

Leon County Schools

# Frank Hartsfield Elementary School



2016-17 Schoolwide Improvement Plan

## Frank Hartsfield Elementary School

1414 CHOWKEEBIN NENE, Tallahassee, FL 32301

<https://www.leonschools.net/hartsfield>

### School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	90%

### School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	D	D*	D	C

*\*Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

This plan is pending approval by the Leon County School Board.

### SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). 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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## Table of Contents

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<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>6</b>
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	12
Ambitious Instruction and Learning	12
<b>8-Step Planning and Problem Solving Implementation</b>	<b>18</b>
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	27
<b>Appendix 1: Implementation Timeline</b>	<b>94</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>101</b>
Professional Development Opportunities	101
Technical Assistance Items	105
<b>Appendix 3: Budget to Support Goals</b>	<b>105</b>

## 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

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

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2016-17 DA Category and Statuses for Frank Hartsfield Elementary School

DA Region and RED	DA Category and Turnaround Status
Northwest - <a href="#">Rachel Heide</a>	Targeted Support & Improvement - N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. 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.

##### b. 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.

#### 2. School Environment

##### a. 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.

##### b. 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. The school addresses the child's needs in holistic ways, taking into account their self-regulation, academic competence, relationships, and physical and emotional well-being. Trauma-sensitive practices are integrated into the daily activities and routines of the school to ensure students get the support and guidance they need throughout the day. The school embraces teamwork and staff share responsibility for all students.

##### c. 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 coupled with the implementation of a Trauma-Informed Environment decreases the need for more intrusive or aversive

interventions (i.e., removal from the classroom 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 on how trauma and stress affect the brain and impact student behavior, based on the latest neuroscience research. Teachers receive ongoing training in mitigating the effects of trauma, implementing preventative strategies such as using classroom calming corners, engaging in daily "Morning Meetings" that emphasize social emotional learning, taking regular mindful "brain breaks" and movement breaks, and teaching relaxation techniques to aid students in self-regulation. PBS and the Trauma Informed Environment involves data-based decision making using functional behavioral assessment and ongoing monitoring of intervention impact. The goal is to have an array of tools and strategies that meet the individual social/emotional needs of the students helping them feel safe and self-regulated, in order for them to stay engaged in the classroom at a high cognitive level.

**d. 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 an on-campus behavioral specialist, access to mental health services through a referral process, emphasis on early intervention through the MTSS process, an ongoing Stop Now and Plan (SNAP) program, engaging families, incorporating positive behavioral supports, and including social-emotional learning in daily instruction. Hartsfield's Trauma-Informed Coordinator is in place to oversee the implementation of these various components. Through the morning meeting, students are taught social emotional skills to aid in self-regulation and to facilitate peer-to-peer connections. In addition, bullying is clearly defined 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. 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.

### 3. Early Warning Systems

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

**a. 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.

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

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



Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	3	1	1	10	4	3	0	0	0	0	0	0	0	22
Course failure in ELA or Math	0	0	0	2	0	0	0	0	0	0	0	0	0	2
Level 1 on statewide assessment	0	0	0	19	20	17	0	0	0	0	0	0	0	56

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

**c. 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, the school will establish a two-way communication with families that help connect the expectations held at school become the expectations held at home.

**B. Family and Community Engagement**

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

**1. 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. Â§ 6314(b)(1)(F).

**a. Will the school use its PIP to satisfy this question?**

Yes

**1. PIP Link**

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

**2. Description**

See Parent Involvement Plan

**2. 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. The SAC will work to agree upon a list of data to be shared at monthly meetings and use this data to set priorities, frame discussions, and monitor action items.

## C. Effective Leadership

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

### 1. School Leadership Team

#### a. 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
Ross, Danielle	Teacher, ESE
Williams, Ava	Assistant Principal
Duclos, Candace	Teacher, K-12
Lozowski, Carly	Teacher, K-12
Neal, Lizetta	Teacher, K-12
Stinson, Cheryl	Teacher, PreK
Bertolaet, Joan	Teacher, ESE
Elsaka, Wafa	Teacher, K-12

#### b. Duties

##### ***1. 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.

##### ***2. 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.

## 2. School Advisory Council (SAC)

### a. Membership

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

Name	Stakeholder Group
Natasha Lafaille Smith	Parent
Grace Frances	Parent
Bridgett Birmingham	Parent
Mary Jo Peltier	Teacher
Wendy Davis	Teacher
Judi McDowell	Education Support Employee
Vernisha Howard	Teacher
Ava Williams	Principal
BJ Van Camp	Principal
Lee Parker	Business/Community
Erin Rosati	Business/Community
Katherine Solz	Teacher
Steve Mills	Business/Community
Taylor Conley	Business/Community
Dametria Selmore	Parent
Cheryl Stinson	Teacher
Nancy Oakley	Teacher
Tony Shelton	Parent
Albert Wynn	Parent
Chris Sanders	Business/Community
Erica Reynolds	Teacher
Greg Holloway	Education Support Employee
Will Hanley	Teacher
Marie Claire Leman	Parent

### b. Duties

**1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes****a. Evaluation of last year's school improvement plan**

The SIP is a document that the SAC continues to update throughout the school year as needed. The 2015-2016 school improvement plan was created over the course of the 2014-2015 school year and was voted on at the September 2015 meeting of the School Advisory Council. 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.

**b. 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.

**c. 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 2016-2017 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 20, 2016, to vote for approval of the final plan.

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

There budget was expended on playground equipment. 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.

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

Yes

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

**3. Literacy Leadership Team (LLT)****a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

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

#### **b. Duties**

##### **1. Describe how the LLT or similar group promotes literacy within the school, if applicable.**

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.

#### **D. Public and Collaborative Teaching**

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

##### **1. 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.

##### **2. 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 is provided.

##### **3. 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.

#### **E. Ambitious Instruction and Learning**

##### **1. Instructional Programs and Strategies**

## **a. Instructional Programs**

### ***1. 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; participate in common lesson plan development; and collect student achievement data and monitor 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.

## **b. Instructional Strategies**

### ***1. 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; communicates with parents regarding school-based Rtl plans and activities; attends 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.

**2. 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:** After School Program

**Minutes added to school year:** 33,300

Services are provided 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 a 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 the 1st grade summer reading academy or 3rd grade summer reading academy.

**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
- Enrichment

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

Holloway, Greg, hollowayg@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: 2,775**

The extended school day is mandated by the state for all schools falling in the bottom 300 on reading scores for grades K-5. Additional reading time is meant to improve the school's performance and lift it out of the bottom 300 and has been embedded through the school day. The express purpose of the extra 15 minutes of instruction is to increase opportunities for practice, feedback, and proficiency in reading and will be provided by teachers who are effective in teaching reading. The SAC will conduct a holistic evaluation of the extended school day to determine if it is meeting this goal, and will report to the district and the legislature on the effectiveness of the extended school day.

**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](mailto: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: 2,775**

Before School Supplemental Computer-Based Instruction is in place for students in grade 3-5.

**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 8 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 and Accelerated Reader 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**

Holloway, Greg, hollowayg@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.

**2. Student Transition and Readiness**

**a. PreK-12 Transition**

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

**1. 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 2016 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.

**b. College and Career Readiness**

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

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

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

**4. 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.**

## II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

### A. Problem Identification

#### 1. Data to Support Problem Identification

##### b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

*No files were uploaded*

#### 2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

### B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

### C. Strategic Goals

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

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

## Strategic Goals Summary

- G1.** At least 75 percent of the students in the bottom quartile will show a learning gain in math.
- G2.** At least 50 percent of students in the bottom quartile will show a learning gain in reading.
- G3.** At least 50 percent of our students will be proficient on the English Language Arts area on the FSA.
- G4.** At least 50 percent of our students will be proficient in the area of math on the FSA.
- G5.** 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
- G6.** In order to support understanding of scientific concepts by the end of their 5th grade year, our school goal is to incorporate STEM related experiences for students in grades 2-5 throughout the school year.
- G7.** 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"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.*

**G1.** At least 75 percent of the students in the bottom quartile will show a learning gain in math. 1a

G087242

**Targets Supported** 1b

Indicator	Annual Target
Math Lowest 25% Gains	75.0

**Targeted Barriers to Achieving the Goal** 3

- Students lack the background knowledge of basic math facts and mathematical properties, which creates a need for one-on-one and small group learning, as well as increased support in the classroom.
- Many of our students lack self-regulation skills that affect their capacity to stay focused in the learning environment
- Many of our students are challenged to meet performance targets due to attendance mobility.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Hartsfield Elementary teachers are 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. These learning opportunities are being organized into highly functioning professional learning communities.
- Hartsfield Elementary utilizes effective computer-based instruction to supplement the core curriculum for math.
- Teachers will increase the frequency of parent conferences to communicate their students' 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 online Parent Portal to keep parents/guardians aware of studentss' progress.

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

SuccessMaker performance reports and Go Math assessments

**Person Responsible**

BJ Van Camp

**Schedule**

Biweekly, from 8/15/2016 to 6/1/2017

**Evidence of Completion**

Data Board

**G2.** At least 50 percent of students in the bottom quartile will show a learning gain in reading. **1a**

 G087243

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

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	50.0

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

- Majority of students start the school year working below grade level, which creates a need for one-on-one and small group learning as well as increased support in the classroom.
- Students have a wide variety of skill levels in a classroom.
- For students to get daily reading practice at their functional/independent level, an intensive effort to encourage and challenge students is required.
- Many of our students lack self-regulation skills which affects their capacity to stay focused in the learning environment.

**Resources Available to Help Reduce or Eliminate the Barriers** **2**

- Hartsfield Elementary's teachers are 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 students' 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 Parent Portal, to keep parents/guardians aware of students' progress.

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

Increased proficiency in grade level assessments

**Person Responsible**

BJ Van Camp

**Schedule**

Biweekly, from 8/15/2016 to 6/1/2017

**Evidence of Completion**

online Gradebook, SuccessMaker, and Accelerated Reader reports

**G3.** At least 50 percent of our students will be proficient on the English Language Arts area on the FSA.

1a

G087244

**Targets Supported** 1b

Indicator	Annual Target
FSA ELA Achievement	50.0

**Targeted Barriers to Achieving the Goal** 3

- Majority of students start the school year working below grade level, which creates a need for one-on-one and small group learning as well as increased support in the classroom.
- Students have a wide variety of skill levels in a classroom.
- For students to get daily reading practice at their functional/independent level, an intensive effort to encourage and challenge them is required.
- Many of our students lack self-regulation skills which affects their capacity to stay focused in the learning environment.
- Many of our students are challenged with meeting performance targets due to attendance and mobility.

**Resources Available to Help Reduce or Eliminate the Barriers** 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. These learning opportunities are being organized into 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 LCS Gradebook, to keep parents/guardians aware of students' progress.
- Through the PBS and Trauma Informed approach and dedicated staffing, Hartsfield is able to more adequately response to the emotional needs of its students and help create a classroom environment more conducive to learning.

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

Increased proficiency in grade level assessments

**Person Responsible**

BJ Van Camp

**Schedule**


Biweekly, from 8/15/2016 to 6/1/2017

***Evidence of Completion***

online Gradebook, SuccessMaker, and Accelerated Reader reports



**G4.** At least 50 percent of our students will be proficient in the area of math on the FSA. **1a**

 G087245

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

Indicator	Annual Target
FSA Mathematics Achievement	50.0

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

- Students lack the background knowledge of basic math facts and mathematical properties, which creates a need for one-on-one and small group learning, as well as increased support in the classroom.
- Many of our students lack self-regulation skills that affect their capacity to stay focused in the learning environment.
- Many of our students are challenged with meeting performance targets due to attendance and mobility.

**Resources Available to Help Reduce or Eliminate the Barriers** **2**

- Hartsfield Elementary's teachers are 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. These learning opportunities are being organized into highly functioning professional learning communities.
- Hartsfield Elementary utilizes effective computer-based instruction to supplement the core curriculum for math.
- 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.
- Through the PBS and Trauma Informed approach and dedicated staffing, Hartsfield is able to more adequately response to the emotional needs of its students and help create a classroom environment more conducive to learning.

