



## Frank Hartsfield Elementary School

1414 CHOWKEEBIN NENE, Tallahassee, FL 32301

[ no web address on file ]

### School Demographics

**School Type**  
Elementary

**Title I**  
Yes

**Free/Reduced Price Lunch**  
58%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
88%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	D	C	B	C

### School Board Approval

This plan was approved by the Leon County School Board on 11/18/2014.

### 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
Focus	1	<a href="#">Melissa Ramsey</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

Members of the Hartsfield School community are committed to becoming self-directed, life-long learners in a nurturing environment, which fosters high expectations, responsibility and respect for others.

##### **Provide the school's vision statement**

Hartsfield Elementary, as a member of the larger Leon County Schools, will be an engaging, safe and respectful learning environment that embraces change and produces successful learners who value diversity and are conscientious contributors to our society.

#### School Environment

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

Educators, students, families, and community members are all stakeholders in the educational process with each playing a vital role in the school improvement process. Teachers and administrators focus on developing appropriate relationships with each stakeholder group, addressing their unique needs and ensuring there is collaboration in developing the school's priorities. Creating the collaborative structure requires frequent and effective communication using a variety of means with a focus on what is occurring at the classroom level.

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

Teachers plan academic content that connects teaching and curriculum to the experiences, values, knowledge, and needs of students. Student learning is then promoted through observation-modeling whereby the teacher models behaviors, thinking processes and procedures. There is a concerted effort to have joint productivity where teachers and students produce work samples together. Student choice is encouraged and used whenever appropriate. High expectations are communicated regularly and consistently to students; teachers encourage students and expect excellence and full effort in completion of activities and in following all school rules. Students are given opportunities to see how their learning has relevance outside the classroom which promotes an understanding of the larger purpose or meaning for their learning.

##### **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**

Positive Behavioral Support (PBS) is an empirically validated, function-based approach to eliminate challenging behaviors and replace them with pro-social skills. Use of PBS decreases the need for more intrusive or aversive interventions (i.e., punishment or suspension) and can lead to both systemic as well as individualized change. PBS is a school-wide plan that modifies environmental variables such as the physical setting, task demands, curriculum, instructional pace and individualized reinforcement. To support a Trauma Informed Environment, teachers have received training in and promote various strategies that include a classroom calming corner, brain breaks,

movement and relaxation techniques throughout the day. Thus it is successful with a wide range of students, in a wide range of contexts, with a wide range of behaviors. There is an emphasis placed on teaching and reinforcing socially appropriate outcomes. PBS involves data-based decision making using functional behavioral assessment and ongoing monitoring of intervention impact.

**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 educational environment presents unique opportunities to help children address life challenges that can create barriers to learning and teaching. So it is Hartsfield's mission to create a safe place for students physically, academically, socially, and emotionally through a Trauma Informed Environment. We want to provide a sense of safety through predictable patterns and structure with adults in charge who convey confidence through a Trauma-Informed lens. The supports that are in place for students include access to mental health services through a referral process, emphasis on early intervention through the MTSS process, engaging families, incorporating positive behavioral supports, and including social-emotional learning in daily instruction. A concentrated element in the daily instruction is clearly defining bullying so that students can identify instances of bullying and report them to school personnel in an effort to promote a safe and respectful learning environment. Students are also taught approaches to use to facilitate peer-to-peer connections. In an effort to sustain a Trauma Informed Environment, Hartsfield will share with families information about the focus for the daily social-emotional instruction and tips to try at home. There will also be opportunities through a parent education program to learn about ways to support their child's social and emotional development and alternative ways to respond to behavior.

**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**

Hartsfield employs an early warning system (EWS) that identifies at-risk students through an analysis of readily available and highly predictive student academic and engagement data. These things include the following: poor attendance rate, one or more school suspensions, failing grades in the core academic areas, Level 1 or 2 score on the state assessment.

**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	3	4	5	
Attendance below 90 percent	1	0	1	0	2
One or more suspensions	0	1	0	0	1
Course failure in ELA or Math	0	0	0	0	
Level 1 on statewide assessment	0	0	30	22	52

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

The intervention strategies are multi-pronged to support students identified by the early warning system as at-risk. There are interventions that are employed that are outside of the classroom learning environment that include building leadership capacity in teachers and staff, focus on student and professional learning to build instructional capacity, and work to establish a safe, supportive, and healthy environment on campus. These interventions are reflected in the classroom by promoting high expectations where children are expected to learn everyday through challenging curriculum and assignments. This growth is then monitored, and if the growth is considered to be insufficient, then more intensive instruction is employed. Lastly, establish a two-way communication with families that help connect the expectations held at school become the expectations held at home.

**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?**

Yes

**PIP Link**

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

**Description**

See Parent Involvement Plan

**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**

Hartsfield Elementary works first to establish a common vision with all partners in school improvement efforts. This is done by establishing relationships and collaborative structures to engage stakeholders so that partners can agree on common goals and expectations. To foster this shared ownership, stakeholders engage in honest and constructive dialogue with each other to solve problems and make midcourse corrections. Data is an integral part of this process; sharing data enables all stakeholders to understand where things stand and hold each other accountable for making measurable progress.

**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
Van Camp, BJ	Principal
Solz, Katherine	Instructional Coach
Howard, Vernisha	Teacher, K-12
Landrum, Michael	Teacher, K-12
Ross, Danielle	Teacher, ESE
Williams, Ava	Assistant Principal
Duclos, Candace	Teacher, K-12
Lozowski, Carly	Teacher, K-12
Neal, Lizetta	Teacher, K-12
Peltier, Mary Jo	Instructional Media
Stinson, Cheryl	Teacher, PreK

### Duties

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

The school principal and assistant principal provide a common vision for the use of data-based decision making and high-yield instructional strategies. These things are discussed routinely in common planning meetings and monthly professional development workshops. The workshops are designed in collaboration with district-level experts in the field and team leaders to ensure that the needs of our stakeholders are addressed.

