Eneida M. Hartner Elementary School

2016-17 Schoolwide Improvement Plan

Eneida M. Hartner Elementary School

401 NW 29TH ST, Miami, FL 33127

http://www.dade.k12.fl.us/hartner/

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	Yes	98%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	D*	C	C

*Informational Baseline School Grade

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

School Board Approval

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

SIP Authority and Template

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

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

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

Table of Contents

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 Eneida M. Hartner Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	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.

The faculty, staff, parents, and community of Eneida Massas Hartner Elementary School will help our students become responsible, creative, confident, and productive adults. We will strive to empower students and their families through the provision of professional programs that model several sets of skills and social behaviors. These will include positive self-concepts, ethical treatment, decision making, technology, critical thinking, and employability skills.

b. Provide the school's vision statement.

It is the mission of Eneida Massas Hartner Elementary School to assist and motivate all children to reach their fullest potential so that they may become productive citizens. We provide a variety of experiences to increase opportunities for individual success for students, parents, and community members. Our students work and learn in a safe and secure environment that teaches responsibility and respect. Our teachers strive to provide an environment in which the multiple intelligences of each child are explored and honored. Our students are taught
in cooperative social settings so that they may acquire and practice appropriate interpersonal skills. These skills facilitate their quest for community as they develop self-knowledge and understand their ability to contribute to society. The faculty at Eneida Massas Hartner Elementary School works to instill in students the importance of new and varied experiences, creativity, positive social change, personal responsibility, and the continued pursuit of education.

It is our belief at Eneida Massas Hartner Elementary School that every child can learn. To achieve this belief, we developed a school-wide initiative of Family Literacy for students and parents, whereby every child who enters kindergarten, will leave our school after fifth grade reading on or above grade level. For our parents, we have partnered with William Turner Tech to offer adult classes for our parents, so that they too can develop their literacy skills. This belief is the "Eneida Brand".

2. School Environment

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

Eneida M. Hartner Elementary school values all students and their cultures. Our school fosters relationships between teachers, students and the community. Parents and families are invited to participate in variety of schoolwide events such as Open House, Title I meetings, Literacy Night, EESAC meetings, PTA events, field trips and assemblies where students are recognized for their successes.

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

At Eneida M. Hartner Elementary students' safety is a priority. Security monitors are located throughout the school building before, during and after school hours. There is a full time counselor that provides students with curriculum on bullying, character education, test taking anxiety and other issues of importance to our students. Additionally, there is a school-wide discipline plan implemented to ensure students are treated fairly and consequences are consistent throughout the school. Eneida Hartner Elementary participates in the District's Values Matter initiative which focuses on the nine core values set by Miami-Dade County Public Schools.

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.

At Eneida M. Hartner Elementary a school-wide discipline plan has been developed and implemented to ensure consistency throughout the school. Teachers and students from Pre-Kindergarten through fifth grade are familiar with the Lynx school-wide discipline plan which is composed of both rewards and consequences. Students have clear behavioral expectations on how to conduct themselves in classrooms, hallways, cafeteria, media center, etc. School-wide rules have been developed to maintain consistency amongst grade levels. Additionally, teachers were provided professional development on developing Tier 2 and Tier 3 interventions for students in need of Response to Intervention for behavior. Eneida Hartner Elementary participates in the District's Values Matter initiative which focuses on the nine core values set by Miami-Dade County Public Schools.

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.

Eneida M. Hartner Elementary ensures that the social-emotional needs of all students are being met by conducting structured activities such as individual counseling, group counseling, and classroom presentations. These activities promote positive mental health which contributes to the development of skills that enable students to make appropriate decisions that lead to academic success. The school counselor also provides parents with needed information to seek assistance from outside services. Additionally, students in need of intensive interventions for behavioral or emotional issues are provided with Tier 2 and Tier 3 interventions through the School Support Student and Student Services department.