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

SuccessMaker performance reports and Go Math assessments

**Person Responsible**

Ava Williams

**Schedule**

Weekly, from 8/15/2016 to 6/1/2017

**Evidence of Completion**

Data board

**G5.** 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**

 G087246

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

Indicator	Annual Target
FCAT 2.0 Science Proficiency	54.0

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

- Students have limited background knowledge in the area of science, which creates a need for one-on-one and small group learning as well as increased support in the classroom.
- Many of our students lack self-regulation skills that affect their capacity to stay focused in the learning environment.
- Many of our students are challenged with meeting performance targets due to attendance and mobility.

**Resources Available to Help Reduce or Eliminate the Barriers** **2**

- Hartsfield Elementary's teachers are all highly qualified and have received training to implement core curriculum with fidelity.
- Hartsfield Elementary has a variety of curriculum that are 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.
- Through the PBS and Trauma Informed approach and dedicated staffing, Hartsfield is able to more adequately respond to the emotional needs of its students and help create a classroom environment more conducive to learning.

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

Performance on classroom assessments

**Person Responsible**

Sandra Davis

**Schedule**

Weekly, from 8/15/2016 to 6/1/2017

**Evidence of Completion**

online Gradebook grade summary reports

**G6.** In order to support understanding of scientific concepts by the end of their 5th grade year, our school goal is to incorporate STEM related experiences for students in grades 2-5 throughout the school year. 1a

G087247

**Targets Supported** 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	54.0

**Targeted Barriers to Achieving the Goal** 3

- Lack of trained personnel in STEMS standards
- More highly effective personnel could better support the diverse learning needs of students.
- Many of our students are challenged with meeting performance targets due to attendance and mobility.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Hartsfield Elementary receives support from the district in providing a Gifted certified teacher.
- Hartsfield Elementary utilizes the AIMS curriculum to support STEM instruction
- Through the PBS and Trauma Informed approach and dedicated staffing, Hartsfield is able to more adequately respond to the emotional needs of its students and help create a classroom environment more conducive to learning.

**Plan to Monitor Progress Toward G6.** 8

Student performance results on classroom activities.

**Person Responsible**

Sandra Davis


**Schedule**

Monthly, from 8/15/2016 to 6/1/2017

**Evidence of Completion**

Think Central reports

**G7.** To effectively identify and intervene when students are indicating early warning signs that may lead to high absenteeism and academic failure **1a**

 G087248

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

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

**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.
- Students who feel overburdened and discouraged by the volume and rigor of the academic work may develop a negative association with school and avoid attending or engaging in academic tasks.
- Support staff having access to Trauma Informed trainings
- General family instability and/or family disruptions due to health issues, financial issues, or other concerns can contribute to chronic absenteeism or truancy of the students in that family.

**Resources Available to Help Reduce or Eliminate the Barriers** **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.
- Flexible scheduling for trauma-informed initiative will facilitate all Hartsfield employees to receive training.
- Consistent and regular communication with the family in order to help resolve the factors resulting in absenteeism.

**Plan to Monitor Progress Toward G7.** **8**

Responses from the AdvancED climate surveys

**Person Responsible**

Ava Williams

**Schedule**

On 6/1/2017

**Evidence of Completion**

Stakeholder responses

## 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.** At least 75 percent of the students in the bottom quartile will show a learning gain in math. **1**

 G087242

**G1.B1** Students lack the background knowledge of basic math facts and mathematical properties, which creates a need for one-on-one and small group learning, as well as increased support in the classroom. **2**

 B231898

**G1.B1.S1** Teachers will plan high interest math activities that will include manipulatives or virtual manipulatives and purposeful peer-to-peer discourse. **4**

 S244685

### 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

BJ Van Camp

#### Schedule

Weekly, from 8/15/2016 to 6/1/2017

#### Evidence of Completion

classroom assessments

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

Classroom observations

**Person Responsible**

BJ Van Camp

**Schedule**

Weekly, from 8/15/2016 to 6/1/2017

***Evidence of Completion***

Documented observations in Leon LEADS

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

Increased math fluency and motivation to complete assignments

**Person Responsible**

BJ Van Camp

**Schedule**

Monthly, from 8/15/2016 to 6/1/2017

***Evidence of Completion***

Increased proficiency in SuccessMaker and Go Math Assessments

**G1.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

S244686

### 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 studentts

#### Person Responsible

BJ Van Camp

#### Schedule

Biweekly, from 8/15/2016 to 6/1/2017

#### Evidence of Completion

Small group instruction will be 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 8/15/2016 to 6/1/2017

#### Evidence of Completion

Documented feedback and Instructional Practice scores in Leon LEADS



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

Student performance reports will be analyzed

### Person Responsible

BJ Van Camp

### Schedule

Biweekly, from 8/15/2016 to 6/1/2017

### Evidence of Completion

SuccessMaker report and Go Math assessments

**G1.B1.S3** Teachers and staff will be provided training and support on how to manage, support, and prevent test taking anxiety. 4

 S244687

### Strategy Rationale

One potential hurdle to improved scores is test anxiety. A student may have anxiety for a number of reasons, but if properly supported and educated, the level of anxiety can be brought to a much lower state. A concern also is the stress of performance from the teacher unintentionally adding stress to the students. Offering training on how to manage stress and test anxiety for teachers is also an important factor.

## Action Step 1 5

Collegial conversations will occur during common planning meetings

### Person Responsible

BJ Van Camp

### Schedule

Weekly, from 8/15/2016 to 6/1/2017

### Evidence of Completion

Common Planning agendas

**Plan to Monitor Fidelity of Implementation of G1.B1.S3** 6

Administration will attend common planning meetings

**Person Responsible**

BJ Van Camp

**Schedule**

Weekly, from 8/15/2016 to 6/1/2017

***Evidence of Completion***

Agendas and minutes from the common planning meetings will be collected

**Plan to Monitor Effectiveness of Implementation of G1.B1.S3** 7

Qualitative data will be gathered about the level of test anxiety

**Person Responsible**

Ava Williams

**Schedule**

On 4/19/2017

***Evidence of Completion***

Observational data and informal surveys

**G1.B1.S4** Identify mentors and volunteers at Hartsfield who can work one-on-one with students. 4

 S244688

**Strategy Rationale**

Individual and small group attention from a volunteer or mentor can address specific student needs while freeing the teacher to instruct other students in the classroom.

**Action Step 1** 5

Recruitment of volunteers and mentors will be supplemented with specific requests filed by teachers. When possible, there will be a deliberate match of volunteer/mentor with students with pre-identified needs.

**Person Responsible**

Judi McDowell

**Schedule**

Monthly, from 8/15/2016 to 6/1/2017

**Evidence of Completion**

Teacher requests

**Plan to Monitor Fidelity of Implementation of G1.B1.S4** 6

Logs of times when mentors work with students

**Person Responsible**

Judi McDowell

**Schedule**

Monthly, from 8/15/2016 to 6/1/2017

**Evidence of Completion**

Mentor sign-in logs

**Plan to Monitor Effectiveness of Implementation of G1.B1.S4** 7

Student performance data

**Person Responsible**

Judi McDowell

**Schedule**

Quarterly, from 8/15/2016 to 6/1/2017


**Evidence of Completion**

Report cards of students who have been assigned a mentor

**G1.B2** Many of our students lack self-regulation skills that affect their capacity to stay focused in the learning environment 2

 B231899

**G1.B2.S1** A qualified person is in the position of Hartsfield's Classroom Behavior Specialist. 4

 S244689

**Strategy Rationale**

This position provides additional support to students who are feeling overburdened and/or discouraged.

**Action Step 1** 5

The Classroom Behavior Specialist will work with individual or small groups of students to develop self-regulating skills needed to be successful in the classroom.

**Person Responsible**

Ava Williams

**Schedule**

Daily, from 8/15/2016 to 6/1/2017

**Evidence of Completion**

**Plan to Monitor Fidelity of Implementation of G1.B2.S1** 6

Schedule will be developed to monitor students needing more intensive behavioral support.

**Person Responsible**

Ava Williams

**Schedule**

Weekly, from 8/15/2016 to 6/1/2017

**Evidence of Completion**

Student portfolios will be created to document and monitor interventions

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1** 7

Regular progress monitoring meetings will be held including administration, Classroom Behavior Specialist, teacher, and parent.

**Person Responsible**

Ava Williams

**Schedule**

Monthly, from 8/15/2016 to 6/1/2017


**Evidence of Completion**

Student portfolios will be reviewed

**G1.B3** Many of our students are challenged to meet performance targets due to attendance mobility. **2**

 B231900

**G1.B3.S1** Attendance will be monitored and mentor assigned to students that are identified under the early warning system. **4**

 S244690

### **Strategy Rationale**

The thought is that students with mentors, especially at-risk youth, have more positive visions of themselves and their futures, and they also achieve more positive outcomes in schools and in their communities.

### **Action Step 1** **5**

Attendance and other early warning mechanisms will be monitored and students being identified as at-risk will be placed as top priority for obtaining a mentor. [copy]

#### **Person Responsible**

Judi McDowell

#### **Schedule**

Monthly, from 8/15/2016 to 6/1/2017

#### ***Evidence of Completion***

Mentor sign-in logs

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

Early warning systems data will be gathered and analyzed and those students appearing will be checked against the Hartsfield mentor list.

#### **Person Responsible**

Judi McDowell

#### **Schedule**

Monthly, from 8/15/2016 to 6/1/2017

#### ***Evidence of Completion***

Mentor sign-in logs

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

Student attendance and grade reports will be monitored for improvements.

**Person Responsible**

Judi McDowell


**Schedule**

Quarterly, from 8/15/2016 to 6/1/2017


**Evidence of Completion**

Student attendance reports and grade reports will be collected and monitored to determine the effectiveness of this strategy

**G2.** At least 50 percent of students in the bottom quartile will show a learning gain in reading. 1

 G087243

**G2.B1** Majority of students start the school year working below grade level, which creates a need for one-on-one and small group learning as well as increased support in the classroom. 2

 B231901

**G2.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

 S244691

**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 8/15/2016 to 6/1/2017

**Evidence of Completion**

scores on student workstation activities



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

Classroom Observations

**Person Responsible**

BJ Van Camp

**Schedule**

Weekly, from 8/15/2016 to 6/1/2017

***Evidence of Completion***

Documented observations in Leon LEADS

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

Teachers will receive support in analyzing student performance data

**Person Responsible**

Katherine Solz

**Schedule**

Biweekly, from 8/15/2016 to 6/1/2017

***Evidence of Completion***

Increased proficiency in online Gradebook, SuccessMaker, and Accelerated Reader reports

**G2.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

S244692

### 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 core curriculum that is aligned to the Florida State Standards

#### Person Responsible

Katherine Solz

#### Schedule

Daily, from 8/15/2016 to 6/1/2017

#### Evidence of Completion

Instructional activities documented in lesson plans

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

Classroom Observations

#### Person Responsible

BJ Van Camp

#### Schedule

Daily, from 8/15/2016 to 6/1/2017

#### Evidence of Completion

Documented observations in Leon LEADS

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

Teachers will receive support in analyzing student performance data

### Person Responsible

Katherine Solz


### Schedule

Biweekly, from 8/15/2016 to 6/1/2017

### Evidence of Completion

Increased proficiency in online Gradebook, SuccessMaker, and Accelerated Reader reports

**G2.B1.S3** Teachers and staff will be provided training and support on how to manage, support, and prevent test taking anxiety. 4

 S244693

### Strategy Rationale

One potential hurdle to improved scores is test anxiety. A student may have anxiety for a number of reasons, but if properly supported and educated, the level of anxiety can be brought to a much lower state. A concern also is the stress of performance from the teacher unintentionally adding stress to the students. Offering training on how to manage stress and test anxiety for teachers is also an important factor.

## Action Step 1 5

Collegial conversations will occur during common planning meetings

### Person Responsible

BJ Van Camp

### Schedule

Weekly, from 8/15/2016 to 6/1/2017

### Evidence of Completion

Common planning meeting agenda

**Plan to Monitor Fidelity of Implementation of G2.B1.S3** 6

Administration will attend common planning meetings

**Person Responsible**

BJ Van Camp

**Schedule**

Weekly, from 8/15/2016 to 6/1/2017

***Evidence of Completion***

Agendas for the common planning meetings will be collected.

**Plan to Monitor Effectiveness of Implementation of G2.B1.S3** 7

Qualitative data will be gathered about the level of test anxiety.

