

W. Douglas Hartley Elementary



2014-15 School Improvement Plan

W. Douglas Hartley Elementary

260 CACIQUE DR, St Augustine, FL 32086

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

School Demographics

School Type
Elementary

Title I
No

Free/Reduced Price Lunch
42%

Alternative/ESE Center
No

Charter School
No

Minority
18%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A	A	A

School Board Approval

This plan is pending approval by the St. Johns County School Board.

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

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

School Environment

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

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

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

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

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

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

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

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

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

Early Warning Systems

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

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

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school
- Course failure in English Language Arts or mathematics
- A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	1	5	11	1	6	4	28
One or more suspensions	0	0	1	0	2	1	4
Course failure in ELA or Math	4	2	0	4	1	1	12
Level 1 on statewide assessment	0	0	0	6	12	6	24
	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level			Total
	K	3	4	
Students exhibiting two or more indicators	1	4	4	9

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

MTSS addresses academic and/or behavioral concerns by identifying specific strategies appropriate for each individual's needs. Strategies may include: additional small group or individualized instruction delivered by the teacher, assignment of student to pull-out intervention with parapro for small group or individualized instruction in math or reading (using (Early Interventions to Reading), assignment of student to Read Naturally computer-based reading intervention program, assignment of student to an adult mentor, conferencing with attendance liaison.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

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

Our goal is for 100% of parents to participate in at least three school-related activities per year including orientation, open houses, parent conferences, PTO family fun nights, volunteer opportunities, field trips, parent information nights, student award assemblies or performances, etc. This year's Family Health and Fitness Night will encourage families' involvement in presenting and attending informational booths/activities which showcase strategies to improve health and adopt a healthy lifestyle.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

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

Effective Leadership

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

School Leadership Team

Membership

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

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

Duties

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

ILC coordinates the MTSS team, helps teachers analyze student data, coaches teachers, provides professional development 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.

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

Data from Discovery Education Assessments, District Formative Assessments and FCAT 2.0 are reviewed quarterly and at year's end in order to determine areas in need of improvement. When teachers identify students in need of support, the MTSS team reviews individual student data and makes recommendations for intensive interventions based on a tiered system of support. Progress is monitored and reported regularly to the team in order to determine student's progress or need for further support. Grade levels meet following formative assessments to review grade level data and adjust instruction accordingly. An ongoing system of support, assessment, data review and planning ensures progress toward individual, grade-level and school-wide goals. Hartley Elementary's SAI plan has been approved to allow us to hire a paraprofessional who will work alongside teachers to provide interventions to our Tier 3 struggling students in reading and writing. Students served will include those who fall into our lowest 25%, economically disadvantaged and minority subgroup students. Interventions and support will be provided through a pull out and "push-in" model and research-based interventions including Great Leaps, Comprehension Toolkit and Read Naturally will be utilized for support. In addition, this year we received a Supplemental At-Risk allocation which has been used to provide for a 60% paraprofessional who will provide math interventions to struggling students and serve as a family liaison for students with attendance problems.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Joy Taylor	Principal
ElizaBeth Purtill	Teacher
Latrell Moore	Education Support Employee
Shelley Ardis	Parent
Hallie Bamford	Parent
Charlene Beymer	Parent
Susie Cunha-Corpuz	Parent
AnnMarie Darcy	Parent
Brent Handley	Parent
Theresa Kass	Parent
Erika Lang-Montgomery	Parent
Meta Powell	Parent
Theresa Lennon	Business/Community
Alexandra Phillips	Business/Community
John H. Samuels	Teacher

Duties

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

Evaluation of last year's school improvement plan

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

Development of this school improvement plan

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

Preparation of the school's annual budget and plan

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

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

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

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

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

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team meets monthly to discuss and plan around school data related to ELA, literacy curriculum, strategies, initiatives, strength and weakness areas.

It approves renewal of computer-based instructional applications which support students in reading including Renaissance Accelerated Reader and Star programs, IXL and Moby Max.

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

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

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

Public and Collaborative Teaching

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

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Weekly grade level team meetings, monthly PLCs and professional development Wednesdays, common grade level daily department planning time are built in to the school's schedule to allow time for teacher collaboration and planning.