3. Early Warning Systems

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

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

At Eneida M. Hartner Elementary School there are several warning systems in place to ensure students' needs are being met. Attendance reports are monitored on a daily basis and an attendance review committee has been established to monitor students' attendance and tardiness. A school-wide discipline plan is in place to encourage positive behavior and present student suspensions. Student with course failures in English Language Arts, Mathematics or who scored level 1 in ELA or Math are placed in Tier 2 interventions with monthly on-going progress monitoring. Students not making adequate progress at Tier 2, are referred to the School Support Team and provided Tier 3 intensive interventions.

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	19	27	8	15	7	10	0	0	0	0	0	0	0	86
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	4	20	13	4	10	11	0	0	0	0	0	0	0	62
Level 1 on statewide assessment	5	40	22	0	5	39	0	0	0	0	0	0	0	111

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	3	23	13	0	5	26	0	0	0	0	0	0	0	70

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

At Eneida M. Hartner Elementary school students with two or more early warning indicators are monitored throughout the school year. Students scoring level 1 are placed in interventions for both English Language Arts and Mathematics. Students also receive morning and afternoon tutorial as needed. Communication between students, teachers and parents are established via conferences to ensure students are making progress. Students are referred to the School Support Team to provide students services.

B. Family and Community Engagement

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

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

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

a. Will the school use its PIP to satisfy this question?
No

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

2. Description

Title I PIP

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.

At Eneida M. Hartner Elementary school administrators, teachers, and parents are active participants in the pursuit of attaining community partners. Community leaders and agencies are invited to attend EESAC meetings, PTA meetings, Open-House and school wide events. Currently Eneida M. Hartner partners with Up2Us Coach Across America, William H. Turner Technical Arts High School and a variety of community agencies to provide support to our students and increase student achievement.

C. Effective Leadership

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

1. School Leadership Team

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

Name	Title
Goa, Tangela	Principal
Marban, Anailene	Assistant Principal
Chatman, Shekina	Instructional Coach

b. Duties

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

• Derick McKoy, Principal
• Lizette Blanco, Assistant Principal
• Clidia Gonzalez, Reading Coach
• Margarita Fernandez, School Counselor
• Nuirlka Garcia, Special Education Chairperson
• Patricia Castro-Sanchez, ELL Chairperson
• Shekina Chatman, Math Coach
• Irene Barry, Science Leader
• Chaorika Jackson, Primary Teacher
• Rima Rodriguez, Intermediate Teacher
• Israel Sarasti, School Psychologist
• Amber Rinehart-Perez, School social worker

In addition to Tier 1 problem solving, the Leadership Team members will meet once a month to review consensus, infrastructure, and implementation of building level MTSS.

Tier 2
Selected members of the MTSS Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.
In addition to those selected other teachers will be involved when needed to provide information or revise efforts.

Tier 3 SST
Selected members of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

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

The MTSS Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency? (What progress will show a positive response?)

4. Respond when grades, subject areas, classes, or individual students have not shown a positive response? (MTSS problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Tier 2
The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly is suggested) to:
1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. Select students (see SST guidelines) for SST Tier 3 intervention

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year.to The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers. Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.
While the SIP plan does not focus on the primary (untested) grades, the MTSS leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

Title I, Part A
Eneida Hartner Elementary School will ensure services are provided to students requiring additional remediation and are assisted through extended learning opportunities (before-school and/or after-school programs). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to students. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive Parental Program including a Community Involvement Specialist; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant
Eneida M. Hartner Elementary School provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.

Title I, Part D
District receives funds to support the Educational Alternative Outreach program. Eneida M. Hartner Elementary School ensures that services are coordinated with district Drop-out Prevention program.
Title II
The District uses supplemental funds for improving basic education as follows:
•training to certify qualified mentors for the New Teacher (MINT) Program
•training for add-on endorsement programs, such as Reading, Gifted, ESOL training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title III
Title III funds are used at Eneida M. Hartner Elementary to supplement and enhance the programs for English Language Learner (ELL) and immigrant students by providing funds to implement and/or provide:
•tutorial programs (K-12)
•parent outreach activities through school CIS and the Bilingual Department(K-12)
•professional development on best practices for ESOL and content area teachers (K-12)
•coaching and mentoring for ESOL and content area teachers(K-12)
•reading and supplementary instructional materials(K-12)
•hardware and software for the development of language and literacy skills in reading, mathematics and science, is purchased for selected schools to be used by ELL and immigrant students (K-12, RFP Process)

The above mentioned services will be provided should funds become available for the 2013-2014 school year.

