

**Reynolds School District 7**  
**Hartley Elementary**  
**2022-2023 Campus Improvement Plan**



# Mission Statement

We lead with equity to educate and support all students to graduate with the skills and confidence to thrive.

## Vision

As a community, we prepare lifelong-learners to achieve their full potential in a complex and interconnected world.

## Core Beliefs

1. We believe that all students, families, and staff deserve a safe and secure learning environment. We commit to providing physical and emotional safety across the Reynolds community.
2. We believe that equitable practices allow everyone within the Reynolds community to thrive. We commit to using equity as a foundation in all decision-making processes in order to eliminate inequities.
3. We believe that high-quality first-time instruction will eliminate the achievement gap. We commit to setting high expectations and providing intentional professional development to instructional leaders.
4. We believe that the heart of a high performing organization is its people. We commit to becoming an inclusive and positive organizational culture.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Hartley is a diverse community of learners located between the towns of Portland, Gresham and Fairview. Our school is comprised of approximately 350 students with diverse backgrounds and cultures represented by 51% Hispanic, 20% White, 11% Black/African American, 11% Multi-Racial, 4% Asian, and 3% Native Hawaiian/Pacific Islander. 41% of students are Ever English Learners, with 26 languages being spoken by our families. 23% of Hartley students are being served on Individual Education Plans based on their disability. Hartley is a Title I school with 100% of our students receiving free breakfast and lunch services. Our average class size is 20 students. Our teaching staff is comprised of 2 administrators, 31 licensed staff and 16 classified staff. We are proud to work with several community partners including SMART, SUN, Latino Network, Juntos Apprendemos, and others. These partnerships are definitely a highlight of our school and we look are proud to work together to bring resources to our amazing Hartley community.

### Demographics Strengths

Strengths of the Demographic of Hartley:

Experienced and Caring Staff to support students

Wide variety of cultures represented that help us to welcome each and every child from any background

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Our staff demographics do not reflect our diverse student population. **Root Cause:** As a district, hiring practices and recruiting do not yet meet the needs of our district.

**Problem Statement 2:** Having numerous cultures in our building can lead to misunderstandings and sometimes make it difficult for our students and staff to share perspectives. **Root Cause:** Students need instruction, discussion, and processing of perspectives, cultures, and ideas. This will help them with developing a sense of empathy for each other. Staff will

continue professional development in equity culturally responsive education.

# Student Learning

## Student Learning Summary

### Data Kindergarten:

SY S19-20 STAR Early Literacy 33% at/above Benchmark

SY S20-21 STAR Early Literacy 36% at/above Benchmark

SY F21-22 STAR Early Literacy 22.8% at/above Benchmark

SY W21-22 STAR Early Literacy 35.7% at/above Benchmark Progress = Increase 12.9%

### 1st Grade:

SY S19-20 STAR Early Literacy 26% at/above Benchmark

SY S20-21 STAR Early Literacy 27% at/above Benchmark

SY F21-22 STAR Early Literacy 18.8% at/above Benchmark / STAR MATH 14.3% at/above Benchmark

SY W21-22 STAR Early Literacy 29.3% at/above Benchmark / STAR MATH 33.3% at/above Benchmark Progress Early Lit = Increase 10.5% Progress Math = Increase 19%

### 2nd Grade:

SY S19-20 STAR ELA 31% at/above Benchmark / STAR MATH 26% at/above Benchmark

SY S20-21 STAR ELA 28% at/above Benchmark / STAR MATH 20% at/above Benchmark

SY F21-22 STAR ELA 21.1% at/above Benchmark / STAR MATH 22.2% at/above Benchmark

SY W21-22 STAR ELA 27% at/above Benchmark / STAR MATH 36.4% at/above Benchmark Progress Early Lit = Increase 5.9% Progress Math = Increase 14.2%

