

Miami-Dade County Public Schools

# Eneida M. Hartner Elementary School



2017-18 Schoolwide Improvement Plan

## Eneida M. Hartner Elementary School

401 NW 29TH ST, Miami, FL 33127

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

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2016-17 Title I School</b>	<b>2016-17 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School PK-5	Yes	95%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

### School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	D*	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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

### 2017-18 DA Category and Statuses for Eneida M. Hartner Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	- N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

Our school celebrates individuality, diversity and creativity. We focus on incorporating technology and providing opportunities for students to collate, communicate and think critically about real-world problems.

##### b. Provide the school's vision statement.

Educating global citizens for the 21st century.

#### 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, Curriculum Showases, 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

#### 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	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	5	11	15	13	1	10	0	0	0	0	0	0	0	55
Level 1 on statewide assessment	3	9	19	26	21	34	0	0	0	0	0	0	0	112
Retentions	3	6	4	18	0	0	0	0	0	0	0	0	0	31

##### 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	4	9	18	14	18	36	0	0	0	0	0	0	0	99

#### 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

**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.**

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**

No

**1. PFEP Link**

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

**2. Description**

At Eneida M. Hartner Elementary positive relationships with parents are built in a variety of ways. Parents are invited to participate in activities such as Back to School Night, Title I Orientation meeting, Stem Night and Reading Under the Stars. Additionally, two curriculum showcases are conducted annually where parents are invited to view different Project Based Activities their child has worked on in class. Parent trainings are also provided in the evening hours to address topics that will assist parents in providing support to their child's education.

**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 pursue 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

### 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
Okab, Reem	Instructional Coach
Castro-Sanchez, Patricia	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.**

Members of the school-based leadership Team will be:

Derick McKoy, Principal - The principal's role is to ensure all MTSS/RtI processes are being carried



out with fidelity.

Lizette Blanco, Assistant Principal - The assistant principal's role is to convene the MTSS/ RtI Team and ensure all aspects are being carried out with fidelity. The assistant principal also reviews data with the school psychologist, counselor and classroom teachers to determine which students need more intensive interventions.

Clidia Gonzalez, Reading Coach - Aligns resources for implementation of intensive interventions and monitors school-wide data in the area of reading. Provides coaching cycle to teachers by modeling and planning with them.

Karen Veras, Mathematics Coach -Aligns resources for implementation of intensive interventions and monitors school-wide data in the area of reading. Provides coaching cycle to teachers by modeling and planning with them.

**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. 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 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)

#### 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.

#### 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.

#### 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
Chaorika Jackson	Teacher
Martin Draney	Principal
Karen Veras	Teacher
Mary Corcho	Parent
Perla Santos	Student
Dora Rivas	Parent

### b. Duties

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

The school’s response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

*a. Evaluation of last year’s school improvement plan*

During the 2016-2017 the School Advisory Council met on a monthly basis with teachers, parents, students and community leaders to make decisions that affected instruction and delivery of programs at the school. The SAC discussed and evaluated the strategies listed on the School Improvement Plan. The SAC also made decisions on how funds allocated to EESAC were used.

*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 reviewed the annual budget and discussed ways to allocate funds. Funds were 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 in the amount of \$2359.00 were used to assist with the implementation of the School Improvement Plan including, student incentives, instructional materials and instructional support for student interventions.

**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
Okab, Reem	Instructional Coach
Castro-Sanchez, Patricia	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 DPGT.

**D. Public and Collaborative Teaching**

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

**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:** 3,000

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:** 150

Students are provided the opportunity to participate in a Informational Technology Club to learn basic computer skills and computer coding on Wednesdays from 2:00 pm - 3:00 pm.

**Strategy Rationale**

To challenge students and maintain proficiency

**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: 150**

Fifth grade students are provided the opportunity to participate in a Robotics club where they incorporate STEM lessons on Wednesdays from 2:00 pm - 3:00 pm.

