

Hartly Elementary School Capital School District | Dover, Delaware

School Success Plan for 2022-2023





Contact Information

School:	Hartly Elementary School	Principal:	Mrs. Yvette Davenport
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School Success Plan Team Membership Attendance

Name	Role	Name	Role
Yvette Davenport	Principal	Christine Farrow	Lighthouse Team/Pre-Kindergarten Teacher
Amanda Butler	Lighthouse Coordinator/3rd Grade Teacher	Mary Simperts	Lighthouse Team/Paraprofessional
Hannah Wilson	Instructional Coach	Jessica Short	Parent Teacher Friends Organization/Parent
Jackie Collins	School Counselor	Camethia Baker	Licensed Clinical Social Worker/Parent
Rosemary Durham	Lighthouse Team/2nd Grade Teacher		
Jennifer Simons	Lighthouse Team/1st Grade Teacher		
Morgan Jewell	Lighthouse Team/Kindergarten Teacher		
Laura Slater	Lighthouse Team/Reading Specialist		



School Success Plan Team Meetings	
Date	Description of Meeting
May 26, 2022	Lighthouse Team and SSP Team Review of Previous SSP goals
June 15, 2022	Whole Staff (Action Teams) Review of Previous SSP and EOY data
July 26, 2022	Culture Action Team Creation of School Events Calendar
August 11, 2022	Staff Lighthouse Team (Beginning of Finalization of Plan)
August 23, 2022	Staff Lighthouse Team (Lighthouse Training/Review of MRA and impact on SSP)

Other Active Building Committees (*Denotes Committee Chair/SSSC is School Success Sub-Committee)			
Committee Name: Staff Lighthouse Team	Committee Name: Emergency Response Team/School Crisis Team	Committee Name: Instructional Support Team (IST) Tier 2/3 Committee	Committee Name: Liaison (SSSC)



<p>Description: A sub- committee of our School Success Team, including strategically selected stakeholders, that meets to further analyze and develop foundational ideas. This team will manage the PBS Tier 1 school wide initiatives. This committee is identical to the SSP committee</p>	<p>Description: Key building stakeholders who support the safety of our students and the security of our building. This committee reviews ERIPS protocols, conducts staff awareness trainings, and plans practice drills. The team will also be trained in responding to student crisis.</p>	<p><i>SI:2 Meeting the Needs of the Whole Child</i></p> <p>Description: The IST meets to discuss at-risk students identified by teachers and/or data. The team consists of the principal, instructional coach, educational diagnostician, school psychologist, and school counselor, as well as, teachers and other support staff who provide services to the student. At the Tier 3 level the teacher team is included and becomes part of the evaluation process.</p>	<p>Description: This committee meets to share constructive feedback between and among all building members. The committee includes CEA representatives and grade level representatives. It is chaired by the IAC District Instructional Advisory committee member from Hartly Elementary School.</p>
<p><u>Members</u></p>	<p><u>Members</u></p>	<p><u>Members</u></p>	<p><u>Members</u></p>
<p>Yvette Davenport Amanda Butler Laura Slater Jackie Collins Rosemary Durham Jennifer Simons Mary Simperts Christine Farrow</p>	<p>Yvette Davenport Daniel Duke Liz Spencer John Neill Jackie Collins Camethia Baker Hannah Wilson Rachel Reed</p>	<p>Yvette Davenport Jackie Collins Hannah Wilson Camethia Baker Rachel Reed Evie Ross Laura Slater Tamara Bosco</p>	<p>Laura Slater Elizabeth Wetherall Yvette Davenport</p>



Other Active Building Committees

Other Active Building Committees			
Committee Name: Leadership Action Team	Committee Name: Culture Action Team	Committee Name: Academics Action Team	Committee Name: Hartly PTF (Parents Teachers Friends)
Description: This team will represent Hartly at the District Level and is responsible for sharing information with other staff members.	Description: This team will represent Hartly at the District Level on the Blended Learning Committee.	Description: This team will represent Hartly at the District Level on the Blended Learning Committee.	Description: This committee is a community of parents, teachers, and friends. The purpose of their work is to support the academic, environmental, and social welfare of our students.
<u>Members</u>	<u>Members</u>	<u>Members</u>	<u>Members</u>
Jackie Collins Morgan Jewell Jennifer Simons Heather Barcus Rosemary Durham Lauren Hunter Adrienne Gomez Rachel Reed Chad Lloyd	Chrissie Farrow Lynn Eichler Mary Simperts Beth Wetherall Sandy Kramer Lydia Ayer Ruby Robles Camie Baker Kristen Downes	Laura Slater Erin Wilson Tamara Bosco Jennifer Cooper Hannah Wilson Catherine Kuntzi Amanda Butler Rachel Thomson	Jessica Short



Vision Statement

Spurring the Audacity of Hope to advance Excellence through Innovation

Mission Statement

Capital School District, in partnership with students, families, and the community, is committed to leadership and educational excellence. We will educate all students in state-of-the-art facilities to achieve their potential by providing a safe, nurturing environment where standards are high and learning is the priority.