Title VI, Part B - NA
Eneida M. Hartner Elementary School ensures that:
•Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
•The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
•Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
•The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
•Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
•Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
•The District Homeless Student Liaison continues to participate in community organization meetings

and task forces as it relates to homeless children and youth.
Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Title X- Homeless
Eneida M. Hartner Elementary School ensures that:
•Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
•The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
•The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
•The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.
•Project Upstart and The Homeless Trust, a community organization, provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by The Homeless Trust-a community organization.
•Project Upstart provides tutoring and counseling to selected homeless shelters in the community.
•The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
•Each school will identify a school-based School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)
Eneida M. Hartner Elementary School will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs
Eneida M. Hartner Elementary School ensures that:
•The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or
TRUST Specialists.
•Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.
•TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

District Policy Against Bullying and Harassment
•Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.
•This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.
•Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.

•All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.
•Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 12.

Nutrition Programs
1) Eneida M. Hartner Elementary adheres to and implements the nutrition requirements stated in the District Wellness Policy.
2) Eneida M. Hartner Elementary provides nutrition education, as per state statute, and is taught through physical education.
3) Eneida M. Hartner Elementary participates in the School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs - N/A

Head Start-N/A

Adult Education-N/A

Career and Technical Education-N/A

Job Training-N/A

Other
Health Connect in Our Schools

•Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.
•Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.
•HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.
•HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.
•HCiOS enhances the health education activities provided by the schools and by the health department.
•HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

HIV/AIDS Curriculum: AIDS Get the Facts!

•AIDS: GET the Facts!, is an curriculum that provides a series of general objectives, lessons, activities and resources for providing HIV/AIDS instruction in grades K-12.
•HIV/AIDS curriculum is consistent with state legislation, as well as school policy and procedures including: Florida Statute 1003.46, Health education; instruction in acquired immune deficiency syndrome, School Board Policy: 6Gx13-5D-1.021 Welfare; School Health Services Program, the M-DCPS Worksite HIV/AIDS Hand Book, and Control of Communicable Disease in School Guidebook for School Personnel.
•HIV/AIDS curriculum content is also in alignment with Florida Sunshine State Standards.
•HIV/AIDS content teachers are trained on the curriculum and can participate in yearly professional development about health and wellness related topics.

Miami Lighthouse / Heiken Children's Vision Program

•Heiken Children's Vision Program provides free complete optometric exams conducted at school sites via vision vans and corrective lenses to all failed vision screenings if the parent /guardian cannot afford the exams and or the lenses.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Derick McKoy	Principal
Jennifer Reyes	Teacher
Cassandra Holmes	Teacher
Clidia Gonzalez	Teacher
Lilian Reyes	Parent
Yolanda Agosto	Education Support Employee
Rey Cruz-Paraza	Business/Community
Emily Gamboa	Business/Community
Anaya Johnson	Student
Gale Williams	Parent
Blanca Che	Parent
Lilian Gonzalez	Parent
Brenda Aquino	Parent
Shekina Chatman	Teacher
Chaorika Jackson	Teacher
Martin Draney	Principal

b. Duties

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

a. Evaluation of last year's school improvement plan

The School Advisory Council meets on a monthly basis with teachers, parents, students and community leaders to make decisions that affect instruction and delivery of programs at the school . The SAC discusses and evaluates the strategies listed on the School Improvement Plan. The SAC also makes decisions on how funds will be allocated at the school.

b. Development of this school improvement plan

The School Advisory Council met at the end of the school year and discussed each School Improvement academic area. The committee reviewed the suggestions provided by the staff and discussed the strategies that should continue to be implemented and those that need to be modified or deleted.

