



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

W. Douglas Hartley Elementary

260 CACIQUE DR

St Augustine, FL 32086

904-547-8400

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

School Demographics

School Type
Elementary School

Title I
No

Free and Reduced Lunch Rate
42%

Alternative/ESE Center
No

Charter School
No

Minority Rate
18%

School Grades History

2013-14
A

2012-13
A

2011-12
A

2010-11
A

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

W. Douglas Hartley Elementary

Principal

Joy Taylor

School Advisory Council chair

Elizabeth Purtil

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Joy Taylor	Principal
Patrick McGee	Assistant Principal
Sherry Jackson	Instructional Literacy Coach
Brigid Garbini	Guidance Counselor
Shelley Ferrari	ESE teacher
Allison Smith	School Psychologist
Elizabeth Purtil	SAC chair, first grade teacher
Josie Bokowski	Behavior specialist

District-Level Information

District

St. Johns

Superintendent

Dr. Joseph G Joyner

Date of school board approval of SIP

10/15/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Total number of SAC members - 13

% School and District Staff: 37%

% of team not employed by District: 63%

% of team considered economically disadvantaged: 32%

% minority:37%

Involvement of the SAC in the development of the SIP

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

Activities of the SAC for the upcoming school year

The SAC team will provide input on SIP goals, approve the final draft of the SIP and monitor progress toward stated goals. SAC approves expenditures associated with school improvement and school recognition funds. SAC helps to develop the school satisfaction surveys and completes a survey of its own related to the SAC experience. SAC helps to review and edit the school vision and mission statements.

Projected use of school improvement funds, including the amount allocated to each project

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

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Joy Taylor

Principal

Years as Administrator: 19

Years at Current School: 2

Credentials

BA education/University of Florida
 MA education: reading/University of North Florida
 Certification in Education Leadership, reading K-12, English 5-12, ,
 School Principal, ESOL endorsement

Performance Record

W.D. Hartley Elementary 2012-2013 (A), 2011-2012 (A), St. Johns
 Technical High School 2010-2011 (maintaining/improving),
 2009-2010 (F), 2008-2009 (F), Ketterlinus Elementary School,
 2007-2008 (A), 2006-2007(A), 2005-2006(A)

Patrick McGee		
Asst Principal	Years as Administrator: 3	Years at Current School: 3
Credentials	BA education, Eastern Michigan University, MA ed Walden university Certification in Educational Leadership, Educational Media Specialist/Pre-K-grade 12, Elementary Ed/K-6	
Performance Record	W. D. Hartley Elementary 20010-2011(A), 2011-2012 (A), 2012-2013 (A)	

Instructional Coaches

of instructional coaches
1

receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

Sherry Jackson		
Full-time / School-based	Years as Coach: 4	Years at Current School: 0
Areas	Reading/Literacy, RtI/MTSS	
Credentials	BA Elementary Ed/ Clearwater Christian College, MA in reading/ Grand Canyon University, ESOL endorsement	
Performance Record	Leesburg Elementary School, 2012-2013 (D), 2011-2012 (C), 2010-2011 (C), 2009-2010 (C)	

Classroom Teachers

of classroom teachers
48

receiving effective rating or higher
45, 94%

Highly Qualified Teachers
100%

certified in-field
48, 100%

ESOL endorsed
35, 73%

reading endorsed
4, 8%

with advanced degrees

18, 38%

National Board Certified

5, 10%

first-year teachers

3, 6%

with 1-5 years of experience

7, 15%

with 6-14 years of experience

14, 29%

with 15 or more years of experience

24, 50%

Education Paraprofessionals

of paraprofessionals

2

Highly Qualified

2, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

St. Johns County School District has in place a system of recruitment and retention which allows schools to only interview and hire those who are highly qualified for positions in which they're interested. The principal selects teachers from a highly qualified pool of applicants, uses a variety of indicators to determine a good fit for our school, checks references then provides mentors to provide support for teachers new to the school.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Each teacher new to Hartley is paired with a mentor from his/her grade level team so that grade specific information can be provided, and shared planning time can be arranged. Grade level chairs also provide support. The new teacher mentoring support group meets at the beginning of the school

year as well as quarterly in order to share information, provide Hartley-specific professional development and answer questions for the new recruits.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

ILC develops agendas, helps teachers analyze student data and makes recommendations for interventions.