**Person Responsible**

Ava Williams

**Schedule**

On 4/19/2017

***Evidence of Completion***

Observational data and informal surveys

**G2.B1.S4** Identify mentors and volunteers at Hartsfield who can work one-on-one with students. 4

 S244694

**Strategy Rationale**

Individual and small group attention from a volunteer or mentor can address specific student needs while freeing the teacher to instruct other students in the classroom.

**Action Step 1** 5

Recruitment of volunteers and mentors will be supplemented with specific requests filed by teachers. When possible, there will be a deliberate match of volunteer/mentors with students with pre-identified needs.

**Person Responsible**

Judi McDowell

**Schedule**

Weekly, from 8/15/2016 to 6/1/2017

**Evidence of Completion**

Teacher requests

**Plan to Monitor Fidelity of Implementation of G2.B1.S4** 6

Attendance and other early warning mechanisms will be monitored and students being identified as at-risk will be placed as top priority for obtaining a mentor.

**Person Responsible**

Judi McDowell

**Schedule**

Monthly, from 8/15/2016 to 6/1/2017

**Evidence of Completion**

Mentor sign-in logs

## Plan to Monitor Effectiveness of Implementation of G2.B1.S4 7

Early warning systems data will be gathered and analyzed and those students appearing will be checked against the Hartsfield mentor list.

### Person Responsible

Judi McDowell

### Schedule

Monthly, from 8/15/2016 to 6/1/2017

### Evidence of Completion

Mentor sign-in logs

**G2.B4** Many of our students lack self-regulation skills which affects their capacity to stay focused in the learning environment. 2

 B231904

**G2.B4.S1** A qualified person is in the position of Hartsfield's Classroom Behavior Specialist. 4

 S244697

### Strategy Rationale

This position provides additional support to students who are feeling overburdened and/or discouraged.

## Action Step 1 5

The Classroom Behavior Specialist will work with individual or small groups of students to develop self-regulating skills needed to be successful in the classroom.

### Person Responsible

Ava Williams

### Schedule

Daily, from 8/15/2016 to 6/1/2017

### Evidence of Completion

Schedule will be developed to monitor students needing more intensive behavioral support.

**Plan to Monitor Fidelity of Implementation of G2.B4.S1** 6

Schedule will be developed to monitor students needing more intensive behavioral support.

**Person Responsible**

Ava Williams

**Schedule**

Monthly, from 8/15/2016 to 6/1/2017

***Evidence of Completion***

Student portfolios will be created to document and monitor interventions

**Plan to Monitor Effectiveness of Implementation of G2.B4.S1** 7

Regular progress monitoring meetings will be held including administration, Classroom Behavior Specialist, teacher, and parent.

**Person Responsible**

Ava Williams


**Schedule**

Monthly, from 8/15/2016 to 6/1/2017

***Evidence of Completion***

Student portfolios will be reviewed

**G3.** At least 50 percent of our students will be proficient on the English Language Arts area on the FSA. **1**

 G087244

**G3.B1** Majority of students start the school year working below grade level, which creates a need for one-on-one and small group learning as well as increased support in the classroom. **2**

 B231905

**G3.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**

 S244698

### 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 8/15/2016 to 6/1/2017

#### Evidence of Completion

Scores on student workstation activities

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

Classroom observations

#### Person Responsible

BJ Van Camp

#### Schedule

Weekly, from 8/15/2016 to 6/1/2017

#### Evidence of Completion

Documented observations in TNL



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

Teachers will receive support in analyzing student performance data.

**Person Responsible**

Katherine Solz


**Schedule**

Biweekly, from 8/15/2016 to 6/1/2017

**Evidence of Completion**

Increased proficiency in online Gradebook, SuccessMaker, and Accelerated Reader reports

**G3.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

 S244699

**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 8/15/2016 to 6/1/2017

**Evidence of Completion**

Instructional activities documented in lesson plans

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

Classroom observations

**Person Responsible**

BJ Van Camp

**Schedule**

Weekly, from 8/15/2016 to 6/1/2017

***Evidence of Completion***

Feedback provided to teachers and the Instructional Practice score in iObservation

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

Increased scores on classroom activities and assessments

**Person Responsible**

Ava Williams

**Schedule**

Biweekly, from 8/15/2016 to 6/1/2017

***Evidence of Completion***

Grade reports, SuccessMaker, and Accelerated Reader reports

**G3.B1.S3** Teachers and staff will be provided training and support on how to manage, support, and prevent test taking anxiety. 4

 S244700

### Strategy Rationale

One potential hurdle to improved scores is test anxiety. A student may have anxiety for a number of reasons, but if properly supported and educated, the level of anxiety can be brought to a much lower state. A concern also is the stress of performance from the teacher unintentionally adding stress to the students. Offering training on how to manage stress and test anxiety for teachers is also an important factor.

### Action Step 1 5

Collegial conversations will occur during common planning meetings

#### Person Responsible

BJ Van Camp

#### Schedule

Biweekly, from 8/15/2016 to 6/1/2017

#### Evidence of Completion

Common Planning agendas

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

Administration will attend common planning meetings

#### Person Responsible

BJ Van Camp

#### Schedule

Biweekly, from 1/1/2016 to 4/3/2017

#### Evidence of Completion

Agendas for the common planning meetings will be collected.

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

Qualitative data will be gathered about the level of test anxiety

**Person Responsible**

Ava Williams

**Schedule**

Weekly, from 4/4/2016 to 5/1/2017

**Evidence of Completion**

Obsevational data and informal surveys

**G3.B1.S4** Identitify mentors and volunteers at Hartsfield who can work one-on-one with students . 4

 S244701

**Strategy Rationale**

Individual and small group attention from a volunteer or mentor can address specific student needs while freeing the teacher to instruct other students in the classroom.

**Action Step 1** 5

Recruitment of volunteers and mentors will be supplemented with specific request filed by teachers. When possible, there will be a deliberate match of vounteer/mentor with students with pre-identified needs.

**Person Responsible**

Judi McDowell

**Schedule**

Monthly, from 8/15/2016 to 6/1/2017

**Evidence of Completion**

Teacher requests

**Plan to Monitor Fidelity of Implementation of G3.B1.S4** 6

Logs of times mentors work with students

**Person Responsible**

Judi McDowell

**Schedule**

Monthly, from 8/15/2016 to 6/1/2017

***Evidence of Completion***

Time logs documenting when mentors come to work with students will be maintained by the Parent Liaison

**Plan to Monitor Effectiveness of Implementation of G3.B1.S4** 7

Student performance data

**Person Responsible**

Judi McDowell

**Schedule**

Quarterly, from 8/15/2016 to 6/1/2017


***Evidence of Completion***

Report cards of students who have been assigned a mentor

**G3.B2** Students have a wide variety of skill levels in a classroom. 2

 B231906

**G3.B2.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

 S244702

**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 8/15/2016 to 6/1/2017

***Evidence of Completion***

Lesson plans

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

Lesson plans will be reviewed weekly

**Person Responsible**

Ava Williams

**Schedule**

Weekly, from 8/15/2016 to 6/1/2017

***Evidence of Completion***

Lesson plans are kept on file.

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

Increased scores on classroom activities and assessments

**Person Responsible**

Ava Williams

**Schedule**

Weekly, from 8/15/2016 to 6/1/2017


**Evidence of Completion**

Gradebook, SuccessMaker, and Accelerated Reader reports

**G3.B3** For students to get daily reading practice at their functional/independent level, an intensive effort to encourage and challenge them is required. 2

 B231907

**G3.B3.S1** Students will participate in the school-wide AR challenges each month. 4

 S244703

**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 10/3/2016 to 6/1/2017

**Evidence of Completion**

Accelerated Reader reports

**Plan to Monitor Fidelity of Implementation of G3.B3.S1** 6

AR coordinator and teachers will monitor weekly media center visits.

**Person Responsible**

Mary Jo Peltier

**Schedule**

Monthly, from 10/3/2016 to 6/1/2017

***Evidence of Completion***

Accelerated Reader reports and book logs

**Plan to Monitor Effectiveness of Implementation of G3.B3.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 10/3/2016 to 6/1/2017

***Evidence of Completion***

Accelerated Reader reports



**G3.B4** Many of our students lack self-regulation skills which affects their capacity to stay focused in the learning environment. 2

 B231908

**G3.B4.S1** A qualified person is in the position of Hartsfield's Classroom Behavior Specialist. 4

 S244704

### Strategy Rationale

This position will provide additional support to students who are feeling overburdened and/or discouraged.

### Action Step 1 5

The Classroom Behavior Specialist will work with individual or small groups of students to develop self-regulating skills needed to be successful in the classroom

#### Person Responsible

Ava Williams

#### Schedule

Daily, from 10/1/2015 to 6/1/2016

#### Evidence of Completion

Daily Schedule and/or Anecdotal records

### Plan to Monitor Fidelity of Implementation of G3.B4.S1 6

Schedule will be developed to monitor students needing more intensive behavioral support

#### Person Responsible

Ava Williams

#### Schedule

Monthly, from 10/1/2015 to 6/1/2016

#### Evidence of Completion

Student portfolios will be created to document and monitor interventions

## Plan to Monitor Effectiveness of Implementation of G3.B4.S1 7

Regular progress monitoring meetings will be held including administration, Classroom Behavior Specialist, teacher, and parent

### Person Responsible

Ava Williams

### Schedule

Monthly, from 10/1/2015 to 6/1/2016

### Evidence of Completion

Student portfolios will be reviewed

**G3.B4.S2** Morning meetings support school-wide social-emotional learning goals with language-rich activities that provide tools for self-regulation, improving the encoding, processing, and retrieving of information for students. 4

 S244705

### Strategy Rationale

Increased support can address specific student needs who increase instructional time in the classroom.

## Action Step 1 5

15 minutes each morning will be devoted to the social-emotional curriculum

### Person Responsible

### Schedule

Daily, from 8/17/2015 to 6/1/2016

### Evidence of Completion

Student work

**Plan to Monitor Fidelity of Implementation of G3.B4.S2** 6

Classroom observations

**Person Responsible**

BJ Van Camp

**Schedule**

Weekly, from 8/17/2015 to 6/1/2016

***Evidence of Completion***

Feedback in the TNL

**Plan to Monitor Effectiveness of Implementation of G3.B4.S2** 7

PBS Committee meets to review data and discuss schoolwide behavior initiatives

**Person Responsible**

Ava Williams

**Schedule**

Monthly, from 8/17/2015 to 6/1/2016

***Evidence of Completion***

Minutes from meetings

**G3.B4.S3** MindUP curriculum incorporates short breaks that mindfully engage students in focused concentration and aid students in self-regulating behavior. 4

 S244706

### Strategy Rationale

Increased support can address specific student needs who increase instructional time in the classroom.

### Action Step 1 5

Teacher will employ short mindful breaks throughout the day

#### Person Responsible

#### Schedule

Daily, from 8/15/2016 to 6/1/2017

#### Evidence of Completion

Teacher anecdotal records

### Plan to Monitor Fidelity of Implementation of G3.B4.S3 6

Classroom observations

#### Person Responsible

BJ Van Camp

#### Schedule

Weekly, from 8/15/2016 to 6/1/2017

#### Evidence of Completion

Feedback collected in TNL

## Plan to Monitor Effectiveness of Implementation of G3.B4.S3 7

Training will be offered based on need

### Person Responsible

Mary Jo Peltier

### Schedule

On 6/1/2017

### Evidence of Completion

Student response to intervention

**G3.B5** Many of our students are challenged with meeting performance targets due to attendance and mobility. 2

 B231909

**G3.B5.S1** Attendance will be monitored and mentors assigned to students that are identified under the early warning system. 4

 S244707

### Strategy Rationale

The thought is that students with mentors, especially at-risk youth, have more positive visions of themselves and their futures, and they also achieve more positive outcomes in schools and in their communities.

## Action Step 1 5

Attendance and other early warning mechanisms will be monitored and students being identified as at-risk will be placed as top priority for obtaining a mentor.

### Person Responsible

Judi McDowell

### Schedule

Monthly, from 8/15/2016 to 6/1/2017

### Evidence of Completion

Mentor sign-in logs

**Plan to Monitor Fidelity of Implementation of G3.B5.S1** 6

Early warning systems data will be gathered and analyzed and those students appearing will be checked against the Hartsfield mentor list.