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

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

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

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

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

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Teacher representatives from each course and or grade level meet four times a year with district Subject Area Specialists to develop/review curriculum maps, quarterly formative assessments and teacher resources to include instructional materials. These District Professional Learning Communities work to ensure that curriculum, instruction and assessment are based on applicable state standards. This process is in addition to a standards based instructional materials review program that is used when the district adopts the primary instructional materials for a course. The teacher representatives work with instructors and administrators at the school level to ensure that the results of the District Professional Learning Communities are implemented at the school level. The curriculum maps which include links to vetted instructional materials and lesson plans are the basis for school level standards based planning and instruction.

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

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

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

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Grade level departments review formative assessment results quarterly including Discovery Education and District Formative Assessments. They also review chapter and unit tests during their weekly common planning and use this data as well as the formative test results and student work in order to differentiate instruction via small groups for those who struggle and need support as well as for those who need to be more challenged. For students needing additional tiers of support as indicated by progress monitoring, a math and reading intervention specialist can be scheduled to provide support using a research-based curriculum.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Summer Program

Minutes added to school year: 5,760

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

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

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

Student Transition and Readiness

PreK-12 Transition

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

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

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

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

NA

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

NA

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

NA

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

NA

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step **S123456** = Quick Key

Strategic Goals Summary

- G1.** Hartley Elementary School will use District Curriculum Maps aligned to the Florida Common Core Standards to guide planning, focus instruction and improve percentages of proficiency and annual gains in writing, reading and math.
- G2.** Hartley Elementary School will administer Discovery Education, District Formative Assessments and assessments embedded in curriculum maps 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. SAI and SAR funds will be designated to hire a reading interventionist and a math interventionist/parent liaison to provide support for struggling subgroup students.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Hartley Elementary School will use District Curriculum Maps aligned to the Florida Common Core Standards to guide planning, focus instruction and improve percentages of proficiency and annual gains in writing, reading and math. 1a

G036299

Targets Supported 1b

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

Resources Available to Support the Goal 2

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

Targeted Barriers to Achieving the Goal 3

- As time for teacher learning is the biggest barrier, the professional development calendar will reflect a schedule for training related to best practices for implementing District curriculum maps, utilizing related resources and implementing strategies.

Plan to Monitor Progress Toward G1. 8

Discovery Education Assessments 3x per year, District Formative Assessments 4x per year, EOCs 1x per year, Florida Standards Assessment (AIR) (grades 3-5) end of year

Person Responsible

Jesse Gates

Schedule

On 6/4/2015

Evidence of Completion

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

G2. Hartley Elementary School will administer Discovery Education, District Formative Assessments and assessments embedded in curriculum maps in order to inform instruction and measure student learning.

1a

G036300

Targets Supported 1b

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

Resources Available to Support the Goal 2

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

Targeted Barriers to Achieving the Goal 3

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

Plan to Monitor Progress Toward G2. 8

Data from formative assessments

Person Responsible

Joy Taylor

Schedule

Quarterly, from 9/3/2014 to 5/27/2015

Evidence of Completion

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

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. SAI and SAR funds will be designated to hire a reading interventionist and a math interventionist/parent liaison to provide support for struggling subgroup students.

1a

G036301

Targets Supported 1b

Indicator	Annual Target
Level 1 - All Grades	4.0

Resources Available to Support the Goal 2

- Hartley's MTSS team meets weekly to identify needs of struggling students and plan for differentiation, interventions and support and to closely monitor the progress of the school's lowest quartile students. Intervention paraprofessionals work with small groups to further support students in reading and math.

Targeted Barriers to Achieving the Goal 3

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

Plan to Monitor Progress Toward G3. 8

Parent contact logs, DFA, DE and AIR student data

Person Responsible

Sherry Jackson

Schedule

Quarterly, from 8/27/2014 to 6/3/2015

Evidence of Completion

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

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Hartley Elementary School will use District Curriculum Maps aligned to the Florida Common Core Standards to guide planning, focus instruction and improve percentages of proficiency and annual gains in writing, reading and math. **1**

 G036299

G1.B1 As time for teacher learning is the biggest barrier, the professional development calendar will reflect a schedule for training related to best practices for implementing District curriculum maps, utilizing related resources and implementing strategies. **2**

 B086893

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. **4**

 S097617

Strategy Rationale

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

Action Step 1 **5**

Teachers will utilize District Curriculum Maps to guide instruction and assessment.