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

The MTSS Team focuses on how to develop and maintain a problem solving protocol to bring out the best in our school at the classroom and individual student level. The team meets once a week to review screening data and classroom performance data to identify students who are not meeting or who are exceeding grade level expectations. Based on the progress monitoring data, the team will identify intervention strategies and resources for the small group or individual student(s). The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation of prescribed interventions, and make further decisions as needed.

Monthly LEA meetings ensure collaboration and coordination between district office: Title 1 A & D, Title III, and Title IV A & B and 21st Century Program and Safety and Drug Free Schools, Title V, Title X Homeless, ESE, Curriculum Support, Testing Research, and Evaluation, Title VI and School Improvement Department, Finance Office, Personnel, Facility Office, and Superintendent. This coordination of efforts between district departments and a focus on increasing student academic achievement eliminates duplication of training. The Title 1 Academic Coordinator and Title 1/Title 2 developers facilitate and coordinate district office and individual schools' staff development plans to ensure that each school's unique needs are met. Staff development needs are determined through a variety of methods which include but are not limited to teacher input, administrator input, formative assessments, and state assessment data. The LEA Master Calendar and LEA Homepage are tools which provide needed information and coordination between federal and non-federal programs.

### School Advisory Council (SAC)

**Membership**

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

Name	Stakeholder Group
Wanda Bowman	Parent
Natasha Gentry	Parent
Tina Brewster-Goodman	Parent
Marie Claire Leman	Parent
Will Hanley	Parent
Grace Frances	Parent
Amber Golden	Parent
Daphne Holden	Parent
Stephanie McGriff	Parent
Rich Templin	Parent
Nicole Littleton	Parent
Tene Newman	Parent
Bridgett Birmingham	Parent
Mary Jo Peltier	Teacher
Wendy Davis	Teacher
Judi McDowell	Education Support Employee
Michael Landrum	Teacher
Vernisha Howard	Teacher
Ava Williams	Principal
BJ Van Camp	Principal
Lee Parker	Business/Community
Dankia Rhynes	Business/Community
Kara Yancey	Business/Community
Erin Rosati	Education Support Employee

**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*

The SAC received school updates monthly to monitor progress on school improvement goals. The Council also received a mid-year assessment that more thoroughly outlined the effectiveness of the strategies outlined in the plan. A parent survey was disseminated at the end of the school term to be used in planning for the following year.

*Development of this school improvement plan*

The SAC receives school updates detailing the school performance data that is used to prepare the school improvement plan. The SAC then reviews the plan, advises for areas of improvement, and votes to approve the plan. Throughout the year, they along with the school community monitor the effectiveness of the strategies used to meet the academic targets.

*Preparation of the school's annual budget and plan*

Interested members of SAC met with a team of teacher leaders and school administration to analyze data and develop goal objectives for the 2014-2015 School Improvement Plan. Updated drafts of the plan were then shared with other stakeholder groups including SITE, the School-based Leadership Team, and parents. The SAC then met on October 16, 2014, to vote for approval of the final plan.

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

There was no budget for the previous year. The SAC will allocate the school improvement funds for the current year for projects and programs directly related to the academic targets outlined in the school improvement plan.

***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
Van Camp, BJ	Principal
Solz, Katherine	Instructional Coach
Howard, Vernisha	Teacher, K-12
Ross, Danielle	Teacher, ESE
Peltier, Mary Jo	Instructional Media
Duclos, Candace	Teacher, K-12
Lozowski, Carly	Teacher, K-12
Williams, Ava	Assistant Principal

**Duties**

***Describe how the LLT promotes literacy within the school***

The major initiatives of the Literacy Leadership Team is to promote student outside reading and to build capacity in teachers for close reading and vocabulary acquisition.

**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**

Teachers are involved in collaborative planning two times each week where they come together to discuss their instructional plans and rehearse and offer feedback to each other on an upcoming lesson. This supports the adoption of a new reading and new math curriculum in that the responsibility of adapting to the shifts in the new standards is carried by all. This collaboration among teachers deepens

the level at which the lesson is planned and executed because of the depth of questioning of the unit objectives, activity planning, and lesson assessments.

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

A variety of strategies are used to recruit and retain highly effective teachers to the school. These include new teacher orientation, new teacher mentors, opportunities to collaborate in common planning, leadership opportunities, and professional learning communities. These activities are part of an ongoing induction process that involve the assistance of exemplary teachers and other appropriate individuals from the school or district. Ongoing opportunities to receive coaching and feedback about their practice and team teaching. Each beginning teacher is assigned a mentor teacher. The mentor teacher is assigned to the mentee based on certification area and teaching assignment.

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

Each beginning teacher is assigned a mentor teacher. The mentor teacher is assigned to the mentee based on certification area and teaching assignment. The mentor teacher provides resources and support for their beginning teacher through routine collegial conversation, collaborative lesson planning, team teaching, and modeling of best practices.

## **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***

The school administration works with teachers to develop a common vision for the implementation of the curricula used to instruct and assess student learning on the Florida Standards. This vision includes a plan for monitoring the implementation of the curricula and documenting the instruction. The classroom teachers provide information about the mastery of the core curriculum; participates in common lesson plan development; and collects student achievement data and monitors mastery. The K-5 instructional coach provides guidance as it relates to the core curricula; assists in data analysis; provides professional development and technical assistance to teachers; and supports the implementation of the curricula.

#### **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***

The school principal or assistant principal provides a common vision for the use of data-based decision making; ensures that the school-based team is implementing Rtl effectively with increasingly intense interventions; conducts assessments of the Rtl school staff; ensure implementation of intervention support and documentation of these interventions; ensures adequate professional development to support Rtl; communications with parents regarding school-based Rtl plans and activities; attend Rtl meetings and consults with the referral coordinator to ensure deadlines are kept and student needs are being met; coordinates with the school psychologist, program specialist, and social worker if needs are out of the influence of the school and classroom; collaborates with teachers regarding fidelity checks of curriculum--core and intervention--implementation.