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

The School Advisory Council reviews the annual budget and discusses ways to allocate funds. Funds are allocated based on immediate needs that benefit all students and impacts student achievement.

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

Funds will be allocated to assist with the implementation of the School Improvement Plan including, student incentives, instructional materials and instructional support for tutoring.

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
Goa, Tangela	Principal
Marban, Anailene	Assistant Principal
Holmes, Cassandra	Instructional Coach

b. Duties

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

The LLT will ensure that time is provided for professional development and grade group meetings. The following opportunities are present contractually for principals to meet with teachers and provide professional development: (1) bi-monthly faculty meetings, (2) two designated professional development days annually, (3)weekly early release days for elementary teachers, and (4) daily planning time for all teachers that may be used for grade group/department meetings. Additionally, the LLT may provide release time for teachers to visit and observe other master teachers as a source of professional development. Options for professional development may include, but not be limited to, study groups, collaborative teams, peer observations, demonstrations, coaching, mentoring and visiting model classrooms. Professional development opportunities will be individualized based on student performance data, in addition to the teacher's IPDP.

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.

At Eneida M. Hartner Elementary School teachers, instructional leaders and administrators work together to ensure that students are provided with a comprehensive curriculum. Teachers and instructional leaders meet on a weekly basis to collaborate on lesson plans, effective teaching strategies and rigorous activities. Instructional leaders support teachers at Eneida Hartner by modeling and conducting coaching cycles.

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

Eneida M. Hartner Elementary School will provide professional development to retain highly qualified and effective teachers. Teachers will be given opportunities within the school to take-on leadership roles

as well as participate in professional learning communities. Teachers who are teaching out-of field are considered non-highly qualified. These teachers will receive written notification from Human Resources which provide a timeline to comply with certification. Assistance will be provided to ensure professional development is done in the area needed.

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

Beginning teachers will be paired with a mentor teacher that has undergone the District-wide MINT training. The mentee will be paired with a mentor within the same grade level and teaching the same academic content. The beginning teacher will participate in district-wide and school developed professional development as needed.

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.

At Eneida M. Hartner Elementary School the instructional program and materials are aligned to the Florida Standards. District pacing guides are used for instructional focus. District adopted instructional books and materials are also being used by the school. All instructional supplemental material purchased are aligned with the Florida Standards. Instructional technology programs and software used at Eneida M. Hartner Elementary are also aligned with 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.

At Eneida M. Hartner Elementary School, students are provided with differentiated instruction in the English Language Arts and Mathematics. Classroom, district and state assessments data are analyzed and instruction is differentiated to meet individual student needs. Students meeting grade level standards are provide with enrichment activities to maintain high academic achievement.

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: Before School Program

Minutes added to school year: 2,000

Students are provided the opportunity to attend the computer lab every morning from 7:30 am – 8:15 am to work on technology programs to increase student achievement in the areas of reading and math.

Strategy Rationale

To challenge students and maintain their proficiency status.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Goa, Tangela, pr2351@dadeschools.net

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

Data collected to ensure the effectiveness of the strategy discussed above, includes web-based research program reports generated by the instructional coach and assistant principal monthly. Instructional strategies are then aligned to drive instruction.

Strategy: After School Program

Minutes added to school year: 2,400

ELL students are provided supplemental instruction in the area of Reading and Mathematics to increase student achievement.

Strategy Rationale

ELL students require additional instruction in the areas of Reading and Mathematics to assist in acquiring the English Language and meet Florida standards..

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Marban, Anailene, amarban@dadeschools.net

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

Data collected to ensure the effectiveness of the strategy discussed above, includes web-based research program reports generated by the instructional coach and assistant principal monthly. Additionally, monthly skills tests are administered to monitor student progress. Instructional strategies are then aligned to drive instruction.

Strategy: After School Program

Minutes added to school year: 3,000

ELL students are afforded the opportunity to participate in an afterschool tutorial twice a week for an hour each day in the area of reading and math.