Person Responsible

Joy Taylor

Schedule

Monthly, from 9/17/2014 to 6/5/2015

Evidence of Completion

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

Action Step 2 5

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

Person Responsible

Sherry Jackson

Schedule

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

Evidence of Completion

PD meeting agendas and sign in sheets

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

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

Person Responsible

Joy Taylor

Schedule

Biweekly, from 8/25/2014 to 6/4/2015

Evidence of Completion

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

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

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

Person Responsible

Joy Taylor

Schedule

Biweekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

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

G2. Hartley Elementary School will administer Discovery Education, District Formative Assessments and assessments embedded in curriculum maps in order to inform instruction and measure student learning. 1

 G036300

G2.B1 Professional development and time for teachers to collaborate to analyze data from assessments will need to be scheduled.. 2

 B086894

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. 4

 S097618

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Sherry Jackson

Schedule

Monthly, from 8/12/2014 to 5/28/2015

Evidence of Completion

Meeting agendas, minutes and sign-in sheets

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

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

Person Responsible

Joy Taylor

Schedule

Weekly, from 8/20/2014 to 5/27/2015

Evidence of Completion

Grade Level Team minutes, DE and DFA data

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

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

Person Responsible

Joy Taylor

Schedule

Quarterly, from 9/3/2014 to 5/27/2015

Evidence of Completion

Discovery Education Assessment, District Formative Assessment and Florida Standards Assessment 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. SAI and SAR funds will be designated to hire a reading interventionist and a math interventionist/parent liaison to provide support for struggling subgroup students. 1

G036301

G3.B2 Teachers must communicate high expectations and provide rigorous activities and assessments for struggling students in order to ensure that they make progress toward proficiency in reading and math and show annual gains in all subjects. 2

B086896

G3.B2.S1 The Instructional Literacy Coach will provide professional development to teachers to insure they are providing rigorous, authentic student work and assessments, and that all students are provided opportunities and support needed to experience success with complex tasks. 4

S100175

Strategy Rationale

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

Action Step 1 5

Professional development on authentic student work, text complexity and assessment building