### 3rd Grade:

SY S19-20 STAR ELA 13% proficient / STAR MATH 8% proficient

SY S20-21 STAR ELA 28% at/above Benchmark / STAR MATH 29% at/above Benchmark

SY F21-22 STAR ELA 14.3% at/above Benchmark / STAR MATH 18% at/above Benchmark

SY W21-22 STAR ELA 16.7% at/above Benchmark / STAR MATH 25.5% at/above Benchmark Progress Early Lit = Increase 2.4%  
Progress Math = Increase 7.5%

4th Grade:

SY 19-20 STAR ELA 27% proficient / STAR MATH 26% proficient

SY 20-21 STAR ELA 16% at/above Benchmark / STAR MATH 19% at/above Benchmark

SY F21-22 STAR ELA 20.6% at/above Benchmark / STAR MATH 25% at/above Benchmark

SY W21-22 STAR ELA 27% at/above Benchmark / STAR MATH 30.2% at/above Benchmark Progress Early Lit = Increase 6.4% Progress  
Math = Increase 5.2%

5th Grade:

SY 19-20 STAR ELA 22% proficient / STAR MATH 18% proficient

SY 20-21 STAR ELA 32% at/above Benchmark / STAR MATH 32% at/above Benchmark

SY F21-22 STAR ELA 19.6% at/above Benchmark / STAR MATH 17.8% at/above Benchmark

SY W21-22 STAR ELA 28.9% at/above Benchmark / STAR MATH 28.3% at/above Benchmark Progress Early Lit = Increase 9.3%  
Progress Math = Increase 10.5%

### **Student Learning Strengths**

Hartley outcomes were progressing each year. STAR outcome from fall to winter 21-22 were GREAT Across the school and ALL demographics showed a 7 to 10 percent increase.

Hartley students are making growth as identified on the state report card.

Hartley staff design short-term and long-term goals with students for growth on STAR reading and math.

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** Academic Achievement is not at state average. **Root Cause:** Core Curriculum needs enhancement of culturally reflective texts and review of math curriculum components and models are necessary.



# School Processes & Programs

## School Processes & Programs Summary

RSD CORE Instructional Program:

HMH Reading (new adoption), ECRI (K-1), Heggerty (K-1), Bridges, The Great Body Shop, Lexia, Dreambox.

Seasaw, Nearpod, Schoology will continue to be used as educational platforms within the district.

Instructional Design:

110-minute reading block whole group 60-85 minutes (lesson, reading and lexia time combined here), Foundational Skills 15-30 minutes, Read to self 10-15 minutes, Vocabulary 10-15 minutes.

90-minute math block whole group 20 minute lesson, 30 minute practice (workplaces), 20 minutes calnedar, 15 minutes dreambox.

30 minute daily class meeting/SEL content

CORE instruction includes: whole group, small group, intervention (as needed), and independent work

Student Supports:

Universal Design for Learning to support all students

Language supports offered through instructional planning, co-teaching, or small group (as needed)

Principal observation and feedback

Digital Citizenship - Common Sense Media

Weekly protects 1 hour PLC time

Focus on social and emotional learning through Kimochis curriculum

Applied Activities offered- Growing Garden lessons, SEL lessons, additional music options, technology lessons.

## School Processes & Programs Strengths

Hartley Elementary School focuses on serving the whole child through comprehensive academics, attention to social emotional needs, and supports families in meeting basic needs.

Hartley specific students supports: Trillium Therapist, Kimochis SEL support lessons, well-being team student connection, lunch bunch.

Hartley specific parent supports: DHS self-sufficiency worker on campus, Trillium wrap-around therapist, SUN support system, Clothing Closet, parent newsletters, parent meetings, individual student goal incentives.

#### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Our transition back from distance learning proved to be more of a challenge for our students and families than anticipated. **Root Cause:** Students need additional instruction in social interactions, dealing with difficult issues, and expressing themselves that would usually occur naturally in the educational process. Now we have to focus on catching those skills up for our students to be successful in their academic day.