The classroom teachers provide information about the mastery of the core curriculum; participates in student data collection and analysis; delivers tier 1 instruction and intervention in the core curriculum; collaborates with other staff to monitor tier 2 interventions.

The reading coach provides guidance on the k-12 reading plan and the revised intervention decision making tree; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data based instructional planning; supports the implementation of tier 1, 2, and 3 intervention plans.

The exceptional education teachers participate in student data collection and integrate core instructional activities and materials into tier 2 lesson delivery; collaborates with regular education teacher during planning and co-teaching opportunities. The speech language pathologist specifically may support the team by identifying language deficits that may play in a student's skill acquisition and guide the design of interventions to meet these needs.

The guidance counselor/referral coordinator organizes the Rtl meetings, the referral process, and gathers all necessary documentation for the Rtl meeting; assists teachers with suggested strategies to meet student needs; assists parents needing additional interventions to help their children.

The program specialist and school psychologist assist the team if the interventions at the tier 1 and 2 levels have not been effective. They assist in the following ways: collection, interpretation and analysis of data; facilitates implementation of tier 3 plans; provides technical assistance of problem solving activities; provides support of intervention fidelity and documentation.

***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:** Extended School Day

**Minutes added to school year:** 5,400

Services are provided before and after school that allow for additional practice or remediation for grade level skills. An hour of academics is provided in the after school program, the students receive an additional hour of enrichment activities that contribute to the overall experiences of an well educated child. These activities include the Reading Pals program supported by United Way. The school year is extended for pre-identified students who participate in one of the following learning opportunities: 1st grade summer reading academy, 3rd grade summer reading academy, and the Super Why reading camp.

### ***Strategy Rationale***

The increased instructional time delivers an opportunity for students to receive more opportunities for application of the Florida State standards.

### ***Strategy Purpose(s)***

- Core Academic Instruction

### ***Person(s) responsible for monitoring implementation of the strategy***

Rosati, Erin, rosatie@leonschools.net

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

This information is collected by the after school director and shared with SAC during the monthly meetings.

**Strategy:** Extended School Day

**Minutes added to school year:** 11,100

The school day has been extended by 60 minutes for grades K-5 for additional reading instruction for each day of the entire school year for intensive reading instruction. The extra time has been embedded throughout the school day and promotes better understanding and more practice with reading skills. This additional hour of instruction is provided by teachers who are effective in teaching reading.

***Strategy Rationale***

The increased instructional time delivers an opportunity for students to receive more opportunities for application of the Florida State standards.

***Strategy Purpose(s)***

- Core Academic Instruction

***Person(s) responsible for monitoring implementation of the strategy***

Van Camp, BJ, vancampbj@leonschools.net

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

Accelerated Reader reports

**Strategy:** Before School Program

**Minutes added to school year:** 2,500

Before School Supplemental Computer-Based Instruction is in place for students in grade 3-5. Pre-identified 5th grade students, who attend before school programs, spend time in a lab reviewing science concepts through a video instructional curriculum. These students gain exposure to the science curriculum via the Snapshot video series. Each student watches a 10-15 minute video on the benchmarked materials. After the video, each student answers a series of questions in a workbook that includes but is not limited to vocabulary review, concept comprehension, and opportunities for extended responses. These classes occur one out of every three instructional months.

**Strategy Rationale**

Students in grades 3-5 participate in the before school program where they can receive tutoring and receive individualized instruction using the SuccessMaker 5 program. Students complete individualized computer based instruction in math and reading, and this is provided as a means for intervention and enrichment. In addition, students are afforded the opportunity to take Accelerated Reader quizzes and reports are monitored for student success and increased reading comprehension.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Van Camp, BJ, [vancampbj@leonschools.net](mailto:vancampbj@leonschools.net)

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

Reports from SuccessMaker 5, Accelerated Reader, and Snapshot Activity scores are routinely run as recommended for each program.

**Strategy: After School Program**

**Minutes added to school year: 1,600**

Reading Pals sponsored by United Way

**Strategy Rationale**

Selected students in grades K-3 participate in the Reading Pals program beginning in October. This program matches 25 students with mentors. The pairs read with each other once a week for one hour.

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Rosati, Erin, rosatie@leonschools.net

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

Data from Accelerated Reader will demonstrate an increase in the number of books read and tests passed.

**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**

All incoming kindergarten students are assessed upon entering kindergarten in order to ascertain individual and group learning needs required to develop the core and intervention instructional programs. All students are assessed within the areas of basic skills, school readiness, oral language/syntax, printer and letter knowledge, and phonological awareness/processing. Screening data will be collected and aggregated prior to September 2014 and will be used to plan daily academic, social, and emotional instruction for all students and for groups of students or individual students who may need intervention beyond the core instruction. Core kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided and independent practice of all academic, social, and emotional skills identified by screening data. Social skills instruction will occur daily using the Positive Behavior Support program and will be reinforced throughout the day using common language, re-teaching, and positive reinforcement of social behavior.

**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**

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

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

**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**

## 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

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** As we begin a more complex state measure of English/Language Arts, our school goal is to have at least 50 percent of our students proficient in this area on the 2015 FSA.
- G2.** As we begin a more complex state measure of math, our school goal is to have at least 50 percent of our students proficient in the area of math on the 2015 FSA.
- G3.** Because we are continuing to use the same state assessment our school goal is to increase the overall proficiency in science and increase the percentage of students scoring a level 3 and above from 44 to 54 percent
- G4.** In order to support understanding of scientific concepts by the end of their 5th grade year, our school goal is to increase the number and quality of STEM related experiences for students.
- G5.** To effectively identify and intervene when students are indicating early warning signs that may lead to high absenteeism and academic failure

## 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.** As we begin a more complex state measure of English/Language Arts, our school goal is to have at least 50 percent of our students proficient in this area on the 2015 FSA. **1a**

