants

teachers, administrators

Schedule

Biweekly, from 8/3/2016 to 5/26/2017

VI. Technical Assistance Items

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

G3. The percent of students in Hartley's lowest quartile who show gains in ELA according to the FSA will improve by 5%, from 35% to 40%

G3.B2 Teachers need appropriate and effective research-based instructional materials that support DIFFERENTIATED ELA instruction and mirror the rigor of the DE and FSA to use with our lowest quartile students.

G3.B2.S1 K-2 Teachers will utilize newly-adopted "Being a Reader", while 3-5 teachers will utilize newly-adopted "Being a Writer" and "FIReady" curriculum materials as well as "Reading Eggs" , "Read Naturally" (K-5) and "Renaissance Accelerated Reader" (grades 1-5) online to differentiate ELA instruction for our lowest quartile students.

TA Opportunity 1

Adopted curricular materials will be ordered/distributed and training will be provided for teachers on their effective use.

Facilitator

Sherry McClellan, Laurie Hays

Participants

teachers, administrators

Schedule

Biweekly, from 8/3/2016 to 5/26/2017

VII. Budget

1	G1.B1.S1.A1	Differentiated training which targets essential skills and strategies for providing effective support for their students who struggle in math (lowest 25%) will be scheduled for teachers based on their individual and grade level needs				\$0.00
2	G2.B1.S1.A1	Differentiated professional development related to ELA will be provided to each grade level				\$0.00
3	G3.B2.S1.A1	Adopted curricular materials will be ordered/distributed and training will be provided for teachers on their effective use.				\$5,410.80
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	510-Supplies	0261 - W. Douglas Hartley Elementary	Other		\$5,410.80
<i>Notes: Notes Designated funds from school recognition</i>						
Total:						\$5,410.80