# Perceptions

## Perceptions Summary

Based on the current CEE data Hartley ES is a dedicated TEAM willing to put in the time and energy to ensure we meet the needs of ALL students:

"I am willing to work at changing my school for the better" 95% of staff

"Our staff can count on one another for help when needed" 97.6% of staff

"We have a system for celebrating student success" 97.6% of staff

## Perceptions Strengths

Hartley ES strength comes from the community we serve.

"Communication/materials I receive from the school are in a language I can understand" 96.2% community

"I feel welcome at this school" 96% community

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Hartley Community has been isolated away from the school. **Root Cause:** COVID 19 safety measures over the last two years limited opportunities to bring families into the building for community building.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- Campus goals
- Prior year improvement plans - Needs Assessment
- Prior year improvement plans - Performance objectives (SMART goals)
- Prior year improvement plans - Actions and strategies
- Prior year improvement plans - Expenditures
- Prior year improvement plans - Formative and summative reviews
- Planning and decision-making committee minutes
- State and federal planning requirements

## Accountability Data

- State assessment performance report
- Federal Report Card Data
- Local Accountability Systems (LAS) data

## Student Data: Assessments

- State and federally required assessment information
- English Language Proficiency Assessment System results
- Early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

## Student Data: Student Groups

- Race and ethnicity
- Special programs
- Economically disadvantaged
- Male/Female
- Special education
- Migrant
- At-risk
- Career and Technical Education (CTE)
- Homeless data
- Foster
- Gifted and talented data
- Multi-Tiered System of Supports (MTSS) or Response to Intervention (RtI)

## Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Social Emotional Learning
- Discipline records
- School safety data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- Enrollment trends

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Teacher evaluation

#### **Parent/Family/Community Data**

- Parent/family surveys and/or other feedback
- Parent/family engagement, opportunities, attendance, and participation
- Community surveys and/or other feedback
- Volunteer opportunities, attendance, and participation

#### **Support Systems and Other Data**

- Organizational structure data
- Master schedule
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity building resources data
- Budgets/entitlements and expenditures data
- Study of best practices

# Goals

**Goal 1:** Increase the percentage of 3rd grade students whose scores on STAR Reading meet or exceed grade level benchmark from 9% to 30% by June 2023.

Increase the percentage of 3rd grade students who receive English Language Learner services and whose scores on STAR Reading meet or exceed benchmark\* from 6% to 30% by August 2023.


Increase the percentage of 3rd grade students who receive Special Education services and whose scores on STAR Reading meet or exceed benchmark\* from 15% to 30% by August 2023.







Increase the percentage of Black/African American 3rd grade students whose scores on STAR Reading meet or exceed benchmark\* from 33% to 36% by August 2023.

Increase the percentage of Latinx 3rd grade students whose scores on STAR Reading meet or exceed benchmark\* from 33% to 36% by August 2023.

## Performance Objective 1: Marginalized Students- Reading

In order to give voice to our marginalized populations, we will remove barriers, hold high academic expectations and elicit and honor all voices.

Strategy/Action 1 Details	Reviews			
<b>Strategy/Action 1:</b> Hartley staff will implement adopted core curriculum. We are in year 1 implementation for ELA curriculum HMH. Professional Development time is dedicated throughout the year for training directly from HMH and collaboration with one another and our building instructional coach. <b>Strategy's Expected Result/Impact:</b> New curriculum will strengthen Tier 1 instruction <b>Staff Responsible for Monitoring:</b> Classroom Teachers, Instructional Coach, Building Administration  <b>Characteristics:</b> Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development <b>Funding Sources:</b> Hartley Elem K-5 - Consumable - 100 General Fund - 100.1111.0410.019.050.000 - \$1,000	Formative			Summative
	Nov	Mar	Mar	June
				