Core Values

Excellence through Equity- striving to differentiate how we support the needs of our students.

Unity through Love- striving to advance strategic partnerships that address the holistic needs of students.

Leadership through Inclusiveness- striving to create more transparency while strengthening our communication efforts.

Strategic Plan Intent #1 - Linear and Streamlined District Linked Priorities - Communication

Key Outcomes: **Analysis of Community and Stakeholder Engagement; Analysis of Professional Learning, Analysis of Access to Equitable Educators**

- (1) Communication will increase to all stakeholders - students, parents, staff, and community members
- (2) Students will report greater connectedness to the school community
- (3) Student grades will improve
- (4) Student attendance will improve
- (5) Student standardized test scores will improve



- (6) Student behavior incidents decrease
- (7) 10-15 year Facility Plan is accepted by community of stakeholders
- (8) Teachers report feeling supported
- (9) Highly qualified teacher retention will increase across the district
- (10) Opportunities for and participation in extracurricular activities increase

**Strategic Plan Intent #2 - Meeting the Needs of the Whole Child
Linked Priorities - Care, Capacity, Continuous Improvement**

Key Outcomes: ***Analysis of Safe and Healthy Environment (Attendance, Behavior); Analysis of Rigorous Standards, Instruction & Assessment (MTSS)***

- (1) Proficiency rates increase (Acadience, STAR, SBAC, DeSSA, SAT, PSAT, etc.)
- (2) Increase accessibility to social and emotional resources
- (3) High School graduation rate increases
- (4) Student dropout rate decreases
- (5) Student attendance rates increase
- (6) Staff with dual certifications increases in Special Education, Gifted/Talented, ELL
- (7) Staff with national certifications will increase
- (8) Behavioral incidents decrease
- (9) Students receiving multiple behavior referrals decreases



- (10) Increased student engagement
- (11) Enrollment across the district increases
- (12) Increased positive perception of schools by all stakeholders
- (13) Individual Education Plans (IEPs) will be implemented with fidelity

**Strategic Plan Intent #3 - Senator Pride
Linked Priorities - Community**

Key Outcomes: ***Analysis of School Climate Areas***

- (1) Teacher job satisfaction improves
- (2) Students report feeling safe
- (3) Teacher retention improves
- (4) Parental involvement increases
- (5) An increase in educator applicants through “Join Delaware Schools”
- (6) Student enrollment will increase
- (7) Student involvement increases – curricular and extra-curricular
- (8) Partnerships with community organizations increases

District Balanced Scorecard



Link to Balanced Scorecard

The Balanced Scorecard is the framework that communicates the targets from each Strategic Intent (SI) to all stakeholders. Each Key Performance Indicator on the Balanced Scorecard is aligned to a Key Outcome that was determined by the three SI teams. The Balanced Scorecard measures the targets over the next five years and includes annual milestones. In addition to annual milestones, work groups may identify interim data sources to more closely monitor their progress. The Scorecard will serve as an important tool for aligning our initiatives, gaining systematic feedback, and monitoring progress.

School Profile

At the core of Hartly Elementary School's philosophy is the motto, Hartly Elementary School is a place where everybody is somebody special. Our school mission is "At the heart of Hartly, we seek to make connections that inspire lifelong learners and leaders.

Hartly Elementary School is committed to building positive relationships with our students and their families. There are many opportunities for students and families to connect with the learning environment. Hartly Elementary is a Leader in Me School. All of our stakeholders are reminded to live the 8 Habits which include: Be Proactive, Begin with the End in Mind, Put First Things First, Think Win-Win, Seek First to Understand then to be Understood, Synergize, Sharpen the Saw, and Find Your Voice and Inspire Others to Find Theirs. Students also learn leadership skills by participating in chorus, safety patrol, Girls on the Run, Saturday Basketball, and other school supported community service projects. Our Counseling Program includes regular classroom guidance lessons, as well as individual and small group sessions to promote social skills and positive character development.