Strategy Rationale

Increase student achievement in reading and math.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Marban, Anailene, amarban@dadeschools.net

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

Data collected to ensure the effectiveness of the strategies discussed above, include the administration of a pre and post test to determine student academic growth. Data chats take place to discuss student progress. Instructional strategies are then aligned to drive instruction.

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. In selected school communities, the Title I Program further provides assistance for preschool transition through the Home Instruction for Parents of Preschool Youngsters (HIPPY) Program. HIPPY provides in-home training for parents to become more involved in the educational process of their three- and four-year old children.

Eneida M. Hartner Elementary has a plan in place where preschool children from area preschools visit the school on various occasions throughout the school year. Students are introduced and exposed to the elementary school program. Kindergarten students are given the School Readiness Uniform Screening System (SRUSS) which is administered during the first 30 days of the school year. The Assistant Principal and kindergarten teachers will be responsible for disaggregating the data to determine students' acquisition of specific skill and knowledge. Students identified with low readiness rates will be provided with additional individualized instruction by the homeroom teacher. Parents will be advised if their child is in need of this type of instruction and will be provided with recommended strategies for them to implement at home in order to assist their child. The program's effectiveness will be monitored by teacher observation of the student as well as by in-school or in-classroom assessments. Funding for this program comes from the district's Title I Office and the Division of Early Childhood Education.

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.

N/A

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

N/A

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

N/A

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.

N/A

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"Â? 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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   If core instruction is increased in all content areas, then student achievement will improve.

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. If core instruction is increased in all content areas, then student achievement will improve. 1a

🔑 G088141

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	

Targeted Barriers to Achieving the Goal 3

- Teachers lack knowledge on implementation of project based learning.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Items Specs, planning cards, McGraw Hill Wonders, District Pacing Guide, SIG, i-Ready, Imagine Learning, Accelerate Reader, Literacy Curriculum Support Staff, Reading Coach, Go Math Textbook, i-Ready, Think Central, CPALMS, district pacing guide, Reflex Math, computer lab, Math coach, Math Curriculum Support Specialist, Discovery Ed, GIZMOS, district website, Infographics folder, J&J Bootcamp, STEAM coordinator, essential labs, Science toolbox Science Curriculum Support Specialist

Plan to Monitor Progress Toward G1. 8

Ongoing monitoring of the implementation of project based learning through assessing progress, classroom walkthroughs, and collaborative planning with teachers.

Person Responsible

Tangela Goa

Schedule

Quarterly, from 11/2/2016 to 5/31/2017

Evidence of Completion

Class or individual student project submitted to curriculum show case scheduled quarterly.

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. If core instruction is increased in all content areas, then student achievement will improve. [1]

🔑 G088141

G1.B1 Teachers lack knowledge on implementation of project based learning. [2]

🔑 B234382

G1.B1.S1 Teachers will participate in collaborative planning sessions and develop project based activities that are aligned with the Florida Standards. [4]

🔑 S247139

Strategy Rationale

Teachers lack knowledge of project based learning and alignment of standards based activities.

Action Step 1 [5]

Professional Learning Community of instructional best practices using project based learning.

Person Responsible

Tangela Goa

Schedule

Monthly, from 10/10/2016 to 5/31/2017

Evidence of Completion

Sign-in rosters and agenda

Action Step 2 [5]

Collaborative planning sessions to develop Project based lessons which are aligned to the Florida Standards

Person Responsible

Tangela Goa

Schedule

Weekly, from 9/19/2016 to 6/9/2017

Evidence of Completion

Sign-in rosters, agendas and teacher lesson plans

Action Step 3 5

Assign Peer mentors to struggling teachers from the Coalition of the Willing Committee

Person Responsible

Anailene Marban

Schedule

On 10/3/2016

Evidence of Completion

Roster and agenda

Action Step 4 5

Teachers will be identified to participate in the coaching cycle that focuses on standard based instruction.

Person Responsible

Tangela Goa

Schedule

Biweekly, from 9/19/2016 to 6/8/2017

Evidence of Completion

Coach cycle document and coaches calendar

Action Step 5 5

Administrative walkthroughs will be conducted to monitor effectiveness of implementation of the strategy.