Strategy/Action 2 Details		Reviews			
<b>Strategy/Action 2:</b> Hartley staff will be offered dedicated time to engage in LETRS training. LETRS teaches the skills needed to master the fundamentals of reading instruction--phonological awareness, phonics, fluency, vocabulary, comprehension, writing, and language. All staff will engage in asynchronous learning for 13 Late Start sessions. Additional trainings are also provided based on which strand a teachers is participating in. <b>Strategy's Expected Result/Impact:</b> LETRS will calibrate and train all staff on fundamentals of reading instruction. Implementation of this information will strengthen instruction and student outcomes. <b>Staff Responsible for Monitoring:</b> Classroom Teachers, Instructional Coach, Building Administrator.  <b>Characteristics:</b> Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development <b>Funding Sources:</b> Hartley Elem K-5 - Consumable - 100 General Fund - 100.1111.0410.019.050.000 - \$1,000		Formative			Summative
		Nov	Mar	Mar	June
					
Strategy/Action 3 Details		Reviews			
<b>Strategy/Action 3:</b> Hartley staff will collaborate frequently to review and plan for student instruction- weekly PLCS and data teams. Collaboration meetings will be focused on reviewing student outcomes, planning instructional models and instruction. <b>Strategy's Expected Result/Impact:</b> Students will be provided strong Tier 1 instruction. <b>Staff Responsible for Monitoring:</b> Classroom Teachers, Instructional Coach, MTSS Coach, Building Administration  <b>Characteristics:</b> Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching <b>Funding Sources:</b> Hartley Instr Staff Dev - Inst, Prof - 100 General Fund - 100.2240.0310.019.050.000 - \$500		Formative			Summative
		Nov	Mar	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					



**Goal 2:** Increase the percentage of 5th grade students whose scores on STAR Math meet or exceed grade level benchmark from 35% to 38% by August 2023.

Increase the percentage of 5th grade students who receive English Language Learner services and whose scores on STAR Math meet or exceed benchmark\* from 18% to 30% by August 2023.


Increase the percentage of 5th grade students who receive Special Education services and whose scores on STAR Math meet or exceed benchmark\* from 0% to 30% by August 2023.







Increase the percentage of Black/African American 5th grade students whose scores on STAR Math meet or exceed benchmark\* from 25% to 30% by August 2023.

Increase the percentage of Latinx 5th grade students whose scores on STAR Math meet or exceed benchmark\* from 24% to 30% by August 2023.

### **Performance Objective 1: Marginalized Students-Math**

In order to give voice to our marginalized populations, we will remove barriers, hold high academic expectations and elicit and honor all voices.







Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
<b>Strategy/Action 1:</b> Hartley staff will implement adopted core curriculum. We are in year 1 implementation for ELA curriculum HMH. Professional Development time is dedicated throughout the year for training directly from HMH and collaboration with one another and our building instructional coach. <b>Strategy's Expected Result/Impact:</b> Classroom Teachers, Instructional Coach, Building Administration <b>Characteristics:</b> Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development <b>Funding Sources:</b> Hartley Elem K-5 - Consumable - 100 General Fund - 100.1111.0410.019.050.000 - \$1,000				

Strategy/Action 2 Details	Reviews			
<b>Strategy/Action 2:</b> Hartley staff will be offered dedicated time to engage in LETRS training. LETRS teaches the skills needed to master the fundamentals of reading instruction--phonological awareness, phonics, fluency, vocabulary, comprehension, writing, and language. All staff will engage in asynchronies learning for 13 Late Start sessions. Additional trainings are also provided based on which strand a teachers is participating in. <b>Strategy's Expected Result/Impact:</b> LETRS will calibrate and train all staff on fundamentals of reading instruction. Implementation of this information will strengthen instruction and student outcomes. <b>Staff Responsible for Monitoring:</b> Classroom Teachers, Instructional Coach, Building Administrator.  <b>Characteristics:</b> Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development <b>Funding Sources:</b> Hartley Inst Staff Dev-ESS Licn - 100 General Fund - 100.2240.0316.019.050.000 - \$1,000	Formative			Summative
	Nov	Mar	Mar	June
				