Core curriculum components include: the Reading Wonders reading program, iReady Math program, Amplify Science, and the state of Delaware Curriculum for Social Studies. Writing is not only taught using the Wonders program but is also weaved throughout all subject areas. Music, Art, Physical Education, Library, and Technology Standards are taught during daily related arts periods. All students participate in STEAM (Science, Technology, Engineering, Arts, and Math) activities each week.

- ACT (Accelerated Curriculum and Technology) is available for third and fourth graders who qualify for the Gifted and Talented Program.
- Special Education Services are available for students who qualify and are provided in the least restrictive environment to include inclusion and resource



classrooms.

- The curriculum is aligned with Common Core and is taught through research-based instructional programs and techniques.
- Student Achievement data is a key component of MTSS (Multi Tiered Systems of Support). Student progress is routinely monitored and interventions are in place as needed to ensure student success.

Delaware School

[Link to School Report Card](#)

The Delaware School Success Framework (DSSF) is the statewide system of accountability for publicly reporting progress in multiple areas at both the district and school levels. Federal law requires a single statewide system of accountability that replaces the previous Adequate Yearly Progress (AYP) system under No Child Left Behind (NCLB). This is the second year that the DSSF has been released. The reports focus on five areas: Achievement, Growth, On-Track to Graduate, College and Career Preparation, and Contextual Measures.

Hartly Elementary Needs Assessment

[Link to Needs Assessment](#)

The Needs Assessment is a systematic process for determining and addressing needs or “gaps” between current conditions and desired conditions or “wants”. The School Needs Assessment allows teams to collect and analyze school level data in an ongoing process throughout the year in order to develop goals, monitor progress towards goals, and reflect on outcomes to determine next steps.



Identified Goal #1

Goal Description

Continued implementation of Leader in Me to strengthen a culture of engagement, enhance leadership skills, and empower all stakeholders.



<p>Strategic Intent Alignment</p>	<p>Strategic Intent #1 - <u>Linear and Streamlined District</u> Strategic Intent #3 - <u>Senator Pride</u></p>	<p>Key Outcomes Alignment</p>	<p>Communication will increase to all stakeholders - students, parents, staff, and community members</p> <p>Students will report greater connectedness to the school community</p> <p>Student grades will improve</p> <p>Student attendance will improve</p> <p>Student standardized test scores improve</p> <p>Student behavior incidents decrease</p> <p>Teachers report feeling supported</p> <p>Teacher job satisfaction improves</p> <p>Students report feeling safe</p> <p>Parental involvement increases</p> <p>Student involvement increases – curricular and extra-curricular</p> <p>Partnerships with community organizations increases</p>
<p>What identified need(s) are</p>	<p><i>Need for Increase in Family and Community Engagement as evidenced from the family responses on the Spring 2022 Leader in</i></p>		



you looking to address?	<i>Me MRA Empowerment of Teachers and Staff through Leadership Opportunities and Professional Learning as evidenced from the family responses on the Spring 2022 Leader in Me MRA</i>
What data have you analyzed to determine the need?	<i>Based on a review of Spring 2022 Leader in Me MRA, the score for the Family and Community Engagement section was 76 points. (82 points for School and Parent Partnerships, 70 points for Family Engagement, and 77 for Community Engagement)</i>
Target	<i>By EOY, Family and Community Engagement score on the Spring 2023 MRA will improve from 76 to 81.</i>

Action Plan	Timeline	Point Person(s)	Funding	Status
Review the plan of action for implementing the Leader in Me and revise as needed	BOY	Amanda Butler, Jackie Collins, Yvette Davenport, Liz Spencer	School Budget and Title 1 Support	
Implement the Leader in Me Core III Training school wide	October 2022	Amanda Butler, Jackie Collins, Yvette Davenport, and staff	School Budget and Title 1 Support	
Implement the Leader in Me Signature Training and initial Core trainings for new staff members	On-going throughout the year	Amanda Butler, Jackie Collins, Yvette Davenport, and staff	School Budget and Title 1 Support	
Design and implement a WIG setting process to support	BOY	Academic Action Team	School Budget and	