Person Responsible

Sherry Jackson

Schedule

Monthly, from 9/17/2014 to 5/27/2015

Evidence of Completion

PD sign in sheets, exit slips, EEE classroom observations

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

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

Person Responsible

Joy Taylor

Schedule

Biweekly, from 9/17/2014 to 5/27/2015

Evidence of Completion

EEE protocols and results formative assessment student data

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

Person Responsible

Schedule

Evidence of Completion

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Teachers will utilize District Curriculum Maps to guide instruction and assessment.	Taylor, Joy	9/17/2014	Lesson Plans, EEE walkthroughs and observations, DFAs and grade level team minutes	6/5/2015 monthly
G2.B1.S1.A1	Data disaggregation and review related to District formative Assessments, Discovery Education and classroom tests.	Jackson, Sherry	8/12/2014	Meeting agendas, minutes and sign-in sheets	5/28/2015 monthly
G3.B2.S1.A1	Professional development on authentic student work, text complexity and assessment building	Jackson, Sherry	9/17/2014	PD sign in sheets, exit slips, EEE classroom observations	5/27/2015 monthly
G1.B1.S1.A2	Teachers will receive professional development related to Florida CCSS and the implementation of District Curriculum Maps on early-release Wednesdays and will process learning and plan together during PLC Wednesdays and weekly grade level meetings.	Jackson, Sherry	8/19/2014	PD meeting agendas and sign in sheets	5/20/2015 monthly
G1.MA1	Discovery Education Assessments 3x per year, District Formative Assessments 4x per year, EOCs 1x per year, Florida Standards Assessment (AIR) (grades 3-5) end of year	Gates, Jesse	8/25/2014	Performance Plus School Reports, Discovery Education School Reports, FLDOE school reports	6/4/2015 one-time
G1.B1.S1.MA1	iObservation protocols, lesson plan reviews and formative assessment data will determine the effectiveness of professional development and the implementation of Curriculum Maps used to guide instruction in the classroom.	Taylor, Joy	8/25/2014	PD calendar, Lesson plans, EEE teacher observations, PD agendas and sign-in logs	5/29/2015 biweekly
G1.B1.S1.MA1	Teachers will plan and deliver instruction based on the Florida CCSS and District Curriculum Maps. Principal and assistant principal will monitor implementation by reviewing lesson plans and walkthrough observations of classroom instruction. ILC and District coordinators will provide professional development and support.	Taylor, Joy	8/25/2014	Lesson plans, EEE walkthrough observations, professional development agendas and sign-in logs	6/4/2015 biweekly
G2.MA1	Data from formative assessments	Taylor, Joy	9/3/2014	Agenda from Grade Level Data Meetings, Minutes from Grade Level	5/27/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				Data Meetings, student and grade level results from DFAs and other formative assessments	
G2.B1.S1.MA1	Administration, Leadership and the MTSS team will regularly review school-wide formative and summative assessments in order to determine need for improvements and next steps.	Taylor, Joy	9/3/2014	Discovery Education Assessment, District Formative Assessment and Florida Standards Assessment results	5/27/2015 quarterly
G2.B1.S1.MA1	Principal will review grade level team minutes, attend meetings and review grade level student data to monitor for planning in response to data collection and student growth.	Taylor, Joy	8/20/2014	Grade Level Team minutes, DE and DFA data	5/27/2015 weekly
G3.MA1	Parent contact logs, DFA, DE and AIR student data	Jackson, Sherry	8/27/2014	Meeting flyers, agendas, sign-in sheets, DFA, DE and AIR student data	6/3/2015 quarterly
G3.B2.S1.MA1	[no content entered]			one-time	
G3.B2.S1.MA1	EEE classroom observations, lesson plans and student results from formative assessments will be reviewed.	Taylor, Joy	9/17/2014	EEE protocols and results formative assessment student data	5/27/2015 biweekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Hartley Elementary School will use District Curriculum Maps aligned to the Florida Common Core Standards to guide planning, focus instruction and improve percentages of proficiency and annual gains in writing, reading and math.

G1.B1 As time for teacher learning is the biggest barrier, the professional development calendar will reflect a schedule for training related to best practices for implementing District curriculum maps, utilizing related resources and implementing strategies.

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 utilize District Curriculum Maps to guide instruction and assessment.

Facilitator

Sherry Jackson, Laurie Hays, Donna Frank, Brian Morgan

Participants

Principal, ILC, Assistant Principal, all teachers will participate

Schedule

Monthly, from 9/17/2014 to 6/5/2015

PD Opportunity 2

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

Facilitator

Sherry Jackson, Instructional Services

Participants

all instructional staff and administration

Schedule

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

G2. Hartley Elementary School will administer Discovery Education, District Formative Assessments and assessments embedded in curriculum maps 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 scheduled..

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.

PD Opportunity 1

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

Facilitator

Sherry Jackson, Joy Taylor, Donna Frank, Laurie Hays

Participants

Teachers

Schedule

Monthly, from 8/12/2014 to 5/28/2015

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.SAI and SAR funds will be designated to hire a reading interventionist and a math interventionist/parent liaison to provide support for struggling subgroup students.

G3.B2 Teachers must communicate high expectations and provide rigorous activities and assessments for struggling students in order to ensure that they make progress toward proficiency in reading and math and show annual gains in all subjects.

G3.B2.S1 The Instructional Literacy Coach will provide professional development to teachers to insure they are providing rigorous, authentic student work and assessments, and that all students are provided opportunities and support needed to experience success with complex tasks.

PD Opportunity 1

Professional development on authentic student work, text complexity and assessment building

Facilitator

Sherry Jackson

Participants

Teachers

Schedule

Monthly, from 9/17/2014 to 5/27/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 3: 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.SAI and SAR funds will be designated to hire a reading interventionist and a math interventionist/parent liaison to provide support for struggling subgroup students.	41,854
Grand Total	41,854

Goal 3: 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.SAI and SAR funds will be designated to hire a reading interventionist and a math interventionist/parent liaison to provide support for struggling subgroup students.

Description	Source	Total
B1.S1.A1 - SAR Funds	Other Federal	41,854
Total Goal 3		41,854