**Person Responsible**

Judi McDowell

**Schedule**

Monthly, from 8/15/2016 to 6/1/2017

***Evidence of Completion***

Mentor sign-in logs

**Plan to Monitor Effectiveness of Implementation of G3.B5.S1** 7

Student attendance and grade reports will be monitored for improvements

**Person Responsible**

Judi McDowell


**Schedule**

Monthly, from 8/15/2016 to 6/1/2017

***Evidence of Completion***

Student attendance reports and grade reports will be collected and monitored to determine the effectiveness of this strategy.


**G4.** At least 50 percent of our students will be proficient in the area of math on the FSA. 1

 G087245

**G4.B1** Students lack the background knowledge of basic math facts and mathematical properties, which creates a need for one-on-one and small group learning, as well as increased support in the classroom. 2

 B231910

**G4.B1.S1** Teachers will plan high interest math activities that will include manipulatives or virtual manipulatives and purposeful peer-to-peer discourse. 4

 S244708

### 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 8/15/2016 to 6/1/2017

#### Evidence of Completion

Classroom assessments

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

Classroom observations

#### Person Responsible

BJ Van Camp

#### Schedule

Weekly, from 8/15/2016 to 6/1/2017

#### Evidence of Completion

Documented observations in TNL

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

Increased math fluency and motivation to complete assignments

**Person Responsible**

BJ Van Camp

**Schedule**

Daily, from 8/15/2016 to 6/1/2017

**Evidence of Completion**

Increased proficiency in SuccessMaker and Go Math assessments

**G4.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

 S244709

**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 8/15/2016 to 6/1/2017

**Evidence of Completion**

Small group instruction will be documented in lesson plans



**Plan to Monitor Fidelity of Implementation of G4.B1.S2** 6

Classroom observations

**Person Responsible**

BJ Van Camp

**Schedule**

Weekly, from 8/15/2016 to 6/1/2017

***Evidence of Completion***

Documented feedback and Instructional Practice scores in iObservation

**Plan to Monitor Effectiveness of Implementation of G4.B1.S2** 7

Student performance reports will be analyzed

**Person Responsible**

BJ Van Camp

**Schedule**

Weekly, from 8/15/2016 to 6/1/2017

***Evidence of Completion***

SuccessMaker reports and Go Math Assessments

**G4.B1.S3** Teachers and staff will be provided training and support on how to manage, support, and prevent test taking anxiety. 4

 S244710

### Strategy Rationale

One potential hurdle to improved scores is test anxiety. A student may have anxiety for a number of reasons, but if properly supported and educated, the level of anxiety can be brought to a much lower state. A concern also is the stress of performance from the teacher unintentionally adding stress to the students. Offering training on how to manage stress and test anxiety for teachers is also an important factor.

### Action Step 1 5

Collegial conversations will occur during common planning meetings

#### Person Responsible

BJ Van Camp

#### Schedule

Biweekly, from 1/4/2017 to 4/3/2017

#### Evidence of Completion

Common Planning agenda

### Plan to Monitor Fidelity of Implementation of G4.B1.S3 6

Administration will attend common planning meetings

#### Person Responsible

BJ Van Camp

#### Schedule

Biweekly, from 1/1/2015 to 4/1/2015

#### Evidence of Completion

Agendas and minutes from the common planning meetings will be collected.

**Plan to Monitor Effectiveness of Implementation of G4.B1.S3** 7

Qualitative data will be gathered about the level of test anxiety

**Person Responsible**

Ava Williams


**Schedule**

Weekly, from 4/13/2015 to 5/1/2015

**Evidence of Completion**

Observational data and informal surveys

**G4.B1.S4** Identify mentors and volunteers at Hartsfield who can work one-on-one with students. 4

 S244711

**Strategy Rationale**

Individual and small group attention from a volunteer or mentor can address specific student needs while freeing the teacher to instruct other students in the classroom.

**Action Step 1** 5

Recruitment of volunteers and mentors will be supplemented with specific requests filed by teachers. When possible, there will be a deliberate match of volunteer /mentor with students with pre-identified needs.

**Person Responsible**

Judi McDowell

**Schedule**

Monthly, from 8/17/2016 to 6/1/2017

**Evidence of Completion**

Teacher requests

**Plan to Monitor Fidelity of Implementation of G4.B1.S4** 6

Logs of times when mentors work with students

**Person Responsible**

Judi McDowell

**Schedule**

Monthly, from 8/17/2015 to 6/1/2016

***Evidence of Completion***

Time logs documenting when mentors work with students will be maintained by the Parent Liaison

**Plan to Monitor Effectiveness of Implementation of G4.B1.S4** 7

Student performance data

**Person Responsible**

Judi McDowell

**Schedule**

Quarterly, from 8/17/2015 to 6/1/2016

***Evidence of Completion***

Report cards of students who have been assigned a mentor

**G4.B2** Many of our students lack self-regulation skills that affect their capacity to stay focused in the learning environment. **2**

 B231911

**G4.B2.S1** Hire a qualified person to fill the position of Hartsfield Classroom Behavior Specialist **4**

 S244712

### **Strategy Rationale**

This new position will provide additional support to students who are feeling overburdened or discouraged.

### **Action Step 1** **5**

Classroom Behavior Specialist will work with individual r small groups of students to develop self-regulating skills needed to be successful in the classroom.

#### **Person Responsible**

Ava Williams

#### **Schedule**

Monthly, from 10/3/2016 to 6/1/2017

#### ***Evidence of Completion***

Daily Schedule or Anecdotal records

### **Plan to Monitor Fidelity of Implementation of G4.B2.S1** **6**

Schedule will be developed to monitor students needing more intensive behavioral support

#### **Person Responsible**

Ava Williams

#### **Schedule**

Monthly, from 10/3/2016 to 10/2/2017

#### ***Evidence of Completion***

Student portfolios will be created to document and monitor interventions

## Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7

Regular progress monitoring meetings will be held including administration, Classroom Behavior Specialist, teacher, and parent

### Person Responsible

Ava Williams

### Schedule

Monthly, from 10/3/2016 to 6/1/2017

### Evidence of Completion

Student portfolios will be reviewed

**G4.B3** Many of our students are challenged with meeting performance targets due to attendance and mobility. 2

 B231912

**G4.B3.S1** Attendance will be monitored and mentors assigned to students that are identified under the early warning system. 4

 S244713

### Strategy Rationale

The thought is that students with mentors, especially at-risk youth, have more positive visions of themselves and their futures, and they also achieve more positive outcomes in schools and in their communities.

## Action Step 1 5

Attendance and other early warning mechanisms will be monitored and students being identified as at-risk will be placed as top priority for obtaining a mentor.

### Person Responsible

Judi McDowell

### Schedule

Monthly, from 8/15/2016 to 6/1/2017

### Evidence of Completion

Mentor sign-in logs

**Plan to Monitor Fidelity of Implementation of G4.B3.S1** 6

Early warning systems data will be gathered and analyzed and those students appearing will be checked against the Hartsfield mentor list.

**Person Responsible**

Judi McDowell

**Schedule**

Monthly, from 8/15/2016 to 6/1/2017

***Evidence of Completion***

Mentor sign-in logs

**Plan to Monitor Effectiveness of Implementation of G4.B3.S1** 7

Student attendance and grade reports will be monitored for improvements

**Person Responsible**

Judi McDowell

**Schedule**

Monthly, from 8/15/2016 to 6/1/2017

***Evidence of Completion***

Student attendance reports and grade reports will be collected and monitored to determine the effectiveness of this strategy.

**G5.** 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**

 G087246

**G5.B1** Students have limited background knowledge in the area of science, which creates a need for one-on-one and small group learning as well as increased support in the classroom. **2**

 B231913

**G5.B1.S1** Teachers will assess background knowledge before introducing new concepts and offer inquiry-based activities to build background knowledge. **4**

 S244714

### 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 6/1/2017

#### Evidence of Completion

Lesson plans

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

Common planning meeting schedules

#### Person Responsible

BJ Van Camp

#### Schedule

Weekly, from 8/15/2016 to 6/1/2017

#### Evidence of Completion

Meeting agenda with notes



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

Increased achievement on classroom assessments

**Person Responsible**

Sandra Davis

**Schedule**

Biweekly, from 8/15/2016 to 6/1/2017

**Evidence of Completion**

classroom assessments

**G5.B1.S2** Students will participate in classroom experiments 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

 S244715

**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 8/15/2016 to 6/1/2017

**Evidence of Completion**

Lab reports

**Plan to Monitor Fidelity of Implementation of G5.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 G5.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

**G5.B1.S3** Students in grades 2-4 will receive supplemental instruction for science using the Gizmo technology at least once a week. 4

 S244716

### 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 8/15/2016 to 6/1/2017

#### Evidence of Completion

Student performance on Gizmo activity

### Plan to Monitor Fidelity of Implementation of G5.B1.S3 6

Lesson plans

#### Person Responsible

BJ Van Camp

#### Schedule

Weekly, from 8/15/2016 to 6/1/2017

#### Evidence of Completion

Lesson plans

**Plan to Monitor Effectiveness of Implementation of G5.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

**G5.B1.S5** 3rd grade students will receive science enrichment using the AIMS curriculum that provides students with a solid conceptual understanding of science through research and hands-on experimentation 4

 S244718

**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 and observe the instruction of a gifted/ STEM resource teacher.

**Person Responsible**

Ava Williams

**Schedule**

Biweekly, from 8/15/2016 to 6/1/2017

**Evidence of Completion**

Teacher lesson plans

**Plan to Monitor Fidelity of Implementation of G5.B1.S5** 6

Classroom Observation

**Person Responsible**

BJ Van Camp

**Schedule**

Weekly, from 8/15/2016 to 6/1/2017

***Evidence of Completion***

Feedback and Instructional Practice scores in Leon LEADS

**Plan to Monitor Effectiveness of Implementation of G5.B1.S5** 7

Review of lesson plans and reflection on student work samples

**Person Responsible**

BJ Van Camp

**Schedule**

Monthly, from 8/15/2016 to 6/1/2017

***Evidence of Completion***

Teacher reflections

**G5.B1.S6** 4th grade students will receive daily science instruction using the Inquiry Application of the 5E model. This inquiry model will be supported with hands-on experiments in the science demonstration lab.

4

 S244719

### Strategy Rationale

This model aides students in developing scientific reasoning through the following learning progression: engage, explore and investigate, explain, elaborate and evaluate.

### Action Step 1 5

Teachers will participate in collaborative lesson planning and observe the instruction of a gifted/ STEM resource teacher.

#### Person Responsible

Ava Williams

#### Schedule

Biweekly, from 8/15/2016 to 6/1/2017

#### Evidence of Completion

Lesson plans

### Plan to Monitor Fidelity of Implementation of G5.B1.S6 6

Classroom Observations

#### Person Responsible

BJ Van Camp

#### Schedule

Weekly, from 8/15/2016 to 6/1/2017

#### Evidence of Completion

Feedback and Instructional Practice scores in Leon LEADS

**Plan to Monitor Effectiveness of Implementation of G5.B1.S6** 7

Review of student work samples and reflections on areas to improve

**Person Responsible**

BJ Van Camp

**Schedule**

Monthly, from 8/15/2016 to 6/1/2017

**Evidence of Completion**

Teacher reflections

**G5.B2** Many of our students lack self-regulation skills that affect their capacity to stay focused in the learning environment. 2

 B231914

**G5.B2.S1** A qualified person is in the position of Hartsfield's Classroom Behavior Specialist. 4

 S244720

**Strategy Rationale**

This position provides additional support to students who are feeling overburdened and/or discouraged.

**Action Step 1** 5

The Classroom Behavior Specialist will work with individual students or small groups of students to develop self-regulation skills they need to be successful in the classroom.

**Person Responsible**

BJ Van Camp

**Schedule**

Daily, from 8/15/2016 to 6/1/2017

**Evidence of Completion**

Daily Schedule and/or Anecdotal records

**Plan to Monitor Fidelity of Implementation of G5.B2.S1** 6

Schedule will be developed to monitor students needing more intensive behavioral support

**Person Responsible**

Ava Williams

**Schedule**

Monthly, from 8/15/2016 to 6/1/2017

***Evidence of Completion***

Student portfolios will be created to document and monitor interventions

**Plan to Monitor Effectiveness of Implementation of G5.B2.S1** 7

Regular progress monitoring meetings will be held including administration, Classroom Behavior Specialist, teacher, and parent

**Person Responsible**

Ava Williams

**Schedule**


Monthly, from 8/15/2016 to 6/1/2017

***Evidence of Completion***

Student portfolios will be reviewed



**G5.B3** Many of our students are challenged with meeting performance targets due to attendance and mobility. **2**

 B231915

**G5.B3.S1** Attendance will be monitored and mentors assigned to students that are identified under the early warning system. **4**

 S244721

### Strategy Rationale

The thoughts is that students with mentors, especially at-risk youth, have more positive visions of themselves and their futures, and they also achieve more positive outcomes in school, the workplace, and their communities.