Strategy/Action 3 Details	Reviews			
<b>Strategy/Action 3:</b> Hartley staff will collaborate frequently to review and plan for student instruction- weekly PLCS and data teams. Collaboration meetings will be focused on reviewing student outcomes, planning instructional models and instruction. <b>Strategy's Expected Result/Impact:</b> Students will be provided strong Tier 1 instruction. <b>Staff Responsible for Monitoring:</b> Classroom Teachers, Instructional Coach, MTSS Coach, Building Administration  <b>Characteristics:</b> Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching <b>Funding Sources:</b> Hartley School Admin - - 100 General Fund - 100.2410.0410.019.070.000 - \$500	Formative			Summative
	Nov	Mar	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

**Goal 3:** Culturally Responsive Teaching- During the 22-23 school year, 100% of all classroom at Hartley will utilize the newly adopted ELA curriculum, ELD curriculum, and Culturally Responsive text sets.

**Performance Objective 1:** Culturally Responsive Teaching- During the 22-23 school year, 100% of all classroom at Hartley will utilize the newly adopted ELA curriculum, ELD curriculum, and Culturally Responsive text sets.






**Evaluation Data Sources:** Classroom lesson observation, new materials posted in classrooms, teacher lesson plans, staff PD, and data team meetings.

Strategy/Action 1 Details	Reviews			
<b>Strategy/Action 1:</b> Attend and monitor PLC meetings and notes for implementation of new curriculum and materials. <b>Strategy's Expected Result/Impact:</b> Thoughtful implementation of new materials <b>Staff Responsible for Monitoring:</b> Administration, PLC teams, Instructional TOSA  <b>Characteristics:</b> High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching	Formative			Summative
	Nov	Mar	Mar	June
				
Strategy/Action 2 Details	Reviews			
<b>Strategy/Action 2:</b> Check in with ELD teachers at data team meetings in regards to the new ELD curriculum is going and how it corresponds to classroom instruction and how it is going as a whole. <b>Strategy's Expected Result/Impact:</b> Meaningful notes of how to integrate the new ELD curriculum and the new ELA thereby improving teacher collaboration. <b>Staff Responsible for Monitoring:</b> ELD teachers, Instructional TOSA  <b>Characteristics:</b> Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication	Formative			Summative
	Nov	Mar	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 4:** CEE participants will respond 5% higher in the "Almost Always True" and "Often True" categories in the CEE data section of Organizational Trust - Benevolent Caring, Competence, Trust-Integrity, Openness and Reliability.

**Performance Objective 1:** Student and Staff Wellness- We will promote a healthy learning and working environment that provides students and staff with the skills, social support, and environmental reinforcement they need to adopt long-term, healthy behaviors.

**Evaluation Data Sources:** CEE Spring Survey






Strategy/Action 1 Details		Reviews			
<b>Strategy/Action 1:</b> Social Emotional Learning lessons facilitated by School Counseling team that enhances a supportive learning environment will touch all grade levels and address Hartley PBIS focused character traits, problem solving skills, school community, and schoolwide systems of support.  <b>Funding Sources:</b> Community Involvement - 201 Title I - Title I - \$1,000		Formative			Summative
		Nov	Mar	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

**Goal 4:** CEE participants will respond 5% higher in the "Almost Always True" and "Often True" categories in the CEE data section of Organizational Trust - Benevolent Caring, Competence, Trust-Integrity, Openness and Reliability.

**Performance Objective 2:** Social Emotional Learning lessons facilitated by School Counseling team that enhances a supportive learning environment will touch all grade levels and address Hartley PBIS focused character traits, problem solving skills, school community, and schoolwide systems of support.

**Goal 5:** In order to better to ensure all students are given high-quality first-time instruction in Reading at Hartley Elementary School will dedicate 41% of our late start Monday building Professional Development in 2022-23 to LETRS and tools to better become culturally adept.