Assistant principal schedules MTSS meetings and publishes dates on MTSS calendar. Principal and Assistant principal conduct intervention fidelity checks and behavior observations. Counselor records and publishes minutes from MTSS minutes and records meeting comments on the MTSS database. Speech teacher, school psychologist and behavioral specialists conduct diagnoses, serve as consultants to the team in providing suggestions for student support and attend all meetings. All members provide input into school improvement plan goals and strategies.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

Intervention fidelity checks are conducted by administrators for any student being served by the MTSS process. Classroom observations, walkthroughs and lesson plan reviews are conducted by administration regularly to monitor implementation of strategies planned for improvement. Six week student data indicates quality of interventions and progress made. Grade level and school-wide data are reviewed to insure progress toward goals.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Discovery Education Assessments, District formative Assessments, teacher-made tests, quizzes and probes, FCAT 2.0 and EEE observations and walkthroughs are used to monitor the effectiveness of curriculum and instruction at all tiers.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Parent Orientation Night includes presentations by teachers on CCSS and MTSS. Regular blurbs in school newsletter feature information related to data-based problem solving, school and district goals and CCSS and strategies for helping children at home.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Joy Taylor	Principal
Patrick McGee	Assistant Principal
Sherry Jackson	Instructional Literacy Coach
Michelle Sloat	Media Specialist
Rachelle McCranie	Speech Teacher
Brigid Garbini	guidance counselor
Shannon Kelso	kindergarten teacher
Elizabeth Purtill	first grade teacher
Denise Apel	second grade teacher
Darcie Williams	thrid grade teacher
Kate Schooley	fourth grade teacher
Tiffany Rawitt	fifth grade teacher

How the school-based LLT functions

The LLT meets monthly to review school data, determine reading and writing school improvement goals and monitor progress toward those goals. The team also plans and monitors initiatives to encourage school-wide student reading and supports teachers in the implementation of District ELA Curriculum Maps and quarterly formative assessments.

Major initiatives of the LLT

Accelerated Reader will be renewed this year along with the STAR reading leveling program. ELA District Formative Assessments will be reviewed

Florida Sunshine State Readers will be shared with students through the media center

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

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

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

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

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	79%	77%	No	81%
American Indian				
Asian				
Black/African American	49%	39%	No	54%
Hispanic				
White	84%	82%	No	86%
English language learners				
Students with disabilities	55%	45%	No	60%
Economically disadvantaged	65%	67%	Yes	69%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	74	25%	27%
Students scoring at or above Achievement Level 4	157	52%	54%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	138	76%	78%
Students in lowest 25% making learning gains (FCAT 2.0)	28	77%	79%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		85%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		50%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		75%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	78	76%	78%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	78%	77%	No	81%
American Indian				
Asian				
Black/African American	48%	35%	No	53%
Hispanic				
White	83%	82%	No	85%
English language learners				
Students with disabilities	53%	33%	No	58%
Economically disadvantaged	67%	65%	No	70%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	89	30%	32%
Students scoring at or above Achievement Level 4	143	48%	50%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		100%
Students scoring at or above Level 7			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	150	83%	85%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	31	79%	81%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	33	35%	37%
Students scoring at or above Achievement Level 4	40	42%	44%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	5		7
Participation in STEM-related experiences provided for students	101	15%	20%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	112	16%	14%
Students retained, pursuant to s. 1008.25, F.S.	12	2%	1%
Students who are not proficient in reading by third grade	34	5%	4%
Students who receive two or more behavior referrals	5	1%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	10	1%	1%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

100% of parents will participate in at least three school-related activities per year including orientation, open houses, parent conferences, PTO family fun nights, volunteer opportunities, field trips, parent information nights, student award assemblies or performances, etc.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Every parent will participate in at least three school-related activities each year.	680	100%	100%

Area 10: Additional Targets**Additional targets for the school**

100% of students will participate in the District's Character Counts Program at the school level.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Every student will receive classroom guidance lessons in character development.	680	100%	100%
Nominated students will be recognized for outstanding character on a monthly basis at CC Assemblies.	210	31%	33%

Goals Summary

- G1.** Hartley Elementary School will implement District Curriculum Maps aligned to the Common Core State Standards and the Next Generation Sunshine State Standards
- G2.** Hartley Elementary School will implement District Formative Assessments in order to inform instruction and measure student learning.
- G3.** Hartley Elementary School will take actions which will ensure progress towards closing disparity gaps in achievement between non-disabled students and those with disabilities, who are economically disadvantaged and/or in racial subgroups.

Goals Detail

G1. Hartley Elementary School will implement District Curriculum Maps aligned to the Common Core State Standards and the Next Generation Sunshine State Standards

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Social Studies
- Science
- Science - Elementary School
- Parental Involvement
- EWS - Elementary School

Resources Available to Support the Goal

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

Targeted Barriers to Achieving the Goal

- Plans for professional development to address Common Core Curriculum and the District Curriculum Maps will need to be made to ensure teachers are able to effectively implement both.