### Action Step 1 **5**

Attendance and other early warning mechanisms will be monitored and students being identified as at-risk will be placed as top priority for obtaining a mentor.

#### Person Responsible

Judi McDowell

#### Schedule

Monthly, from 8/15/2016 to 6/1/2017

#### Evidence of Completion

Mentor sign-in logs

### Plan to Monitor Fidelity of Implementation of G5.B3.S1 **6**

Early warning systems data will be gathered and analyzed and those students appearing will be checked against the Hartsfield mentor list.

#### Person Responsible

Judi McDowell

#### Schedule

Monthly, from 8/15/2016 to 6/1/2017

#### Evidence of Completion

Student attendance and grade reports will be monitored for improvements

**Plan to Monitor Effectiveness of Implementation of G5.B3.S1** 7

Student attendance and grade reports will be monitored for improvements

**Person Responsible**

Judi McDowell


**Schedule**

Monthly, from 8/15/2016 to 6/1/2017

**Evidence of Completion**

Student attendance reports and grade reports will be collected and monitored to determine the effectiveness of this strategy.

**G6.** In order to support understanding of scientific concepts by the end of their 5th grade year, our school goal is to incorporate STEM related experiences for students in grades 2-5 throughout the school year. 1

 G087247

**G6.B1** Lack of trained personnel in STEMS standards 2

 B231916

**G6.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

 S244722

**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 8/15/2016 to 6/1/2017

**Evidence of Completion**

lesson plans

**Plan to Monitor Fidelity of Implementation of G6.B1.S1** 6

Classroom observations

**Person Responsible**

BJ Van Camp

**Schedule**

Monthly, from 8/15/2016 to 6/1/2017

***Evidence of Completion***

Feedback and Instructional Practice scores in Leon LEADS

**Plan to Monitor Effectiveness of Implementation of G6.B1.S1** 7

Review the lessons taught and reflection on areas to improve

**Person Responsible**

BJ Van Camp

**Schedule**

Monthly, from 8/15/2016 to 6/1/2017

***Evidence of Completion***

teacher reflections

**G6.B2** More highly effective personnel could better support the diverse learning needs of students. **2**

 B231917

**G6.B2.S1** Highly effective personnel can be defined as certified teachers or paraprofessionals that would support classroom instruction by lower class-size or intervention group size for 5th grade science. **4**

 S244723

**Strategy Rationale**

A lower class-size or intervention group size may maximize the effectiveness of high-yield strategies being implemented.

**Action Step 1** **5**

Administration will follow school board Human Resource procedures to recruit and retain highly effective personnel.

**Person Responsible**

BJ Van Camp

**Schedule**

On 6/1/2017

***Evidence of Completion***

Faculty and Staff lists

**Plan to Monitor Fidelity of Implementation of G6.B2.S1** **6**

The Human Resource department ensures that candidates for hire are highly qualified.

**Person Responsible**

BJ Van Camp

**Schedule**

On 6/1/2017

***Evidence of Completion***

Human Resource personnel will review and qualify personnel for hire.

## Plan to Monitor Effectiveness of Implementation of G6.B2.S1 7

Administration will monitor student performance data and conduct annual evaluation.

### Person Responsible

BJ Van Camp

### Schedule

On 6/1/2017

### Evidence of Completion

Student progress monitoring data and year-end evaluations will be collected.

**G6.B3** Many of our students are challenged with meeting performance targets due to attendance and mobility. 2

 B231918

**G6.B3.S1** Attendance will be monitored and mentors assigned to students that are identified under the early warning system. 4

 S244724

### Strategy Rationale

The thoughts is that students with mentors, especially at-risk youth, have more positive visions of themselves and their futures, and they also achieve more positive outcomes in school, the workplace, and their communities.

## Action Step 1 5

Attendance and other early warning mechanisms will be monitored and students being identified as at-risk will be placed as top priority for obtaining a mentor.

### Person Responsible

Judi McDowell

### Schedule

Monthly, from 8/15/2016 to 6/1/2017

### Evidence of Completion

Mentor sign-in logs

**Plan to Monitor Fidelity of Implementation of G6.B3.S1** 6

Early warning systems data will be gathered and analyzed and those students appearing will be checked against the Hartsfield mentor list.

**Person Responsible**

Judi McDowell

**Schedule**

Monthly, from 8/15/2016 to 6/1/2017

***Evidence of Completion***

Mentor sign-in logs

**Plan to Monitor Effectiveness of Implementation of G6.B3.S1** 7

Student attendance and grade reports will be monitored for improvements

**Person Responsible**

Judi McDowell


**Schedule**

Monthly, from 8/15/2016 to 6/1/2017

***Evidence of Completion***

Student attendance reports and grade reports will be collected and monitored to determine the effectiveness of this strategy.

**G7.** To effectively identify and intervene when students are indicating early warning signs that may lead to high absenteeism and academic failure **1**

 G087248

**G7.B1** Parents may not have had a positive personal experience with school and avoid attending meetings and other modes of communication. **2**

 B231919

**G7.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**

 S244725

### 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 8/15/2016 to 6/1/2017

#### Evidence of Completion

Pre-Problem Solving Meeting agendas

### Plan to Monitor Fidelity of Implementation of G7.B1.S1 **6**

Parent climate survey

#### Person Responsible

Ava Williams

#### Schedule

On 6/1/2017

#### Evidence of Completion

Hartsfield calendar of school events

**Plan to Monitor Effectiveness of Implementation of G7.B1.S1** 7

Parent Survey

**Person Responsible**

Ava Williams

**Schedule**

On 6/1/2017

**Evidence of Completion**

survey results

**G7.B1.S2** The school will look into the possibility of opening playgrounds and schoolyards for play before school, which will attract certain students and improve punctuality. The school will develop plans to provide for adequate supervision and safety for this play 4

 S244726

**Strategy Rationale**

Students' punctuality and attendance will improve by having a place where students look forward to going in the morning to be with friends in a safe and pleasant place.

**Action Step 1** 5

The SAC will continue to work towards implementation of this strategy and survey other schools who have similar strategies in place. The plan would allow playgrounds to be supervised from 7:45-8:25 every morning and students would be permitted to play in designated areas according to their grade level.

**Person Responsible**

BJ Van Camp

**Schedule**

**Evidence of Completion**

Minutes from montly SAC meetings



**Plan to Monitor Fidelity of Implementation of G7.B1.S2** 6

Presentation of plan at SAC meeting

**Person Responsible**

BJ Van Camp

**Schedule**

***Evidence of Completion***

Minutes of SAC meeting

**Plan to Monitor Effectiveness of Implementation of G7.B1.S2** 7

Improved attendance

**Person Responsible**

Wendy Davis

**Schedule**

Semiannually, from 1/5/2015 to 6/1/2015

***Evidence of Completion***

Attendance reports should indicate an increase in rate of attendance kept on file to support the effectiveness of the strategy

**G7.B1.S3** On a voluntary basis the teachers may ride the bus with students after school once a month to meet the parents at the bus stops and share information about the goings-on at the school. 4

S244727

### Strategy Rationale

This is a newly implemented strategy that aims to improve communication and contact with parents who otherwise might not attend events or meetings.

### Action Step 1 5

Teachers will volunteer to ride the dismissal route on a bus once a month

#### Person Responsible

Judi McDowell

#### Schedule

Monthly, from 8/15/2016 to 6/1/2017

#### Evidence of Completion

Schedule of Meet the Bus dates and volunteers log

### Plan to Monitor Fidelity of Implementation of G7.B1.S3 6

Logs of Meet of the Bus Dates and volunteers will be maintained

#### Person Responsible

Judi McDowell

#### Schedule

Monthly, from 8/15/2016 to 6/1/2017

#### Evidence of Completion

Time and Volunteer logs will be maintained by the Parent Liaison

## Plan to Monitor Effectiveness of Implementation of G7.B1.S3 7

Stakeholders will be surveyed

### Person Responsible

Judi McDowell


### Schedule

Monthly, from 8/15/2016 to 6/1/2017

### Evidence of Completion

Multiple stakeholder groups will be surveyed on effectiveness on the AdvancED survey

**G7.B2** Students who feel overburdened and discouraged by the volume and rigor of the academic work may develop a negative association with school and avoid attending or engaging in academic tasks. 2

 B231920

**G7.B2.S1** Students identified as at-risk for academic failure must be supported with a variety of interventions that include those for academic, behavioral, and social. 4

 S244728

### Strategy Rationale

Students with an appropriate level of support will meet with more success in a school setting.

## Action Step 1 5

Daily classroom schedules will include time for developmental play. Each team in coordination with administration will determine the frequency, the duration, and the time(s) of day.

### Person Responsible

BJ Van Camp

### Schedule

On 6/1/2017

### Evidence of Completion

Daily classroom schedules are posted in classrooms and included in classroom newsletters for parents.

**Plan to Monitor Fidelity of Implementation of G7.B2.S1** 6

Routine observation of students participating in developmental play at scheduled times

**Person Responsible**

BJ Van Camp

**Schedule**

Weekly, from 8/15/2016 to 6/1/2017

***Evidence of Completion***

Informal observational data collected

**Plan to Monitor Effectiveness of Implementation of G7.B2.S1** 7

Improved attendance and sense of belonging

**Person Responsible**

Ava Williams

**Schedule**

Monthly, from 8/15/2016 to 6/1/2017

***Evidence of Completion***

Attendance reports will be monitored monthly; parent and student survey will be conducted during second semester.

**G7.B2.S2** The PBS Committee has created a morning curriculum designed around a Trauma-Informed paradigm designed to give students a more positive school experience. 4

S244729

### Strategy Rationale

Helping students recognize that schools is a safe place emotionally, socially, physically, and acadmeically will motivate and encourage students to come to school and engage in the classroom.

### Action Step 1 5

The PBS committee will provide a morning curriculum designed to devellop appropriate social skills essential to success in and out of the classroom environment.

#### Person Responsible

Mary Jo Peltier

#### Schedule

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

#### Evidence of Completion

Morning curriculum lesson plans

### Plan to Monitor Fidelity of Implementation of G7.B2.S2 6

Routine observation of teachers and students participating in morning meetings

#### Person Responsible

BJ Van Camp

#### Schedule

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

#### Evidence of Completion

Informal observational data collected

## Plan to Monitor Effectiveness of Implementation of G7.B2.S2 7

Number of discipline referrals should trend downward from last year as a result of the implementation of morning meeting

### Person Responsible

Mary Jo Peltier

### Schedule

Semiannually, from 1/5/2015 to 6/1/2015

### Evidence of Completion

Discipline referral data will be compared from 2013-2014 and 2014-2015 for the types and rate of referrals being submitted.

## G7.B2.S3 Hire a qualified person to fill the position of Hartsfield's Classroom Behavior Specialist 4

 S244730

### Strategy Rationale

The position will provide additional support to students who are feeling overburdened and/or discouraged.

## Action Step 1 5

Classroom Behavior Specialist will work with individual or small groups of students to develop self-regulation skills needed to be successful in the classroom

### Person Responsible

Ava Williams

### Schedule

Daily, from 10/1/2015 to 6/1/2016

### Evidence of Completion

Daily Schedule and/or Anecdotal Records

**Plan to Monitor Fidelity of Implementation of G7.B2.S3** 6

Schedule will be developed to monitor students needing more intensive behavioral support

**Person Responsible**

Ava Williams

**Schedule**

Monthly, from 10/1/2015 to 6/1/2016

**Evidence of Completion**

Student portfolios will be created to document and monitor interventions

**Plan to Monitor Effectiveness of Implementation of G7.B2.S3** 7

Regular progress monitoring meetings will be held including administration, Classroom Behavior Specialist, teacher, and parent

**Person Responsible**

Ava Williams

**Schedule**

Monthly, from 10/1/2015 to 6/1/2016

**Evidence of Completion**

Student portfolios will be reviewed

**G7.B4** General family instability and/or family disruptions due to health issues, financial issues, or other concerns can contribute to chronic absenteeism or truancy of the students in that family. 2

B231922

**G7.B4.S1** When there is an attendance concern, which includes absences, tardiness, and early departure, contact will be made with the parents/guardians. 4

S244731

### Strategy Rationale

The objective of the communication will be two-fold: to educate parents/guardians on the effect attendance problems have on their child's academic progress and to ascertain if there are circumstances that are causing attendance issues that the school can help to resolve or problem solve.