G037307

**Targets Supported** **1b**

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	50.0

**Resources Available to Support the Goal** **2**

- Hartsfield Elementary's teachers all highly qualified and have received additional training to implement core and intervention curriculum with fidelity.
- Hartsfield Elementary has a variety of curricula that are employed to meet the diverse needs of students. The curriculum selection includes a systematic approach to teaching vocabulary, promoting fluency, and practicing comprehension strategies.
- Hartsfield Elementary is a Title 1 school and monies are allocated to providing job-embedded professional development for teachers that is being organized in to highly functioning professional learning communities.
- Students at Hartsfield Elementary have access to technology in the classrooms and in the computer labs on campus.
- The number of paraprofessionals assigned to classrooms where the majority of the students have an exceptionality has increased.
- Teachers will increase the frequency of parent conferences to communicate their student's academic progress and will enlist the assistance of the guidance counselor as needed to facilitate this process.
- Teachers will use multiple forms of communication, including the new PinPoint Parent Portal, to keep parents/guardians aware of students' progress.
- The instructional day has been extended by 60 minutes to support literacy instruction.

**Targeted Barriers to Achieving the Goal** **3**

- Majority of students start the school year working below grade level.
- Students often have a lack of writing experiences along with the wide variety of skill levels in a classroom.
- Students must be encouraged and challenged to read text at their functional/independent level daily.

**Plan to Monitor Progress Toward G1.** **8**

Increased proficiency in grade level assessments

**Person Responsible**

BJ Van Camp

**Schedule**

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

**Evidence of Completion**

Pinpoint, SuccessMaker, and Accelerated Reader reports

**G2.** As we begin a more complex state measure of math, our school goal is to have at least 50 percent of our students proficient in the area of math on the 2015 FSA. 1a

G037309

**Targets Supported** 1b

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	50.0

**Resources Available to Support the Goal** 2

- Hartsfield Elementary's teachers all highly qualified and have received additional training to implement core curriculum with fidelity.
- Hartsfield Elementary is a Title 1 school and monies are allocated to providing job-embedded professional development for teachers.
- Hartsfield Elementary utilizes effective computer-based instruction to supplement the core curriculum for math.
- Hartsfield Elementary is a Title 1 school and monies are allocated to providing job-embedded professional development for teachers that is being organized into highly functioning professional learning communities.
- Teachers will increase the frequency of parent conferences to communicate their student's academic progress and will enlist the assistance of the guidance counselor as needed to facilitate this process.
- Teachers will use multiple forms of communication, including the new online Parent Portal, to keep parents/guardians aware of students' progress.

**Targeted Barriers to Achieving the Goal** 3

- Students lack the background knowledge of basic math facts and mathematical properties.

**Plan to Monitor Progress Toward G2.** 8

SuccessMaker performance reports and Go Math assessments

**Person Responsible**

Michael Landrum

**Schedule**

Weekly, from 8/25/2014 to 6/1/2015

**Evidence of Completion**

Data board

**G3.** Because we are continuing to use the same state assessment our school goal is to increase the overall proficiency in science and increase the percentage of students scoring a level 3 and above from 44 to 54 percent **1a**

 G037310

**Targets Supported** **1b**

Indicator	Annual Target
FCAT 2.0 Science Proficiency	54.0

**Resources Available to Support the Goal** **2**

- Hartsfield Elementary's teachers all highly qualified and have received training to implement core curriculum with fidelity.
- Hartsfield Elementary has a variety of curriculum that employed to meet the diverse needs of students.
- Hartsfield Elementary is a Title 1 school and monies are allocated to providing job-embedded professional development for teachers.

**Targeted Barriers to Achieving the Goal** **3**

- Students have limited background knowledge in the area of science.

**Plan to Monitor Progress Toward G3.** **8**

Performance on Gizmo activities

**Person Responsible**

Sandra Davis

**Schedule**

Weekly, from 10/20/2014 to 6/1/2015

**Evidence of Completion**

Pinpoint reports

**G4.** In order to support understanding of scientific concepts by the end of their 5th grade year, our school goal is to increase the number and quality of STEM related experiences for students. 1a

G037312

**Targets Supported** 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	54.0

**Resources Available to Support the Goal** 2

- Hartsfield Elementary receives support from the district in providing a Gifted certified teacher.
- Hartsfield Elementary utilizes the AIMS curriculum to support STEM instruction

**Targeted Barriers to Achieving the Goal** 3

- Lack of trained personnel in STEMS standards

**Plan to Monitor Progress Toward G4.** 8

Student performance results on classroom activities.

**Person Responsible**

Sandra Davis

**Schedule**

Monthly, from 8/25/2014 to 6/1/2015

**Evidence of Completion**

Think Central reports

**G5.** To effectively identify and intervene when students are indicating early warning signs that may lead to high absenteeism and academic failure **1a**

G037313

**Targets Supported** **1b**

Indicator	Annual Target
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Students exhibiting two or more EWS indicators (Total)

**Resources Available to Support the Goal** **2**

- The MTSS Team regularly reviews the academic performance data along with an absence detail report and behavioral referral report to more effectively intervene on a student's behalf.
- Parental involvement workshops focused on academic areas, such as language arts, mathematics, and science will help parents understand the standards their children are asked to meet in the school setting and provide tips and strategies that can be used at home to promote engagement and mastery.

**Targeted Barriers to Achieving the Goal** **3**

- Parents may not have had a positive personal experience with school and avoid attending meetings and other modes of communication.

**Plan to Monitor Progress Toward G5.** **8**

Parent sign-in sheets will be monitored to track the anticipated increase in participation.

**Person Responsible**

**Schedule**

Quarterly, from 8/25/2014 to 6/1/2015

**Evidence of Completion**

Dates designated on the school calendar and parent sign-in sheets

## 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.** As we begin a more complex state measure of English/Language Arts, our school goal is to have at least 50 percent of our students proficient in this area on the 2015 FSA. **1**

 G037307

**G1.B1** Majority of students start the school year working below grade level. **2**

 B089561

**G1.B1.S1** Teachers will screen for early identification of below grade level children and provide daily interventions to move them to grade level performance. **4**

 S100294

### Strategy Rationale

Students need ample opportunities to practice in order to meet the level of proficiency expected on the year end assessment.