Plan to Monitor Progress Toward the Goal

Discovery Education Assessments 3x per year, District Formative Assessments 4x per year, EOCs 1x per year, FCAT 2.0 (grades 3-5) end of year

Person or Persons Responsible

Principal, Assistant Principal, Instructional Literacy Coach

Target Dates or Schedule:

As prescribed by District Assessment Calendar

Evidence of Completion:

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

G2. Hartley Elementary School will implement District Formative Assessments in order to inform instruction and measure student learning.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Social Studies
- Science
- Science - Elementary School
- STEM
- Parental Involvement
- EWS - Elementary School

Resources Available to Support the Goal

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

Targeted Barriers to Achieving the Goal

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

Plan to Monitor Progress Toward the Goal

Data from formative assessments

Person or Persons Responsible

Principal, Assistant Principal, Instructional Literacy Coach

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Agenda from Grade Level Data Meetings, Minutes from Grade Level Data Meetings

G3. Hartley Elementary School will take actions which will ensure progress towards closing disparity gaps in achievement between non-disabled students and those with disabilities, who are economically disadvantaged and/or in racial subgroups.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Science - Elementary School
- STEM
- STEM - All Levels
- Parental Involvement
- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Hartley's MTSS team meets weekly to identify needs of struggling students and plan for interventions and support and to closely monitor the progress of the school's lowest quartile students.

Targeted Barriers to Achieving the Goal

- Parental support is often limited for children who come from economically disadvantaged households.
- Teachers must communicate high expectations and provide rigorous activities and assessments for struggling students in order to ensure that they make progress toward proficiency in reading and math and show annual gains in all subjects.

Plan to Monitor Progress Toward the Goal

Teachers will disseminate information related to CCSS at orientation and throughout the year on class web pages and the school's newsletter.

Person or Persons Responsible

Principal, Assistant Principal, Instructional Literacy Coach

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Meeting flyers, agendas, sign-in sheets

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Hartley Elementary School will implement District Curriculum Maps aligned to the Common Core State Standards and the Next Generation Sunshine State Standards

G1.B1 Plans for professional development to address Common Core Curriculum and the District Curriculum Maps will need to be made to ensure teachers are able to effectively implement both.

G1.B1.S1 Hartley's Professional Development calendar will reflect dates planned to deliver support to teachers related to the implementation of the Common Core Curriculum and the District Curriculum maps.

Action Step 1

Teachers will implement Common Core Curriculum standards and District Curriculum Maps to guide instruction and assessment.

Person or Persons Responsible

Principal, ILC, Assistant Principal, all teachers will participate

Target Dates or Schedule

Ongoing, Quarterly

Evidence of Completion

Lesson Plans, EEE walkthroughs and observations, DFAs and grade level team minutes

Facilitator:

Sherry Jackson, Laurie Hays, Donna Frank, Brian Morgan

Participants:

Principal, ILC, Assistant Principal, all teachers will participate

Action Step 2

Teachers will receive professional development related to CCSS and the implementation of District Curriculum Maps on early-release Wednesdays

Person or Persons Responsible

Sherry Jackson, ILC, Instructional Services

Target Dates or Schedule

monthly

Evidence of Completion

PD meeting agendas and sign in sheets

Facilitator:

Sherry Jackson, Instructional Services

Participants:

Sherry Jackson, ILC, Instructional Services

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

Teachers will plan and deliver instruction based on the CCSS and District Curriculum Maps

Person or Persons Responsible

Principal, Assistant Principal, ILC

Target Dates or Schedule

Weekly, quarterly, ongoing

Evidence of Completion

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

Plan to Monitor Effectiveness of G1.B1.S1

Monitoring tools will be used to determine the effectiveness of professional development and the implementation of Curriculum Maps used to guide instruction in the classroom.

Person or Persons Responsible

Principal, Assistant Principal, ILC

Target Dates or Schedule

Ongoing

Evidence of Completion

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

G2. Hartley Elementary School will implement District Formative Assessments in order to inform instruction and measure student learning.

G2.B1 Professional development and time for teachers to collaborate to analyze data from assessments will need to be arranged.

G2.B1.S1 During PLC Wednesdays, teachers will work together to analyze grade level formative assessment data and plan lessons and support in response to indicated needs.

Action Step 1

Data disaggregation and review related to District formative Assessments, ThinkLink and classroom tests.

Person or Persons Responsible

Grade Level Chairs

Target Dates or Schedule

monthly

Evidence of Completion

Meeting agendas, minutes and sign-in sheets

Action Step 2

Data disaggregation and review related to District formative Assessments, Discovery Education Assessments and classroom tests.

Person or Persons Responsible

Grade Level Chairs

Target Dates or Schedule

monthly

Evidence of Completion

Meeting agendas, minutes and sign-in sheets

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

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

Person or Persons Responsible

Principal

Target Dates or Schedule

Quarterly

Evidence of Completion

Grade Level Team minutes

Plan to Monitor Effectiveness of G2.B1.S1

Aministration and the MTSS team will regularly review school-wide formative and summative assessments in order to determine need for improvements.