student achievement and understanding/acknowledgement of that achievement at the school, classroom, and individual level	On-going throughout the year		Title 1 Support	
Monthly Expectations aligned to the LIM will guide the classroom implementation of LIM	BOY On-going throughout the year	Classroom Teachers	School Budget and Title 1 Support	
Design and provide opportunities for student ownership within the school. For example: classrooms, building leadership roles	BOY On-going throughout the year	Building-wide	School Budget and Title 1 Support	
A Hartly Staff Calendar will be designed, shared, and maintained. A link in the Hartly Homepage will provide access to the calendar.	On-going throughout the year	Culture Action Team Yvette Davenport	School Budget and Title 1 Support	
School representatives will synergize with the PTF (Parent Teachers and Friends) Organization by attending, giving input during the organization's special events and monthly meetings, and sharing LIM initiatives.	On-going throughout the year	Yvette Davenport Leadership Action Team PTF members Hartly families	PTF Budget	



Identified Goal #2			
Goal Description	Provide increased mental health supports for students to build resilience and emotional competence in addition to decreasing the amount of discipline incidents.		
Strategic Intent Alignment	Strategic Intent #2: Meeting the Needs of the Whole Child	Key Outcomes Alignment	Increase accessibility to social and emotional resources Student attendance rates increase Behavioral incidents decrease Students receiving multiple behavior referrals decreases Increased student engagement Increased positive perception of schools by all stakeholders Individual Education Plans (IEPs), Functional Behavior Assessments (FBAs), and Behavior Intervention Plans (BIPs) will be implemented with fidelity
What identified need are you looking to address?	<i>MRA Survey data (Personal Development, Interpersonal Development, and Prosocial Behaviors sections) School Climate data (Student to Student Relations section)</i>		
What data have you analyzed to determine the need?	<i>Based on a review of MRA data, students scored feeling empowered, having trusting relationships and having a sense of school belonging 73-77 out of 100 points. The scores for Student to Student Relations have decreased from 2020-21 to 2021-22 school years on student and family surveys.</i>		
Target	<i>By EOY, the Student Leadership section of the MRA will improve from a score of 73 to 78.</i>		



Action Steps	Timeline	Point Person(s)	Funding	Status
Review the plan to integrate the Leader in Me and SEL programs, including the SEL components in the Wonders curriculum, to a streamlined school wide philosophy/ approach and revise as needed.	BOY	Leadership Team, Amanda Butler, and Yvette Davenport	School Budget and Title 1 Support	
Work to clarify the structures and processes of the integrated LIM and SEL approach during PLC, MTSS and other groups to ensure a thorough understanding of the Hartly Elementary School plan and expectations.	On-going throughout the year	MTSS Team	School Budget and Title 1 Support	
Enhance the plan to use LIM, and SEL to support a more safe and nurturing cafeteria environment for students and staff.	BOY	Yvette Davenport, Camethia Baker, Jackie Collins, Hannah Wilson, and Cafeteria Staff	School Budget and Title 1 Support	
Revisit the structure and implementation of the Check-in/Check-out system. Morning and/or afternoon huddle for Check-in/Check-out students.	On-going throughout the year	MTSS and staff	School Budget and Title 1 Support	
Classrooms will add an extra 10 minutes of movement purposely built into their schedule that will lead to greater academic focus.	BOY On-going throughout the year	Classroom Teachers	School Budget and Title 1 Support	
Provide small group and individual mental health supports for Tier II	On-going throughout the year	School based mental health team	School Budget and Title 1	



and Tier III			Support	
Connect identified students with community based mental health supports.	On-going throughout the year	School Based Mental Health Team	School Budget and Title 1 Support	
Review of all IEPs, FBAs, and BIPs will be completed prior to students beginning of the school year. These plans will be implemented with fidelity	BOY and On-going throughout the year (if revised)	Classroom and Related Arts Teachers	n/a	



Identified Goal #3			
Goal Description	Increase Student Achievement (growth) in Reading through the implementation of standards based curriculum, instruction, and assessment.		
Strategic Intent Alignment	Strategic Intent #1 - Linear and Streamlined District Strategic Intent #2 - Meeting the Needs of the Whole Child	Key Outcomes Alignment	Proficiency rates increase Student attendance rates increase Increased student engagement Increased positive perception of schools by all stakeholders Individual Education Plans (IEPs) will be implemented with fidelity
What identified need are you looking to address?	<i>Student performance on STAR Reading Assessment</i>		
What data have you analyzed to determine the need?	<i>Based on a review of STAR data, 56% of second graders, 61% of third graders, and 43% of fourth graders were below benchmark. Based on a review of Acadience data, 36% of Kindergarteners and 72% of first graders were below benchmark.</i>		
Target	<i>By EOY, student STAR reading percentage of proficient scores will improve by 10%.</i>		