### Action Step 1 **5**

Small group activities that ask students to solve higher order questions

#### Person Responsible

Ava Williams

#### Schedule

Daily, from 8/25/2014 to 6/1/2015

#### Evidence of Completion

Scores on student workstation activities

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

Classroom observations

**Person Responsible**

BJ Van Camp

**Schedule**

Weekly, from 8/25/2014 to 6/1/2015

***Evidence of Completion***

Documented observations in iObservation

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

Teachers will receive support in analyzing student performance data.

**Person Responsible**

Katherine Solz

**Schedule**

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

***Evidence of Completion***

Increased proficiency in Pinpoint, SuccessMaker, and Accelerated Reader reports

**G1.B1.S2** Students will participate in systematic implementation of direct instruction reading groups daily to receive instruction on skills that have not been mastered. 4

 S116441

### Strategy Rationale

Students need ample opportunities to practice in order to meet the level of proficiency expected on the year end assessment.

### Action Step 1 5

Teachers will implement the core curriculum that is aligned to the Florida State Standards.

#### Person Responsible

Katherine Solz

#### Schedule

Daily, from 8/18/2014 to 6/1/2015

#### Evidence of Completion

Instructional activities documented in lesson plans

### Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Classroom observations

#### Person Responsible

BJ Van Camp

#### Schedule

Weekly, from 8/25/2014 to 6/1/2015

#### Evidence of Completion

Feedback provided to teachers and the Instructional Practice score in iObservation

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2** 7

Increased scores on classroom activities and assessments

**Person Responsible**

Ava Williams

**Schedule**

Biweekly, from 8/25/2014 to 6/1/2015

**Evidence of Completion**

Grade reports, SuccessMaker, and Accelerated Reader reports

**G1.B3** Students often have a lack of writing experiences along with the wide variety of skill levels in a classroom. 2

 B104999

**G1.B3.S1** Teachers will review classroom data to identify students in need of intensive instruction and provide interventions daily to move them to grade level performance. 4

 S139011

**Strategy Rationale**

Students need ample opportunities to practice in order to meet the level of proficiency expected on the year end assessment

**Action Step 1** 5

Teachers will lead small group activities that ask students to formulate written responses to higher order questions.

**Person Responsible**

Ava Williams

**Schedule**

Daily, from 8/18/2014 to 6/1/2015

**Evidence of Completion**

Lesson plans

**Plan to Monitor Fidelity of Implementation of G1.B3.S1** 6

Lesson plans will be reviewed weekly

**Person Responsible**

Ava Williams

**Schedule**

Weekly, from 8/18/2014 to 5/29/2015

***Evidence of Completion***

Lesson plans are kept on file.

**Plan to Monitor Effectiveness of Implementation of G1.B3.S1** 7

Increased scores on classroom activities and assessments

**Person Responsible**

Ava Williams

**Schedule**

Weekly, from 8/18/2014 to 5/29/2015

***Evidence of Completion***

Gradebook, SuccessMaker, and Accelerated Reader reports

**G1.B4** Students must be encouraged and challenged to read text at their functional/independent level daily.

2

 B105000

**G1.B4.S1** Students will participate in the school-wide AR challenges each month. 4

 S139083

### Strategy Rationale

Students need ample opportunities to practice in order to meet the level of proficiency expected on the year end assessment.

### Action Step 1 5

Students are challenged to meet the AR goal each month.

#### Person Responsible

Mary Jo Peltier

#### Schedule

Monthly, from 10/1/2014 to 6/1/2015

#### Evidence of Completion

Accelerated Reader reports

### Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

AR coordinator and teachers will monitor weekly media center visits.

#### Person Responsible

Mary Jo Peltier

#### Schedule

Monthly, from 10/1/2014 to 6/1/2015

#### Evidence of Completion

Accelerated Reader reports and book logs

**Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7**

Students will track their progress by checking their AR progress report each time they take an AR test. Teachers will review AR progress with students weekly. The AR coordinator will review AR reports monthly.

**Person Responsible**

Mary Jo Peltier

**Schedule**

Monthly, from 10/1/2014 to 6/1/2015

**Evidence of Completion**

Accelerated Reader reports

**G2.** As we begin a more complex state measure of math, our school goal is to have at least 50 percent of our students proficient in the area of math on the 2015 FSA. 1

 G037309

**G2.B1** Students lack the background knowledge of basic math facts and mathematical properties. 2

 B089563

**G2.B1.S1** Teachers will plan high interest math activities that will include manipulatives or virtual manipulatives and purposeful peer-to-peer discourse. 4

 S100296

**Strategy Rationale**

Students need ample opportunities to practice in order to meet the level of proficiency expected on the year end assessment.

**Action Step 1 5**

Small group activities that ask students to solve word problems

**Person Responsible**

Ava Williams

**Schedule**

Weekly, from 8/25/2014 to 6/1/2015

**Evidence of Completion**

Classroom assessments

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

Classroom observations

**Person Responsible**

BJ Van Camp

**Schedule**

Weekly, from 8/25/2014 to 6/1/2015

***Evidence of Completion***

Documented observations in iObservation

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

Increased math fluency and motivation to complete assignments

**Person Responsible**

BJ Van Camp

**Schedule**

Daily, from 8/25/2014 to 6/1/2015

***Evidence of Completion***

Increased proficiency in SuccessMaker and Go Math assessments

**G2.B1.S2** Teachers will organize their small group instruction so that it is focused on the specific math competencies and adjust the pace of instruction so that students can achieve mastery. 4

 S116501

### Strategy Rationale

Students need ample opportunities to practice in order to meet the level of proficiency expected on the year end assessment.