**Performance Objective 1:** Professional Development- We will offer continuous learning opportunities from onboarding to retirement for all staff to develop the skills, knowledge, and confidence to accelerate student outcomes.

Strategy/Action 1 Details	Reviews			
<b>Strategy/Action 1:</b> PLC time to discuss and implement strategies learned through LETRS training. <b>Strategy's Expected Result/Impact:</b> Increased <b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coach, Principal  <b>Title I Components (ORIS Domains):</b> 3.2, 3.5 <b>- Characteristics:</b> Focused Professional Development, Supportive Learning Environment	Formative			Summative
	Nov	Mar	Mar	June
	 30%			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

# Title I Components (ORIS Domains)

## Question 1. COMPREHENSIVE NEEDS ASSESSMENT

### 1.1: Comprehensive Needs Assessment

**Question 2. Based on the school's needs assessment, what are the identified priorities/goals that the school will focus on this year.**

## Question 3. Please respond to the following:

### 3.1: Leadership

Reynolds SD uses Plan4Learning, a software system to create, monitor and evaluate school improvement plans. Plan4Learning offers a comprehensive needs assessment process, that includes deep dives into Demographics, Student Learning, Perceptions, and Processes and Programs. It also allows for Real-Time Improvement Plan Monitoring (that can be done by either the Principal, Site Council or District Directors) as well as an Automated Formative & Summative Review Process.

To support schools in implementation of their plans, the district has developed the following systems:

- The Chief Academic Officer and Executive Director of Schools ensure that all School Improvement Plans include goals focused on the four Strategic Plan Goals: Marginalized Students, Culturally Responsive Teaching, Student and Staff Wellness and Professional Development. They read each plan and give suggestions for improvement, following the guidance of what is tight and what is loose.
- Learning Walks happen monthly in each building with district leaders visiting classrooms with principals and coaching them on how to have coaching conversations with teachers to create intentionality in teacher feedback. Building principals will increase capacity to recognize and inform best practices within each classroom to strengthen first time instruction. Teachers will be better supported to know how to improve their practice. Similarly, the district has added managerial supports to buildings to ensure that principals have more time to spend in classrooms, observing and offering feedback.
- We focus our principal meetings on "Excellence in First Time Instruction." We are creating a shared understanding of what good first time (Tier 1) instruction should look like when a principal is observing in a classroom, and what type of feedback principals need to be giving teachers.
- Formative Reviews in Plan 4 Learning occur in November and March with a summative Review in June.
- Building leaders check meet monthly with Departments of Schools and Academics to review updated data and determine if adjustments need to be made in Plan 4 Learning.

Annually, the Director of Federal Programs reviews the plans through the Title I lens and ensures compliance with Title I requirements, providing feedback on both narrative and budget.

### 3.2: Talent Development

### 3.3: Stakeholder Engagement

### **3.4: Well-Rounded Learning System**

### **3.5: Instructional Strategies**

### **3.6: Inclusive Policy and Practice**



# Campus Funding Summary

100 General Fund					
Goal	Objective	Strategy/Action	Resources Needed	Account Code	Amount
1	1	1	Hartley Elem K-5 - Consumable	100.1111.0410.019.050.000	\$1,000.00
1	1	2	Hartley Elem K-5 - Consumable	100.1111.0410.019.050.000	\$1,000.00
1	1	3	Hartley Instr Staff Dev - Inst, Prof	100.2240.0310.019.050.000	\$500.00
2	1	1	Hartley Elem K-5 - Consumable	100.1111.0410.019.050.000	\$1,000.00
2	1	2	Hartley Inst Staff Dev-ESS Licn	100.2240.0316.019.050.000	\$1,000.00
2	1	3	Hartley School Admin -	100.2410.0410.019.070.000	\$500.00
Sub-Total					\$5,000.00
201 Title I					
Goal	Objective	Strategy/Action	Resources Needed	Account Code	Amount
4	1	1	Community Involvement	Title I	\$1,000.00
Sub-Total					\$1,000.00