Person Responsible

Tangela Goa

Schedule

Daily, from 9/19/2016 to 6/9/2017

Evidence of Completion

walkthrough logs and notes

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

Sign-in rosters, agendas, deliverables, lesson plans, student work, teacher observations, administrative feedback

Person Responsible

Tangela Goa

Schedule

Weekly, from 9/19/2016 to 6/9/2017

Evidence of Completion

Observations through the coaching cycle and administrative walkthroughs

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

Walkthroughs will be conducted focusing on delivery of standard based instruction

Person Responsible

Tangela Goa

Schedule

Daily, from 9/19/2016 to 6/9/2017

Evidence of Completion

Lesson plans, student work, administrative feedback

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.B1.S1.A3 🔑 A321595	Assign Peer mentors to struggling teachers from the Coalition of the Willing Committee	Marban, Anailene	10/3/2016	Roster and agenda	10/3/2016 one-time
G1.MA1 🔑 M334712	Ongoing monitoring of the implementation of project based learning through assessing progress,...	Goa, Tangela	11/2/2016	Class or individual student project submitted to curriculum show case scheduled quarterly.	5/31/2017 quarterly
G1.B1.S1.A1 🔑 A321593	Professional Learning Community of instructional best practices using project based learning.	Goa, Tangela	10/10/2016	Sign-in rosters and agenda	5/31/2017 monthly
G1.B1.S1.A4 🔑 A321596	Teachers will be identified to participate in the coaching cycle that focuses on standard based...	Goa, Tangela	9/19/2016	Coach cycle document and coaches calendar	6/8/2017 biweekly
G1.B1.S1.MA1 🔑 M334710	Walkthroughs will be conducted focusing on delivery of standard based instruction	Goa, Tangela	9/19/2016	Lesson plans, student work, administrative feedback	6/9/2017 daily
G1.B1.S1.MA1 🔑 M334711	Sign-in rosters, agendas, deliverables, lesson plans, student work, teacher observations,...	Goa, Tangela	9/19/2016	Observations through the coaching cycle and administrative walkthroughs	6/9/2017 weekly
G1.B1.S1.A2 🔑 A321594	Collaborative planning sessions to develop Project based lessons which are aligned to the Florida...	Goa, Tangela	9/19/2016	Sign-in rosters, agendas and teacher lesson plans	6/9/2017 weekly
G1.B1.S1.A5 🔑 A321597	Administrative walkthroughs will be conducted to monitor effectiveness of implementation of the...	Goa, Tangela	9/19/2016	walkthrough logs and notes	6/9/2017 daily

V. Professional Development Opportunities

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

G1. If core instruction is increased in all content areas, then student achievement will improve.

G1.B1 Teachers lack knowledge on implementation of project based learning.

G1.B1.S1 Teachers will participate in collaborative planning sessions and develop project based activities that are aligned with the Florida Standards.

PD Opportunity 1

Professional Learning Community of instructional best practices using project based learning.

Facilitator

Clidia Gonzalez, Reading Coach

Participants

Instructional staff

Schedule

Monthly, from 10/10/2016 to 5/31/2017

PD Opportunity 2

Collaborative planning sessions to develop Project based lessons which are aligned to the Florida Standards

Facilitator

Shekina Chatman, Math Coach; Clidia Gonzalez, Reading Coach

Participants

Instructional Staff

Schedule

Weekly, from 9/19/2016 to 6/9/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Professional Learning Community of instructional best practices using project based learning.	$0.00
2	G1.B1.S1.A2	Collaborative planning sessions to develop Project based lessons which are aligned to the Florida Standards	$0.00
3	G1.B1.S1.A3	Assign Peer mentors to struggling teachers from the Coalition of the Willing Committee	$0.00
4	G1.B1.S1.A4	Teachers will be identified to participate in the coaching cycle that focuses on standard based instruction.	$0.00
5	G1.B1.S1.A5	Administrative walkthroughs will be conducted to monitor effectiveness of implementation of the strategy.	$0.00
		Total:	$0.00