### Action Step 1 5

Teachers will utilize student performance data to group students

#### Person Responsible

Ava Williams

#### Schedule

Weekly, from 8/25/2014 to 6/1/2015

#### Evidence of Completion

Small group instruction will be documented in lesson plans

### Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Classroom observations

#### Person Responsible

BJ Van Camp

#### Schedule

Weekly, from 8/25/2014 to 6/1/2015

#### Evidence of Completion

Documented feedback and Instructional Practice scores in iObservation

**Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7**

Student performance reports will be analyzed

**Person Responsible**

BJ Van Camp

**Schedule**

Weekly, from 8/25/2014 to 6/1/2015

**Evidence of Completion**

SuccessMaker reports and Go Math Assessments

**G3.** Because we are continuing to use the same state assessment our school goal is to increase the overall proficiency in science and increase the percentage of students scoring a level 3 and above from 44 to 54 percent 1

 G037310

**G3.B1** Students have limited background knowledge in the area of science. 2

 B089564

**G3.B1.S1** Teachers will assess background knowledge before introducing new concepts and offer inquiry-based activities to build background knowledge. 4

 S100297

**Strategy Rationale**

Students need ample opportunities to practice in order to meet the level of proficiency expected on the year end assessment.

**Action Step 1 5**

Teachers will participate in collaborative lesson planning to build rigor into their activities.

**Person Responsible**

Sandra Davis

**Schedule**

On 5/29/2015

**Evidence of Completion**

Lesson plans

**Plan to Monitor Fidelity of Implementation of G3.B1.S1** 6

Common planning meeting schedules

**Person Responsible**

BJ Van Camp

**Schedule**

Weekly, from 8/25/2014 to 6/1/2015

***Evidence of Completion***

Meeting agenda with notes

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1** 7

Increased achievement on classroom assessments

**Person Responsible**

Sandra Davis

**Schedule**

Biweekly, from 8/25/2014 to 6/1/2015

***Evidence of Completion***

classroom assessments

**G3.B1.S2** Students will participate in classroom experiments minimally four times a quarter that promote their understanding and mastery of the scientific method through developing a hypothesis, conducting an experiment, and organizing their findings in a lab report. 4

 S116567

### Strategy Rationale

Students need ample opportunities to practice in order to meet the level of proficiency expected on the year end assessment.

### Action Step 1 5

Students will participate in science experimentation that will increase their critical thinking skills and promote a deeper understanding of the scientific concepts being introduced in the classroom.

#### Person Responsible

Sandra Davis

#### Schedule

Quarterly, from 8/25/2014 to 6/1/2015

#### Evidence of Completion

Lab reports

### Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Classroom observations

#### Person Responsible

BJ Van Camp

#### Schedule

Quarterly, from 8/25/2014 to 6/1/2015

#### Evidence of Completion

Feedback and Instructional Practice scores in iObservation

**Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7**

Student achievement data will be monitored to track growth and mastery of scientific concepts.

**Person Responsible**

Sandra Davis

**Schedule**

Monthly, from 8/25/2014 to 6/1/2015

**Evidence of Completion**

Think Central assessment data

**G3.B1.S3** Students in grades 2-4 will receive supplemental instruction for science using the Gizmo technology at least once a week. 4

 S116568

**Strategy Rationale**

The Gizmo program provides interactive content that helps students explore and understand the why and how of scientific concepts. Students need ample opportunities to practice in order to meet the level of proficiency expected on the year end assessment.

**Action Step 1 5**

Teachers will deliver instruction using the Gizmo technology to launch a unit or culminate a unit on a specific scientific concept.

**Person Responsible**

Sandra Davis

**Schedule**

Weekly, from 10/20/2014 to 6/1/2015

**Evidence of Completion**

Student performance on Gizmo activity

**Plan to Monitor Fidelity of Implementation of G3.B1.S3** 6

Lesson plans

**Person Responsible**

BJ Van Camp

**Schedule**

Weekly, from 10/20/2014 to 6/1/2015

***Evidence of Completion***

Lesson plans

**Plan to Monitor Effectiveness of Implementation of G3.B1.S3** 7

Performance on classroom activities

**Person Responsible**

BJ Van Camp

**Schedule**

Weekly, from 10/20/2014 to 6/1/2015

***Evidence of Completion***

Assessment reports from Pinpoint gradebook

**G4.** In order to support understanding of scientific concepts by the end of their 5th grade year, our school goal is to increase the number and quality of STEM related experiences for students. 1

G037312

**G4.B1** Lack of trained personnel in STEMS standards 2

B089570

**G4.B1.S1** Teachers will participate in collaborative lesson planning and observe the instruction of a gifted/STEMS resource teacher allocated to Hartsfield on a part-time basis. 4

S100300

### Strategy Rationale

Teachers need job-embedded professional development opportunities to improve their practice.

### Action Step 1 5

Collaborative plan instruction for STEMS lessons and observe the instruction

#### Person Responsible

Sandra Davis

#### Schedule

Monthly, from 8/25/2014 to 6/1/2015

#### Evidence of Completion

lesson plans

### Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Classroom observations

#### Person Responsible

BJ Van Camp

#### Schedule

Monthly, from 8/25/2014 to 6/1/2015

#### Evidence of Completion

Feedback and Instructional Practice scores in iObservation

**Plan to Monitor Effectiveness of Implementation of G4.B1.S1** 7

Review the lessons taught and reflection on areas to improve

**Person Responsible**

BJ Van Camp

**Schedule**

Monthly, from 8/25/2014 to 6/1/2015

**Evidence of Completion**

teacher reflections

**G5.** To effectively identify and intervene when students are indicating early warning signs that may lead to high absenteeism and academic failure 1

 G037313

**G5.B1** Parents may not have had a positive personal experience with school and avoid attending meetings and other modes of communication. 2

 B089571

**G5.B1.S1** The school will plan for positive non-academic events where parents can attend and celebrate the accomplishments their child has made. While in attendance, the parents can get information about the standards being taught in the classroom and the resources the school has available. 4

 S100301

**Strategy Rationale**

A strong connection between home and school will promote student achievement.