### Action Step 1 5

Parent contact, as described in the Teachers Handbook, will be followed to intervene.

#### Person Responsible

Wendy Davis

#### Schedule

Weekly, from 8/15/2016 to 6/1/2017

#### Evidence of Completion

Attendance reports will be reviewed.

### Plan to Monitor Fidelity of Implementation of G7.B4.S1 6

Attendance conferences will be held.

#### Person Responsible

Wendy Davis

#### Schedule

Monthly, from 8/15/2016 to 6/1/2017

#### Evidence of Completion

Minutes from attendance meetings



**Plan to Monitor Effectiveness of Implementation of G7.B4.S1** 7

Attendance reports will be monitored to determine a decrease in absences or tardies.

**Person Responsible**

Wendy Davis

**Schedule**

Monthly, from 8/15/2016 to 6/1/2017

***Evidence of Completion***

Attendance logs





















## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2017</b>					
G7.B1.S2.MA1 M329229	Presentation of plan at SAC meeting	Van Camp, BJ	No Start Date	Minutes of SAC meeting	No End Date one-time
G7.B1.S2.A1 A316864	The SAC will continue to work towards implementation of this strategy and survey other schools who...	Van Camp, BJ	No Start Date	Minutes from montly SAC meetings	No End Date one-time
G4.B1.S3.MA1 M329194	Administration will attend common planning meetings	Van Camp, BJ	1/1/2015	Agendas and minutes from the common planning meetings will be collected.	4/1/2015 biweekly
G4.B1.S3.MA1 M329193	Qualitative data will be gathered about the level of test anxiety	Williams, Ava	4/13/2015	Observational data and informal surveys	5/1/2015 weekly
G5.B1.S2.MA1 M329204	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
G5.B1.S2.MA1 M329205	Classroom observations	Van Camp, BJ	8/25/2014	Feedback and Instructional Practice scores in iObservation	6/1/2015 quarterly
G7.B1.S2.MA1 M329228	Improved attendance	Davis, Wendy	1/5/2015	Attendance reports should indiciate an increase in rate of attendance kept on file to support the effectiveness of the strategy	6/1/2015 semiannually
G7.B2.S2.MA1 M329234	Number of discipline referrals should trend downward from last year as a result of the...	Peltier, Mary Jo	1/5/2015	Discipline referral data will be compared from 2013-2014 and 2014-2015 for the types and rate of referrals being submitted.	6/1/2015 semiannually
G7.B2.S2.MA1 M329235	Routine observation of teachers and students participating in morning meetings	Van Camp, BJ	8/18/2014	Informal observational data collected	6/1/2015 weekly
G7.B2.S2.A1 A316867	The PBS committee will provide a morning curriculum designed to devellop appropriate social skills...	Peltier, Mary Jo	8/18/2014	Morning curriculum lesson plans	6/1/2015 monthly
G5.B1.S3.MA1 M329206	Performance on classroom activities	Van Camp, BJ	10/20/2014	Assessment reports from Pinpoint gradebook	6/1/2015 weekly
G3.B4.S1.MA1 M329180	Regular progress monitoring meetings will be held including administration, Classroom Behavior...	Williams, Ava	10/1/2015	Student portfolios will be reviewed	6/1/2016 monthly
G3.B4.S1.MA1 M329181	Schedule will be developed to monitor students needing more intensive behavioral support	Williams, Ava	10/1/2015	Student portfolios will be created to document and monitor interventions	6/1/2016 monthly
G3.B4.S1.A1 A316842	The Classroom Behavior Specialist will work with individual or small groups of students to develop...	Williams, Ava	10/1/2015	Daily Schedule and/or Anecdotal records	6/1/2016 daily
G3.B4.S2.MA1 M329182	PBS Committee meets to review data and discuss schoolwide behavior initiatives	Williams, Ava	8/17/2015	Minutes from meetings	6/1/2016 monthly
G3.B4.S2.MA1 M329183	Classroom observations	Van Camp, BJ	8/17/2015	Feedback in the TNL	6/1/2016 weekly
G3.B4.S2.A1 A316843	15 minutes each morining will be devoted to the social-emotional curriculum		8/17/2015	Student work	6/1/2016 daily
G7.B2.S3.MA1 M329236	Regular progress monitoring meetings will be held including administration, Classroom Behavior...	Williams, Ava	10/1/2015	Student portfolios will be reviewed	6/1/2016 monthly
G7.B2.S3.MA1 M329237	Schedule will be developed to monitor students needing more intensive behavioral support	Williams, Ava	10/1/2015	Student portfolios will be created to document and monitor interventions	6/1/2016 monthly

**Leon - 0041 - Frank Hartsfield Elem. School - 2016-17 SIP**  
*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
G7.B2.S3.A1 A316868	Classroom Behavior Specialist will work with individual or small groups of students to develop...	Williams, Ava	10/1/2015	Daily Schedule and/or Anecdotal Records	6/1/2016 daily
G4.B1.S4.MA1 M329195	Student performance data	McDowell, Judi	8/17/2015	Report cards of students who have been assigned a mentor	6/1/2016 quarterly
G4.B1.S4.MA1 M329196	Logs of times when mentors work with students	McDowell, Judi	8/17/2015	Time logs documenting when mentors work with students will be maintained by the Parent Liaison	6/1/2016 monthly
G3.B1.S3.MA1 M329173	Administration will attend common planning meetings	Van Camp, BJ	1/1/2016	Agendas for the common planning meetings will be collected.	4/3/2017 biweekly
G4.B1.S3.A1 A316848	Collegial conversations will occur during common planning meetings	Van Camp, BJ	1/4/2017	Common Planning agenda	4/3/2017 biweekly
G1.B1.S3.MA1 M329148	Qualitative data will be gathered about the level of test anxiety	Williams, Ava	4/19/2017	Observational data and informal surveys	4/19/2017 one-time
G2.B1.S3.MA1 M329161	Qualitative data will be gathered about the level of test anxiety.	Williams, Ava	4/19/2017	Observational data and informal surveys	4/19/2017 one-time
G3.B1.S3.MA1 M329172	Qualitative data will be gathered about the level of test anxiety	Williams, Ava	4/4/2016	Observational data and informal surveys	5/1/2017 weekly
G1.MA1 M329156	SuccessMaker performance reports and Go Math assessments	Van Camp, BJ	8/15/2016	Data Board	6/1/2017 biweekly
G2.MA1 M329167	Increased proficiency in grade level assessments	Van Camp, BJ	8/15/2016	online Gradebook, SuccessMaker, and Accelerated Reader reports	6/1/2017 biweekly
G3.MA1 M329188	Increased proficiency in grade level assessments	Van Camp, BJ	8/15/2016	online Gradebook, SuccessMaker, and Accelerated Reader reports	6/1/2017 biweekly
G4.MA1 M329201	SuccessMaker performance reports and Go Math assessments	Williams, Ava	8/15/2016	Data board	6/1/2017 weekly
G5.MA1 M329218	Performance on classroom assessments	Davis, Sandra	8/15/2016	online Gradebook grade summary reports	6/1/2017 weekly
G6.MA1 M329225	Student performance results on classroom activities.	Davis, Sandra	8/15/2016	Think Central reports	6/1/2017 monthly
G7.MA1 M329240	Responses from the AdvancED climate surveys	Williams, Ava	8/15/2016	Stakeholder responses	6/1/2017 one-time
G1.B1.S1.MA1 M329144	Increased math fluency and motivation to complete assignments	Van Camp, BJ	8/15/2016	Increased proficiency in SuccessMaker and Go Math Assessments	6/1/2017 monthly
G1.B1.S1.MA1 M329145	Classroom observations	Van Camp, BJ	8/15/2016	Documented observations in Leon LEADS	6/1/2017 weekly
G1.B1.S1.A1 A316825	Small group activities that ask students to solve word problems	Van Camp, BJ	8/15/2016	classroom assessments	6/1/2017 weekly
G1.B2.S1.MA1 M329152	Regular progress monitoring meetings will be held including administration, Classroom Behavior...	Williams, Ava	8/15/2016	Student portfolios will be reviewed	6/1/2017 monthly
G1.B2.S1.MA1 M329153	Schedule will be developed to monitor students needing more intensive behavioral support.	Williams, Ava	8/15/2016	Student portfolios will be created to document and monitor interventions	6/1/2017 weekly
G1.B2.S1.A1 A316829	The Classroom Behavior Specialist will work with individual or small groups of students to develop...	Williams, Ava	8/15/2016		6/1/2017 daily
G1.B3.S1.MA1 M329154	Student attendance and grade reports will be monitored for improvements.	McDowell, Judi	8/15/2016	Student attendance reports and grade reports will be collected and monitored to determine the effectiveness of this strategy	6/1/2017 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S1.MA1 M329155	Early warning systems data will be gathered and analyzed and those students appearing will be...	McDowell, Judi	8/15/2016	Mentor sign-in logs	6/1/2017 monthly
G1.B3.S1.A1 A316830	Attendance and other early warning mechanisms will be monitored and students being identified as...	McDowell, Judi	8/15/2016	Mentor sign-in logs	6/1/2017 monthly
G2.B1.S1.MA1 M329157	Teachers will receive support in analyzing student performance data	Solz, Katherine	8/15/2016	Increased proficiency in online Gradebook, SuccessMaker, and Accelerated Reader reports	6/1/2017 biweekly
G2.B1.S1.MA1 M329158	Classroom Observations	Van Camp, BJ	8/15/2016	Documented observations in Leon LEADS	6/1/2017 weekly
G2.B1.S1.A1 A316831	Small group activities that ask students to solve higher order questions	Williams, Ava	8/15/2016	scores on student workstation activities	6/1/2017 daily
G2.B4.S1.MA1 M329165	Regular progress monitoring meetings will be held including administration, Classroom Behavior...	Williams, Ava	8/15/2016	Student portfolios will be reviewed	6/1/2017 monthly
G2.B4.S1.MA1 M329166	Schedule will be developed to monitor students needing more intensive behavioral support.	Williams, Ava	8/15/2016	Student portfolios will be created to document and monitor interventions	6/1/2017 monthly
G2.B4.S1.A1 A316835	The Classroom Behavior Specialist will work with individual or small groups of students to develop...	Williams, Ava	8/15/2016	Schedule will be developed to monitor students needing more intensive behavioral support.	6/1/2017 daily
G3.B1.S1.MA1 M329168	Teachers will receive support in analyzing student performance data.	Solz, Katherine	8/15/2016	Increased proficiency in online Gradebook, SuccessMaker, and Accelerated Reader reports	6/1/2017 biweekly
G3.B1.S1.MA1 M329169	Classroom observations	Van Camp, BJ	8/15/2016	Documented observations in TNL	6/1/2017 weekly
G3.B1.S1.A1 A316836	Small group activities that ask students to solve higher order questions	Williams, Ava	8/15/2016	Scores on student workstation activities	6/1/2017 daily
G3.B2.S1.MA1 M329176	Increased scores on classroom activities and assessments	Williams, Ava	8/15/2016	Gradebook, SuccessMaker, and Accelerated Reader reports	6/1/2017 weekly
G3.B2.S1.MA1 M329177	Lesson plans will be reviewed weekly	Williams, Ava	8/15/2016	Lesson plans are kept on file.	6/1/2017 weekly
G3.B2.S1.A1 A316840	Teachers will lead small group activities that ask students to formulate written responses to...	Williams, Ava	8/15/2016	Lesson plans	6/1/2017 daily
G3.B3.S1.MA1 M329178	Students will track their progress by checking their AR progress report each time they take an AR...	Peltier, Mary Jo	10/3/2016	Accelerated Reader reports	6/1/2017 monthly
G3.B3.S1.MA1 M329179	AR coordinator and teachers will monitor weekly media center visits.	Peltier, Mary Jo	10/3/2016	Accelerated Reader reports and book logs	6/1/2017 monthly
G3.B3.S1.A1 A316841	Students are challenged to meet the AR goal each month.	Peltier, Mary Jo	10/3/2016	Accelerated Reader reports	6/1/2017 monthly
G3.B5.S1.MA1 M329186	Student attendance and grade reports will be monitored for improvements	McDowell, Judi	8/15/2016	Student attendance reports and grade reports will be collected and monitored to determine the effectiveness of this strategy.	6/1/2017 monthly
G3.B5.S1.MA1 M329187	Early warning systems data will be gathered and analyzed and those students appearing will be...	McDowell, Judi	8/15/2016	Mentor sign-in logs	6/1/2017 monthly
G3.B5.S1.A1 A316845	Attendance and other early warning mechanisms will be monitored and students being identified as...	McDowell, Judi	8/15/2016	Mentor sign-in logs	6/1/2017 monthly
G4.B1.S1.MA1 M329189	Increased math fluency and motivation to complete assignments	Van Camp, BJ	8/15/2016	Increased proficiency in SuccessMaker and Go Math assessments	6/1/2017 daily























Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B1.S1.MA1  M329190	Classroom observations	Van Camp, BJ	8/15/2016	Documented observations in TNL	6/1/2017 weekly
G4.B1.S1.A1  A316846	Small group activities that ask students to solve word problems	Williams, Ava	8/15/2016	Classroom assessments	6/1/2017 weekly
G4.B2.S1.MA1  M329197	Regular progress monitoring meetings will be held including administration, Classroom Behavior...	Williams, Ava	10/3/2016	Student portfolios will be reviewed	6/1/2017 monthly
G4.B2.S1.A1  A316850	Classroom Behavior Specialist will work with individual r small groups of students to develop...	Williams, Ava	10/3/2016	Daily Schedule or Anecdotal records	6/1/2017 monthly
G4.B3.S1.MA1  M329199	Student attendance and grade reports will be monitored for improvements	McDowell, Judi	8/15/2016	Student attendance reports and grade reports will be collected and monitored to determine the effectiveness of this strategy.	6/1/2017 monthly
G4.B3.S1.MA1  M329200	Early warning systems data will be gathered and analyzed and those students appearing will be...	McDowell, Judi	8/15/2016	Mentor sign-in logs	6/1/2017 monthly
G4.B3.S1.A1  A316851	Attendance and other early warning mechanisms will be monitored and students being identified as...	McDowell, Judi	8/15/2016	Mentor sign-in logs	6/1/2017 monthly
G5.B1.S1.MA1  M329202	Increased achievement on classroom assessments	Davis, Sandra	8/15/2016	classroom assessments	6/1/2017 biweekly
G5.B1.S1.MA1  M329203	Common planning meeting schedules	Van Camp, BJ	8/15/2016	Meeting agenda with notes	6/1/2017 weekly
G5.B1.S1.A1  A316852	Teachers will participate in collaborative lesson planning to build rigor into their activities.	Davis, Sandra	8/15/2016	Lesson plans	6/1/2017 one-time
G5.B2.S1.MA1  M329214	Regular progress monitoring meetings will be held including administration, Classroom Behavior...	Williams, Ava	8/15/2016	Student portfolios will be reviewed	6/1/2017 monthly
G5.B2.S1.MA1  M329215	Schedule will be developed to monitor students needing more intensive behavioral support	Williams, Ava	8/15/2016	Student portfolios will be created to document and monitor interventions	6/1/2017 monthly
G5.B2.S1.A1  A316858	The Classroom Behavior Specialist will work with individual students or small groups of students to...	Van Camp, BJ	8/15/2016	Daily Schedule and/or Anecdotal records	6/1/2017 daily
G5.B3.S1.MA1  M329216	Student attendance and grade reports will be monitored for improvements	McDowell, Judi	8/15/2016	Student attendance reports and grade reports will be collected and monitored to determine the effectiveness of this strategy.	6/1/2017 monthly
G5.B3.S1.MA1  M329217	Early warning systems data will be gathered and analyzed and those students appearing will be...	McDowell, Judi	8/15/2016	Student attendance and grade reports will be monitored for improvements	6/1/2017 monthly
G5.B3.S1.A1  A316859	Attendance and other early warning mechanisms will be monitored and students being identified as...	McDowell, Judi	8/15/2016	Mentor sign-in logs	6/1/2017 monthly
G6.B1.S1.MA1  M329219	Review the lessons taught and reflection on areas to improve	Van Camp, BJ	8/15/2016	teacher reflections	6/1/2017 monthly
G6.B1.S1.MA1  M329220	Classroom observations	Van Camp, BJ	8/15/2016	Feedback and Instructional Practice scores inLeon LEADS	6/1/2017 monthly
G6.B1.S1.A1  A316860	Collaborative plan instruction for STEMS lessons and observe the instruction	Davis, Sandra	8/15/2016	lesson plans	6/1/2017 monthly
G6.B2.S1.MA1  M329221	Administration will monitor student performance data and conduct annual evaluation.	Van Camp, BJ	7/1/2016	Student progress monitoring data and year-end evaluations will be collected.	6/1/2017 one-time

















**Leon - 0041 - Frank Hartsfield Elem. School - 2016-17 SIP**  
*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
G6.B2.S1.MA1  M329222	The Human Resource department ensures that candidates for hire are highly qualified.	Van Camp, BJ	7/1/2016	Human Resource personnel will review and qualify personnel for hire.	6/1/2017 one-time
G6.B2.S1.A1  A316861	Administration will follow school board Human Resource procedures to recruit and retain highly...	Van Camp, BJ	7/1/2016	Faculty and Staff lists	6/1/2017 one-time
G6.B3.S1.MA1  M329223	Student attendance and grade reports will be monitored for improvements	McDowell, Judi	8/15/2016	Student attendance reports and grade reports will be collected and monitored to determine the effectiveness of this strategy.	6/1/2017 monthly
G6.B3.S1.MA1  M329224	Early warning systems data will be gathered and analyzed and those students appearing will be...	McDowell, Judi	8/15/2016	Mentor sign-in logs	6/1/2017 monthly
G6.B3.S1.A1  A316862	Attendance and other early warning mechanisms will be monitored and students being identified as...	McDowell, Judi	8/15/2016	Mentor sign-in logs	6/1/2017 monthly
G7.B1.S1.MA1  M329226	Parent Survey	Williams, Ava	8/15/2016	survey results	6/1/2017 one-time
G7.B1.S1.MA1  M329227	Parent climate survey	Williams, Ava	8/15/2016	Hartsfield calendar of school events	6/1/2017 one-time
G7.B1.S1.A1  A316863	The guidance counselor and principal will review attendance reports.	Davis, Wendy	8/15/2016	Pre-Problem Solving Meeting agendas	6/1/2017 weekly
G7.B2.S1.MA1  M329232	Improved attendance and sense of belonging	Williams, Ava	8/15/2016	Attendance reports will be monitored monthly; parent and student survey will be conducted during second semester.	6/1/2017 monthly
G7.B2.S1.MA1  M329233	Routine observation of students participating in developmental play at scheduled times	Van Camp, BJ	8/15/2016	Informal observational data collected	6/1/2017 weekly
G7.B2.S1.A1  A316866	Daily classroom schedules will include time for developmental play. Each team in coordination with...	Van Camp, BJ	8/15/2016	Daily classroom schedules are posted in classrooms and included in classroom newsletters for parents.	6/1/2017 one-time
G7.B4.S1.MA1  M329238	Attendance reports will be monitored to determine a decrease in absences or tardies.	Davis, Wendy	8/15/2016	Attendance logs	6/1/2017 monthly
G7.B4.S1.MA1  M329239	Attendance conferences will be held.	Davis, Wendy	8/15/2016	Minutes from attendance meetings	6/1/2017 monthly
G7.B4.S1.A1  A316869	Parent contact, as described in the Teachers Handbook, will be followed to intervene.	Davis, Wendy	8/15/2016	Attendance reports will be reviewed.	6/1/2017 weekly
G1.B1.S2.MA1  M329146	Student performance reports will be analyzed	Van Camp, BJ	8/15/2016	SuccessMaker report and Go Math assessments	6/1/2017 biweekly
G1.B1.S2.MA1  M329147	Classroom observations	Van Camp, BJ	8/15/2016	Documented feedback and Instructional Practice scores in Leon LEADS	6/1/2017 weekly
G1.B1.S2.A1  A316826	Teachers will utilize student performance data to group students	Van Camp, BJ	8/15/2016	Small group instruction will be documented in lesson plans	6/1/2017 biweekly
G2.B1.S2.MA1  M329159	Teachers will receive support in analyzing student performance data	Solz, Katherine	8/15/2016	Increased proficiency in online Gradebook, SuccessMaker, and Accelerated Reader reports	6/1/2017 biweekly
G2.B1.S2.MA1  M329160	Classroom Observations	Van Camp, BJ	8/15/2016	Documented observations in Leon LEADS	6/1/2017 daily
G2.B1.S2.A1  A316832	Teachers will implement core curriculum that is aligned to the Florida State Standards	Solz, Katherine	8/15/2016	Instructional activities documented in lesson plans	6/1/2017 daily
G3.B1.S2.MA1  M329170	Increased scores on classroom activities and assessments	Williams, Ava	8/15/2016	Grade reports, SuccessMaker, and Accelerated Reader reports	6/1/2017 biweekly

**Leon - 0041 - Frank Hartsfield Elem. School - 2016-17 SIP**  
*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
G3.B1.S2.MA1  M329171	Classroom observations	Van Camp, BJ	8/15/2016	Feedback provided to teachers and the Instructional Practice score in iObservation	6/1/2017 weekly
G3.B1.S2.A1  A316837	Teachers will implement the core curriculum that is aligned to the Florida State Standards.	Solz, Katherine	8/15/2016	Instructional activities documented in lesson plans	6/1/2017 daily
G4.B1.S2.MA1  M329191	Student performance reports will be analyzed	Van Camp, BJ	8/15/2016	SuccessMaker reports and Go Math Assessments	6/1/2017 weekly
G4.B1.S2.MA1  M329192	Classroom observations	Van Camp, BJ	8/15/2016	Documented feedback and Instructional Practice scores in iObservation	6/1/2017 weekly
G4.B1.S2.A1  A316847	Teachers will utilize student performance data to group students	Williams, Ava	8/15/2016	Small group instruction will be documented in lesson plans	6/1/2017 weekly
G5.B1.S2.A1  A316853	Students will participate in science experimentation that will increase their critical thinking...	Davis, Sandra	8/15/2016	Lab reports	6/1/2017 quarterly
G1.B1.S3.MA1  M329149	Administration will attend common planning meetings	Van Camp, BJ	8/15/2016	Agendas and minutes from the common planning meetings will be collected	6/1/2017 weekly
G1.B1.S3.A1  A316827	Collegial conversations will occur during common planning meetings	Van Camp, BJ	8/15/2016	Common Planning agendas	6/1/2017 weekly
G2.B1.S3.MA1  M329162	Administration will attend common planning meetings	Van Camp, BJ	8/15/2016	Agendas for the common planning meetings will be collected.	6/1/2017 weekly
G2.B1.S3.A1  A316833	Collegial conversations will occur during common planning meetings	Van Camp, BJ	8/15/2016	Common planning meeting agenda	6/1/2017 weekly
G3.B1.S3.A1  A316838	Collegial conversations will occur during common planning meetings	Van Camp, BJ	8/15/2016	Common Planning agendas	6/1/2017 biweekly
G3.B4.S3.MA1  M329184	Training will be offered based on need	Peltier, Mary Jo	8/15/2016	Student response to intervention	6/1/2017 one-time
G3.B4.S3.MA1  M329185	Classroom observations	Van Camp, BJ	8/15/2016	Feedback collected in TNL	6/1/2017 weekly
G3.B4.S3.A1  A316844	Teacher will employ short mindful breaks throughout the day		8/15/2016	Teacher anecdotal records	6/1/2017 daily
G5.B1.S3.MA1  M329207	Lesson plans	Van Camp, BJ	8/15/2016	Lesson plans	6/1/2017 weekly
G5.B1.S3.A1  A316854	Teachers will deliver instruction using the Gizmo technology to launch a unit or culminate a unit...	Davis, Sandra	8/15/2016	Student performance on Gizmo activity	6/1/2017 weekly
G7.B1.S3.MA1  M329230	Stakeholders will be surveyed	McDowell, Judi	8/15/2016	Multiple stakeholder groups will be surveyed on effectiveness on the AdvancED survey	6/1/2017 monthly
G7.B1.S3.MA1  M329231	Logs of Meet of the Bus Dates and volunteers will be maintained	McDowell, Judi	8/15/2016	Time and Volunteer logs will be maintained by the Parent Liaison	6/1/2017 monthly
G7.B1.S3.A1  A316865	Teachers will volunteer to ride the dismissal route on a bus once a month	McDowell, Judi	8/15/2016	Schedule of Meet the Bus dates and volunteers log	6/1/2017 monthly
G1.B1.S4.MA1  M329150	Student performance data	McDowell, Judi	8/15/2016	Report cards of students who have been assigned a mentor	6/1/2017 quarterly
G1.B1.S4.MA1  M329151	Logs of times when mentors work with students	McDowell, Judi	8/15/2016	Mentor sign-in logs	6/1/2017 monthly
G1.B1.S4.A1  A316828	Recruitment of volunteers and mentors will be supplemented with specific requests filed by...	McDowell, Judi	8/15/2016	Teacher requests	6/1/2017 monthly