**Strategy Rationale**

To challenge students and maintain their proficiency

**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: 4,400**

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**

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. Additionally, monthly skills tests are administered to monitor 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

**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.

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 Florida Kindergarten Readiness Screener (FLKRS) 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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

**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

**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

G096704

**Targets Supported** 1b

Indicator	Annual Target
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ELA Achievement District Assessment

**Targeted Barriers to Achieving the Goal** 3

- Students lack basic foundational skills which impede 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, Math 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, STEM 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**

Semiannually, from 10/2/2017 to 6/7/2018

**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

G096704

**G1.B1** Students lack basic foundational skills which impede implementation of project based learning. 2

B260111

**G1.B1.S1** Teachers will participate in collaborative planning sessions and develop project based activities that are aligned with the Florida Standards in addition to activities in differentiated instruction to provide students with foundational skills.. 4

S275560

### Strategy Rationale

Students lack basic foundational skills.

### Action Step 1 5

Professional learning community of instructional best practices using project based learning.

#### Person Responsible

Tangela Goa

#### Schedule

Monthly, from 10/2/2017 to 6/1/2018

#### Evidence of Completion

Sign-in rosters and agendas

### Action Step 2 5

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

#### Person Responsible

Tangela Goa

#### Schedule

Biweekly, from 10/2/2017 to 6/1/2018

#### Evidence of Completion

Sign-in rosters, agendas and teacher lesson plans

### Action Step 3 5

Teachers will participate in a coaching cycle that focuses on standard based instruction and best practices.

**Person Responsible**

Tangela Goa

**Schedule**

Daily, from 10/2/2017 to 6/1/2018

**Evidence of Completion**

coaches logs and notes

### Action Step 4 5

Administrative walkthroughs will be conducted to monitor effectiveness of implementation of the strategies learned through the coaching cycle.

**Person Responsible**

Tangela Goa

**Schedule**

Daily, from 10/2/2017 to 6/7/2018

**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 10/2/2017 to 6/7/2018

**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 standards based instruction

**Person Responsible**

Tangela Goa


**Schedule**

Daily, from 10/2/2017 to 6/7/2018

***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
<b>2018</b>					
G1.B1.S1.A1  A370091	Professional learning community of instructional best practices using project based learning.	Goa, Tangela	10/2/2017	Sign-in rosters and agendas	6/1/2018 monthly
G1.B1.S1.A2  A370092	Teachers will be identified to participate in the coaching cycle that focuses on standard based...	Goa, Tangela	10/2/2017	Sign-in rosters, agendas and teacher lesson plans	6/1/2018 biweekly
G1.B1.S1.A3  A370093	Teachers will participate in a coaching cycle that focuses on standard based instruction and best...	Goa, Tangela	10/2/2017	coaches logs and notes	6/1/2018 daily
G1.MA1  M398494	Ongoing monitoring of the implementation of project based learning through assessing progress,...	Goa, Tangela	10/2/2017	Class or individual student project submitted to curriculum show case scheduled quarterly.	6/7/2018 semiannually
G1.B1.S1.MA1  M398492	Walkthroughs will be conducted focusing on delivery of standards based instruction	Goa, Tangela	10/2/2017	Lesson plans, student work, administrative feedback	6/7/2018 daily
G1.B1.S1.MA1  M398493	Sign-in rosters, agendas, deliverables, lesson plans, student work, teacher observations,...	Goa, Tangela	10/2/2017	Observations through the coaching cycle and administrative walkthroughs	6/7/2018 weekly
G1.B1.S1.A4  A370094	Administrative walkthroughs will be conducted to monitor effectiveness of implementation of the...	Goa, Tangela	10/2/2017	walkthrough logs and notes	6/7/2018 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** Students lack basic foundational skills which impede 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 in addition to activities in differentiated instruction to provide students with foundational skills..

### **PD Opportunity 1**

Professional learning community of instructional best practices using project based learning.

#### **Facilitator**

Reading Coach, Math Coach

#### **Participants**

ELA and Mathematics Teachers

#### **Schedule**

Monthly, from 10/2/2017 to 6/1/2018

## 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	Teachers will be identified to participate in the coaching cycle that focuses on standard based instruction.	\$0.00
3	G1.B1.S1.A3	Teachers will participate in a coaching cycle that focuses on standard based instruction and best practices.	\$0.00
4	G1.B1.S1.A4	Administrative walkthroughs will be conducted to monitor effectiveness of implementation of the strategies learned through the coaching cycle.	\$0.00
<b>Total:</b>			<b>\$0.00</b>