**Action Step 1** 5

The guidance counselor and principal will review attendance reports.

**Person Responsible**

Wendy Davis

**Schedule**

Weekly, from 8/25/2014 to 6/1/2015

**Evidence of Completion**

Pre-Problem Solving Meeting agendas

**Plan to Monitor Fidelity of Implementation of G5.B1.S1 6**

Parent climate survey

**Person Responsible**

Ava Williams

**Schedule**

On 2/27/2015

**Evidence of Completion**

Hartsfield calendar of school events

**Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7**

Parent Survey

**Person Responsible**

Ava Williams

**Schedule**

On 2/27/2015

**Evidence of Completion**

survey results

**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	Small group activities that ask students to solve higher order questions	Williams, Ava	8/25/2014	Scores on student workstation activities	6/1/2015 daily
G2.B1.S1.A1	Small group activities that ask students to solve word problems	Williams, Ava	8/25/2014	Classroom assessments	6/1/2015 weekly
G3.B1.S1.A1	Teachers will participate in collaborative lesson planning to build rigor into their activities.	Davis, Sandra	8/25/2014	Lesson plans	5/29/2015 one-time
G4.B1.S1.A1	Collaborative plan instruction for STEMS lessons and observe the instruction	Davis, Sandra	8/25/2014	lesson plans	6/1/2015 monthly
G5.B1.S1.A1	The guidance counselor and principal will review attendance reports.	Davis, Wendy	8/25/2014	Pre-Problem Solving Meeting agendas	6/1/2015 weekly
G1.B1.S2.A1	Teachers will implement the core curriculum that is aligned to the Florida State Standards.	Solz, Katherine	8/18/2014	Instructional activities documented in lesson plans	6/1/2015 daily

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*Frank Hartsfield Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S2.A1	Teachers will utilize student performance data to group students	Williams, Ava	8/25/2014	Small group instruction will be documented in lesson plans	6/1/2015 weekly
G3.B1.S2.A1	Students will participate in science experimentation that will increase their critical thinking skills and promote a deeper understanding of the scientific concepts being introduced in the classroom.	Davis, Sandra	8/25/2014	Lab reports	6/1/2015 quarterly
G3.B1.S3.A1	Teachers will deliver instruction using the Gizmo technology to launch a unit or culminate a unit on a specific scientific concept.	Davis, Sandra	10/20/2014	Student performance on Gizmo activity	6/1/2015 weekly
G1.B3.S1.A1	Teachers will lead small group activities that ask students to formulate written responses to higher order questions.	Williams, Ava	8/18/2014	Lesson plans	6/1/2015 daily
G1.B4.S1.A1	Students are challenged to meet the AR goal each month.	Peltier, Mary Jo	10/1/2014	Accelerated Reader reports	6/1/2015 monthly
G1.MA1	Increased proficiency in grade level assessments	Van Camp, BJ	8/25/2014	Pinpoint, SuccessMaker, and Accelerated Reader reports	5/29/2015 biweekly
G1.B1.S1.MA1	Teachers will receive support in analyzing student performance data.	Solz, Katherine	8/25/2014	Increased proficiency in Pinpoint, SuccessMaker, and Accelerated Reader reports	5/29/2015 biweekly
G1.B1.S1.MA1	Classroom observations	Van Camp, BJ	8/25/2014	Documented observations in iObservation	6/1/2015 weekly
G1.B3.S1.MA1	Increased scores on classroom activities and assessments	Williams, Ava	8/18/2014	Gradebook, SuccessMaker, and Accelerated Reader reports	5/29/2015 weekly
G1.B3.S1.MA1	Lesson plans will be reviewed weekly	Williams, Ava	8/18/2014	Lesson plans are kept on file.	5/29/2015 weekly
G1.B4.S1.MA1	Students will track their progress by checking their AR progress report each time they take an AR test. Teachers will review AR progress with students weekly. The AR coordinator will review AR reports monthly.	Peltier, Mary Jo	10/1/2014	Accelerated Reader reports	6/1/2015 monthly
G1.B4.S1.MA1	AR coordinator and teachers will monitor weekly media center visits.	Peltier, Mary Jo	10/1/2014	Accelerated Reader reports and book logs	6/1/2015 monthly
G1.B1.S2.MA1	Increased scores on classroom activities and assessments	Williams, Ava	8/25/2014	Grade reports, SuccessMaker, and Accelerated Reader reports	6/1/2015 biweekly
G1.B1.S2.MA1	Classroom observations	Van Camp, BJ	8/25/2014	Feedback provided to teachers and the Instructional Practice score in iObservation	6/1/2015 weekly
G2.MA1	SuccessMaker performance reports and Go Math assessments	Landrum, Michael	8/25/2014	Data board	6/1/2015 weekly
G2.B1.S1.MA1	Increased math fluency and motivation to complete assignments	Van Camp, BJ	8/25/2014	Increased proficiency in SuccessMaker and Go Math assessments	6/1/2015 daily
G2.B1.S1.MA1	Classroom observations	Van Camp, BJ	8/25/2014	Documented observations in iObservation	6/1/2015 weekly
G2.B1.S2.MA1	Student performance reports will be analyzed	Van Camp, BJ	8/25/2014	SuccessMaker reports and Go Math Assessments	6/1/2015 weekly
G2.B1.S2.MA1	Classroom observations	Van Camp, BJ	8/25/2014	Documented feedback and Instructional Practice scores in iObservation	6/1/2015 weekly
G3.MA1	Performance on Gizmo activities	Davis, Sandra	10/20/2014	Pinpoint reports	6/1/2015 weekly
G3.B1.S1.MA1	Increased achievement on classroom assessments	Davis, Sandra	8/25/2014	classroom assessments	6/1/2015 biweekly
G3.B1.S1.MA1	Common planning meeting schedules	Van Camp, BJ	8/25/2014	Meeting agenda with notes	6/1/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S2.MA1	Student achievement data will be monitored to track growth and mastery of scientific concepts.	Davis, Sandra	8/25/2014	Think Central assessment data	6/1/2015 monthly
G3.B1.S2.MA1	Classroom observations	Van Camp, BJ	8/25/2014	Feedback and Instructional Practice scores in iObservation	6/1/2015 quarterly
G3.B1.S3.MA1	Performance on classroom activities	Van Camp, BJ	10/20/2014	Assessment reports from Pinpoint gradebook	6/1/2015 weekly
G3.B1.S3.MA1	Lesson plans	Van Camp, BJ	10/20/2014	Lesson plans	6/1/2015 weekly
G4.MA1	Student performance results on classroom activities.	Davis, Sandra	8/25/2014	Think Central reports	6/1/2015 monthly
G4.B1.S1.MA1	Review the lessons taught and reflection on areas to improve	Van Camp, BJ	8/25/2014	teacher reflections	6/1/2015 monthly
G4.B1.S1.MA1	Classroom observations	Van Camp, BJ	8/25/2014	Feedback and Instructional Practice scores in iObservation	6/1/2015 monthly
G5.MA1	Parent sign-in sheets will be monitored to track the anticipated increase in participation.		8/25/2014	Dates designated on the school calendar and parent sign-in sheets	6/1/2015 quarterly
G5.B1.S1.MA1	Parent Survey	Williams, Ava	2/2/2015	survey results	2/27/2015 one-time
G5.B1.S1.MA1	Parent climate survey	Williams, Ava	2/1/2015	Hartsfield calendar of school events	2/27/2015 one-time