**Leon - 0041 - Frank Hartsfield Elem. School - 2016-17 SIP**  
*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.S4.MA1  M329163	Early warning systems data will be gathered and analyzed and those students appearing will be...	McDowell, Judi	8/15/2016	Mentor sign-in logs	6/1/2017 monthly
G2.B1.S4.MA1  M329164	Attendance and other early warning mechanisms will be monitored and students being identified as...	McDowell, Judi	8/15/2016	Mentor sign-in logs	6/1/2017 monthly
G2.B1.S4.A1  A316834	Recruitment of volunteers and mentors will be supplemented with specific requests filed by...	McDowell, Judi	8/15/2016	Teacher requests	6/1/2017 weekly
G3.B1.S4.MA1  M329174	Student performance data	McDowell, Judi	8/15/2016	Report cards of students who have been assigned a mentor	6/1/2017 quarterly
G3.B1.S4.MA1  M329175	Logs of times mentors work with students	McDowell, Judi	8/15/2016	Time logs documenting when mentors come to work with students will be maintained by the Parent Liaison	6/1/2017 monthly
G3.B1.S4.A1  A316839	Recruitment of volunteers and mentors will be supplemented with specific request filed by teachers....	McDowell, Judi	8/15/2016	Teacher requests	6/1/2017 monthly
G4.B1.S4.A1  A316849	Recruitment of volunteers and mentors will be supplemented with specific requests filed by...	McDowell, Judi	8/17/2016	Teacher requests	6/1/2017 monthly
G5.B1.S5.MA1  M329210	Review of lesson plans and reflection on student work samples	Van Camp, BJ	8/15/2016	Teacher reflections	6/1/2017 monthly
G5.B1.S5.MA1  M329211	Classroom Observation	Van Camp, BJ	8/15/2016	Feedback and Instructional Practice scores in Leon LEADS	6/1/2017 weekly
G5.B1.S5.A1  A316856	Teachers will participate in collaborative lesson planning and observe the instruction of a...	Williams, Ava	8/15/2016	Teacher lesson plans	6/1/2017 biweekly
G5.B1.S6.MA1  M329212	Review of student work samples and reflections on areas to improve	Van Camp, BJ	8/15/2016	Teacher reflections	6/1/2017 monthly
G5.B1.S6.MA1  M329213	Classroom Observations	Van Camp, BJ	8/15/2016	Feedback and Instructional Practice scores in Leon LEADS	6/1/2017 weekly
G5.B1.S6.A1  A316857	Teachers will participate in collaborative lesson planning and observe the instruction of a...	Williams, Ava	8/15/2016	Lesson plans	6/1/2017 biweekly
G4.B2.S1.MA1  M329198	Schedule will be developed to monitor students needing more intensive behavioral support	Williams, Ava	10/3/2016	Student portfolios will be created to document and monitor interventions	10/2/2017 monthly



## V. Professional Development Opportunities

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

**G2.** At least 50 percent of students in the bottom quartile will show a learning gain in reading.

**G2.B1** Majority of students start the school year working below grade level, which creates a need for one-on-one and small group learning as well as increased support in the classroom.

**G2.B1.S2** Students will participate in systematic implementation of direct instruction reading groups daily to receive instruction on skills that have not been mastered.

### PD Opportunity 1

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

#### Facilitator

Jessica Titzie and Brooks Sperling

#### Participants

Hartsfield Faculty

#### Schedule

Daily, from 8/15/2016 to 6/1/2017

**G3.** At least 50 percent of our students will be proficient on the English Language Arts area on the FSA.

**G3.B1** Majority of students start the school year working below grade level, which creates a need for one-on-one and small group learning as well as increased support in the classroom.

**G3.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 8/15/2016 to 6/1/2017

**G4.** At least 50 percent of our students will be proficient in the area of math on the FSA.

**G4.B1** Students lack the background knowledge of basic math facts and mathematical properties, which creates a need for one-on-one and small group learning, as well as increased support in the classroom.

**G4.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/District Math Coach

**Participants**

Classroom teachers

**Schedule**

Weekly, from 8/15/2016 to 6/1/2017

**G4.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 8/15/2016 to 6/1/2017

**G5.** 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

**G5.B1** Students have limited background knowledge in the area of science, which creates a need for one-on-one and small group learning as well as increased support in the classroom.

**G5.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**

Robin Oliveri

##### **Participants**

classroom teachers

##### **Schedule**

On 6/1/2017

**G5.B1.S2** Students will participate in classroom experiments 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**

Sandra Davis

##### **Participants**

classroom teachers

##### **Schedule**

Quarterly, from 8/15/2016 to 6/1/2017

**G5.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 8/15/2016 to 6/1/2017

**G6.** In order to support understanding of scientific concepts by the end of their 5th grade year, our school goal is to incorporate STEM related experiences for students in grades 2-5 throughout the school year.

**G6.B1** Lack of trained personnel in STEMS standards

**G6.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**

Melissa Olson

**Participants**

Classroom teachers

**Schedule**

Monthly, from 8/15/2016 to 6/1/2017

## VI. Technical Assistance Items

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

## VII. Budget

1	G1.B1.S1.A1	Small group activities that ask students to solve word problems				\$0.00
2	G1.B1.S2.A1	Teachers will utilize student performance data to group students				\$0.00
3	G1.B1.S3.A1	Collegial conversations will occur during common planning meetings				\$0.00
4	G1.B1.S4.A1	Recruitment of volunteers and mentors will be supplemented with specific requests filed by teachers. When possible, there will be a deliberate match of volunteer/mentor with students with pre-identified needs.				\$0.00
5	G1.B2.S1.A1	The Classroom Behavior Specialist will work with individual or small groups of students to develop self-regulating skills needed to be successful in the classroom.				\$0.00
6	G1.B3.S1.A1	Attendance and other early warning mechanisms will be monitored and students being identified as at-risk will be placed as top priority for obtaining a mentor. [copy]				\$0.00
7	G2.B1.S1.A1	Small group activities that ask students to solve higher order questions				\$0.00
8	G2.B1.S2.A1	Teachers will implement core curriculum that is aligned to the Florida State Standards				\$0.00
9	G2.B1.S3.A1	Collegial conversations will occur during common planning meetings				\$0.00
10	G2.B1.S4.A1	Recruitment of volunteers and mentors will be supplemented with specific requests filed by teachers. When possible, there will be a deliberate match of volunteer/mentors with students with pre-identified needs.				\$0.00
11	G2.B4.S1.A1	The Classroom Behavior Specialist will work with individual or small groups of students to develop self-regulating skills needed to be successful in the classroom.				\$0.00
12	G3.B1.S1.A1	Small group activities that ask students to solve higher order questions				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide			\$0.00
			Notes: Notes: Release time for teachers to plan small group instruction and to observe teachers implement this plan			
13	G3.B1.S2.A1	Teachers will implement the core curriculum that is aligned to the Florida State Standards.				\$0.00
14	G3.B1.S3.A1	Collegial conversations will occur during common planning meetings				\$0.00
15	G3.B1.S4.A1	Recruitment of volunteers and mentors will be supplemented with specific request filed by teachers. When possible, there will be a deliberate match of vounteer/mentor with students with pre-identified needs.				\$0.00
16	G3.B2.S1.A1	Teachers will lead small group activities that ask students to formulate written responses to higher order questions.				\$0.00
17	G3.B3.S1.A1	Students are challenged to meet the AR goal each month.				\$0.00

18	G3.B4.S1.A1	The Classroom Behavior Specialist will work with individual or small groups of students to develop self-regulating skills needed to be successful in the classroom	\$0.00
19	G3.B4.S2.A1	15 minutes each morning will be devoted to the social-emotional curriculum	\$0.00
20	G3.B4.S3.A1	Teacher will employ short mindful breaks throughout the day	\$0.00
21	G3.B5.S1.A1	Attendance and other early warning mechanisms will be monitored and students being identified as at-risk will be placed as top priority for obtaining a mentor.	\$0.00
22	G4.B1.S1.A1	Small group activities that ask students to solve word problems	\$0.00
23	G4.B1.S2.A1	Teachers will utilize student performance data to group students	\$0.00
24	G4.B1.S3.A1	Collegial conversations will occur during common planning meetings	\$0.00
25	G4.B1.S4.A1	Recruitment of volunteers and mentors will be supplemented with specific requests filed by teachers. When possible, there will be a deliberate match of volunteer /mentor with students with pre-identified needs.	\$0.00
26	G4.B2.S1.A1	Classroom Behavior Specialist will work with individual r small groups of students to develop self-regulating skills needed to be successful in the classroom.	\$0.00
27	G4.B3.S1.A1	Attendance and other early warning mechanisms will be monitored and students being identified as at-risk will be placed as top priority for obtaining a mentor.	\$0.00
28	G5.B1.S1.A1	Teachers will participate in collaborative lesson planning to build rigor into their activities.	\$0.00
29	G5.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.	\$0.00
30	G5.B1.S3.A1	Teachers will deliver instruction using the Gizmo technology to launch a unit or culminate a unit on a specific scientific concept.	\$0.00
31	G5.B1.S5.A1	Teachers will participate in collaborative lesson planning and observe the instruction of a gifted/STEM resource teacher.	\$0.00
32	G5.B1.S6.A1	Teachers will participate in collaborative lesson planning and observe the instruction of a gifted/STEM resource teacher.	\$0.00
33	G5.B2.S1.A1	The Classroom Behavior Specialist will work with individual students or small groups of students to develop self-regulation skills they need to be successful in the classroom.	\$0.00
34	G5.B3.S1.A1	Attendance and other early warning mechanisms will be monitored and students being identified as at-risk will be placed as top priority for obtaining a mentor.	\$0.00
35	G6.B1.S1.A1	Collaborative plan instruction for STEMS lessons and observe the instruction	\$0.00
36	G6.B2.S1.A1	Administration will follow school board Human Resource procdures to recruite and retain highly effective personnel.	\$0.00

37	G6.B3.S1.A1	Attendance and other early warning mechanisms will be monitored and students being identified as at-risk will be placed as top priority for obtaining a mentor.	\$0.00
38	G7.B1.S1.A1	The guidance counselor and principal will review attendance reports.	\$0.00
39	G7.B1.S2.A1	The SAC will continue to work towards implementation of this strategy and survey other schools who have similar strategies in place. The plan would allow playgrounds to be supervised from 7:45-8:25 every morning and students would be permitted to play in designated areas according to their grade level.	\$0.00
40	G7.B1.S3.A1	Teachers will volunteer to ride the dismissal route on a bus once a month	\$0.00
41	G7.B2.S1.A1	Daily classroom schedules will include time for developmental play. Each team in coordination with administration will determine the frequency, the duration, and the time(s) of day.	\$0.00
42	G7.B2.S2.A1	The PBS committee will provide a morning curriculum designed to develop appropriate social skills essential to success in and out of the classroom environment.	\$0.00
43	G7.B2.S3.A1	Classroom Behavior Specialist will work with individual or small groups of students to develop self-regulation skills needed to be successful in the classroom	\$0.00
44	G7.B4.S1.A1	Parent contact, as described in the Teachers Handbook, will be followed to intervene.	\$0.00
<b>Total:</b>			<b>\$0.00</b>