Person or Persons Responsible

Principal, ILC, Assistant Principal, MTSS Team

Target Dates or Schedule

quarterly

Evidence of Completion

ThinkLink, District Formative Assessment and FCAT 2.0 results

G3. Hartley Elementary School will take actions which will ensure progress towards closing disparity gaps in achievement between non-disabled students and those with disabilities, who are economically disadvantaged and/or in racial subgroups.

G3.B1 Parental support is often limited for children who come from economically disadvantaged households.

G3.B1.S1 Information related to CCSS will be provided to parents which will help them to more effectively support the school's efforts at home through parent orientation meetings, the school's bi-weekly newsletter, open house parent nights and the FCAT 2.0 parent

Action Step 1

Orientation CCSS information, articles in newsletter featuring steps parents can follow to help their children at home with CCSS standards, FCAT 2.0 Parent information night

Person or Persons Responsible

Parent, ILC, Assistant Principal

Target Dates or Schedule

Evidence of Completion

Parent sign-in sheets, Agendas, Flyers, Handouts from events

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

Parent events will be scheduled throughout the year. Formative Assessments and ThinkLink data will be reviewed quarterly to determine progress by subgroup students.

Person or Persons Responsible

Principal, Assistant Principal, ILC, MTSS team

Target Dates or Schedule

Quarterly

Evidence of Completion

Sign-in sheets, Agendas, flyers, Thinklink, FCAT 2.0

Plan to Monitor Effectiveness of G3.B1.S1

Parent FCAT 2.0 Information Night, Orientation CCSS Powerpoints for Parents, Newsletter tips for parents

Person or Persons Responsible

Principal, ILC, Assistant Principal, MTSS Team

Target Dates or Schedule

Bi-weekly, quarterly, ongoing

Evidence of Completion

Newsletters, MTSS meeting agendas, flyers, meeting minutes

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Hartley Elementary's SAI plan has been approved to allow us to hire a paraprofessional who will work alongside teachers to provide interventions to our Tier 3 struggling students in reading and writing. Students served will include those who fall into our lowest 25%, economically disadvantaged and minority subgroup students. Interventions and support will be provided through a pull out and "push-in" model and research-based interventions including Great Leaps, Comprehension Toolkit and Read Naturally will be utilized for support.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Hartley Elementary School will implement District Curriculum Maps aligned to the Common Core State Standards and the Next Generation Sunshine State Standards

G1.B1 Plans for professional development to address Common Core Curriculum and the District Curriculum Maps will need to be made to ensure teachers are able to effectively implement both.

G1.B1.S1 Hartley's Professional Development calendar will reflect dates planned to deliver support to teachers related to the implementation of the Common Core Curriculum and the District Curriculum maps.

PD Opportunity 1

Teachers will implement Common Core Curriculum standards and District Curriculum Maps to guide instruction and assessment.

Facilitator

Sherry Jackson, Laurie Hays, Donna Frank, Brian Morgan

Participants

Principal, ILC, Assistant Principal, all teachers will participate

Target Dates or Schedule

Ongoing, Quarterly

Evidence of Completion

Lesson Plans, EEE walkthroughs and observations, DFAs and grade level team minutes

PD Opportunity 2

Teachers will receive professional development related to CCSS and the implementation of District Curriculum Maps on early-release Wednesdays

Facilitator

Sherry Jackson, Instructional Services

Participants

Sherry Jackson, ILC, Instructional Services

Target Dates or Schedule

monthly

Evidence of Completion

PD meeting agendas and sign in sheets

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G3.	Hartley Elementary School will take actions which will ensure progress towards closing disparity gaps in achievement between non-disabled students and those with disabilities, who are economically disadvantaged and/or in racial subgroups.	\$500
Total		\$500

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
Supplies (510)		\$500
Total		\$500

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G3. Hartley Elementary School will take actions which will ensure progress towards closing disparity gaps in achievement between non-disabled students and those with disabilities, who are economically disadvantaged and/or in racial subgroups.

G3.B1 Parental support is often limited for children who come from economically disadvantaged households.

G3.B1.S1 Information related to CCSS will be provided to parents which will help them to more effectively support the school's efforts at home through parent orientation meetings, the school's bi-weekly newsletter, open house parent nights and the FCAT 2.0 parent

Action Step 1

Orientation CCSS information, articles in newsletter featuring steps parents can follow to help their children at home with CCSS standards, FCAT 2.0 Parent information night

Resource Type

Evidence-Based Program

Resource

CCSS Informational flyers will be printed and distributed to parents and refreshments provided at the activity.

Funding Source

Supplies (510)

Amount Needed

\$500