## 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.** As we begin a more complex state measure of English/Language Arts, our school goal is to have at least 50 percent of our students proficient in this area on the 2015 FSA.

**G1.B1** Majority of students start the school year working below grade level.

**G1.B1.S1** Teachers will screen for early identification of below grade level children and provide daily interventions to move them to grade level performance.

### **PD Opportunity 1**

Small group activities that ask students to solve higher order questions

#### **Facilitator**

Katherine Solz

#### **Participants**

Classroom teachers

#### **Schedule**

Daily, from 8/25/2014 to 6/1/2015

**G2.** As we begin a more complex state measure of math, our school goal is to have at least 50 percent of our students proficient in the area of math on the 2015 FSA.

**G2.B1** Students lack the background knowledge of basic math facts and mathematical properties.

**G2.B1.S1** Teachers will plan high interest math activities that will include manipulatives or virtual manipulatives and purposeful peer-to-peer discourse.

### **PD Opportunity 1**

Small group activities that ask students to solve word problems

#### **Facilitator**

Andrea Goddard

#### **Participants**

Classroom teachers

#### **Schedule**

Weekly, from 8/25/2014 to 6/1/2015

**G2.B1.S2** Teachers will organize their small group instruction so that it is focused on the specific math competencies and adjust the pace of instruction so that students can achieve mastery.

**PD Opportunity 1**

Teachers will utilize student performance data to group students

**Facilitator**

Andrea Goddard

**Participants**

classroom teachers

**Schedule**

Weekly, from 8/25/2014 to 6/1/2015

**G3.** Because we are continuing to use the same state assessment our school goal is to increase the overall proficiency in science and increase the percentage of students scoring a level 3 and above from 44 to 54 percent

**G3.B1** Students have limited background knowledge in the area of science.

**G3.B1.S1** Teachers will assess background knowledge before introducing new concepts and offer inquiry-based activities to build background knowledge.

**PD Opportunity 1**

Teachers will participate in collaborative lesson planning to build rigor into their activities.

**Facilitator**

Brandy Beasley

**Participants**

classroom teachers

**Schedule**

On 5/29/2015

**G3.B1.S2** Students will participate in classroom experiments minimally four times a quarter that promote their understanding and mastery of the scientific method through developing a hypothesis, conducting an experiment, and organizing their findings in a lab report.

**PD Opportunity 1**

Students will participate in science experimentation that will increase their critical thinking skills and promote a deeper understanding of the scientific concepts being introduced in the classroom.

**Facilitator**

Brandy Beasley

**Participants**

classroom teachers

**Schedule**

Quarterly, from 8/25/2014 to 6/1/2015

**G3.B1.S3** Students in grades 2-4 will receive supplemental instruction for science using the Gizmo technology at least once a week.

**PD Opportunity 1**

Teachers will deliver instruction using the Gizmo technology to launch a unit or culminate a unit on a specific scientific concept.

**Facilitator**

Theresa Mitchiner

**Participants**

classroom teachers

**Schedule**

Weekly, from 10/20/2014 to 6/1/2015

**G4.** In order to support understanding of scientific concepts by the end of their 5th grade year, our school goal is to increase the number and quality of STEM related experiences for students.

**G4.B1** Lack of trained personnel in STEMS standards

**G4.B1.S1** Teachers will participate in collaborative lesson planning and observe the instruction of a gifted/STEMS resource teacher allocated to Hartsfield on a part-time basis.

**PD Opportunity 1**

Collaborative plan instruction for STEMS lessons and observe the instruction

**Facilitator**

Candace Gautney

**Participants**

Classroom teachers

**Schedule**

Monthly, from 8/25/2014 to 6/1/2015

## Technical Assistance Items

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

## Budget Rollup

Summary	
Description	Total
<b>Goal 1:</b> As we begin a more complex state measure of English/Language Arts, our school goal is to have at least 50 percent of our students proficient in this area on the 2015 FSA.	0
<b>Grand Total</b>	<b>0</b>

Goal 1: As we begin a more complex state measure of English/Language Arts, our school goal is to have at least 50 percent of our students proficient in this area on the 2015 FSA.		
Description	Source	Total
<b>B1.S1.A1</b> - Notes: Release time for teachers to plan small group instruction and to observe teachers implement this plan		0
<b>Total Goal 1</b>		<b>0</b>