Action Steps	Timeline	Point Person(s)	Funding	Status
Continue developing a deeper integration of the CSD Teaching and Learning Model and centered around Hartly's focus areas (Clear Learning Intentions and Success Criteria, Reading Strategies, Define and Teach Routines and Procedures, Provide Opportunities for Youth Voice and Choice, Right Size Learning)	BOY	Academic team, Principal, Instructional Coach, Classroom teacher	School Budget and Title 1 Support	
3rd and 4th Grade will design a system to support SBAC Performance. (SBAC Prep: IABs and AVAs)	On-going throughout the year	Classroom Teacher, PLC Teams	School Budget and Title 1 Support	
Continue working as grade levels during PLCs to analyze data and determine the best instructional practices in order to differentiate instruction fully and incorporate High Yield Strategies.	BOY On-going throughout the year	PLC Teams, principal, instructional coach	School Budget and Title 1 Support	
Use the LIM goal setting process to support student academic achievement as evidenced in student leadership portfolios and acknowledged in LIM goal celebrations.	BOY On-going throughout the year	Academic team, Principal, Instructional Coach, Classroom teachers	School Budget and Title 1 Support	
Create a schedule for classroom visits with the Instructional Support team to gain insight on instructional best practices.	Quarterly	Yvette Davenport, Hannah Wilson, Laura Slater, Tamara Bosco, Evie Ross	n/a	
Utilize a Continuous Cycle of Improvement (Plan, Do, Study,	Twice a year (Second and	PLC teams	n/a	



Act) to give teachers an opportunity to learn from each other by planning together, observing each other, and reflecting on lesson	Third Marking Periods)			
Implement and utilize high quality instructional curriculum materials with fidelity by utilizing the Capital School District Implementation plan as well as unpacking of standards and materials.	On-going throughout the year	Classroom Teachers	n/a	



Identified Goal #4			
Goal Description	Create and sustain an inclusive climate that celebrates diversity and fosters a sense of belonging with systems of equitable support and access to increase academic performance and acceptance for all students.		
Strategic Intent Alignment	Strategic Intent #1 - Linear and Streamlined District Strategic Intent #2 - Meeting the Needs of the Whole Child	Key Outcomes Alignment	Students will report greater connectedness to the school community Student grades will improve Student attendance will improve Student standardized test scores improve Student behavior incidents decrease Teachers report feeling supported Teacher job satisfaction improves Students report feeling safe Teacher retention improves Parental involvement increases Student enrollment will increase Student involvement increases – curricular and extra-curricular
What identified need are you	<i>MRA Survey data (Student Empowerment, Trusting Relationships, and School Belonging sections)</i>		



looking to address?	<i>School Climate data (Teacher to Student and Student to Student Relations sections)</i>
What data have you analyzed to determine the need?	<i>Based on a review of MRA data, students scored feeling empowered, having trusting relationships and having a sense of school belonging 69-73 out of 100 points. The scores for Student to Student Relations have decreased from 2020-21 to 2021-22 school years on staff, student, and family surveys.</i>
Target	<i>By EOY, the Supportive Student Environment section of the MRA will improve from a score of 73 to 78.</i>

Action Steps	Timeline	Point Person(s)	Funding	Status
Using data from a variety of sources, increase equity and address the diverse needs of our learners by engaging students in individualized learning opportunities.	BOY On-going throughout the year based on Progress Monitoring	PLC Teams, Evie Ross, MTSS Team	School Budget and Title 1 Support	
Identify any disproportionality in the number of discipline referrals and create an action plan to mitigate if necessary.	BOY MOY EOY	Yvette Davenport MTSS Team	n/a	
Use classroom visits to monitor that all students have access and are included in their grade level standards in a regular classroom setting (or the least restrictive environment for students with IEPs) that is responsive to their strengths and needs.	Quarterly	Yvette Davenport, Hannah Wilson, Laura Slater, Tamara Bosco, Evie Ross	n/a	



Teachers will utilize the CSD Lesson Plan format to ensure the inclusion of personalized supports and accommodations for students	On-going throughout the year	Classroom Teachers	n/a	
“Real Talk” conversations will be held for staff members to engage and ask questions around equity matters that pertain to students, families, and staff	Monthly	Equity Champions	n/a	
Review and redefine the school level MTSS process for identification of students	Quarterly	MTSS Team	n/a	