

Leon County Schools

Frank Hartsfield Elementary School



2017-18 Schoolwide Improvement Plan

Frank Hartsfield Elementary School

1414 CHOWKEEBIN NENE, Tallahassee, FL 32301

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School PK-5</p>	<p>2016-17 Title I School</p> <p>Yes</p>	<p>2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>100%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>91%</p>

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	D	D*	D

**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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	12
Ambitious Instruction and Learning	12
8-Step Planning and Problem Solving Implementation	17
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	24
Appendix 1: Implementation Timeline	44
Appendix 2: Professional Development and Technical Assistance Outlines	47
Professional Development Opportunities	47
Technical Assistance Items	52
Appendix 3: Budget to Support Goals	52

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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Frank Hartsfield Elementary School

DA Region and RED	DA Category and Turnaround Status
Northwest - Rachel Heide	- 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. A new school wide behavior plan as well as a student dean has been implemented to support in providing a safe environment to all students. A school wide behavior support system and 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 strategies coupled with the implementation of a Trauma-Informed Environment decreases the need for more intrusive or 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. In addition, the school wide behavior support plan as well as the implementation of student dean and behavior specialist provides a layer of support to classroom management strategies and deals positively with students to minimize distracting behaviors.

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. Hartsfield's mission is to create a safe place for students physically, academically, socially, and emotionally through support structures and programs. 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. 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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 employed that are outside of the classroom learning environment that include building leadership capacity in teachers and staff, a focus on student 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP 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 the data and hold each other accountable for making measurable progress.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Blackwell-Flanagan, Rhonda	Principal
Thompson, Lisa	Assistant Principal
Landrum, Michael	Dean
Davis, Sandra	Teacher, K-12
Oakley, Nancy	Teacher, K-12
Vickers, Jordan	Teacher, K-12
Neal, Lizetta	Teacher, K-12
Howard, Vernisha	Teacher, K-12
Stinson, Cheryl	Teacher, PreK
Peltier, Mary Jo	Instructional Media
Bertolaet, Joan	Teacher, ESE
Richardson, Caressa	Instructional Coach

b. Duties

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

Principal and/or Assistant Principal: Provide a common vision for the use of data-based decision making and high-yield instructional strategies. These 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 students are addressed. Ensures the school-based team is implementing the curriculum and the mission of the school is supported and endorsed. Ensures the implementation of the MTSS process through intervention support and documentation, adequate professional develop to support MTSS, and communication with parents regarding school-based MTSS plans and activities.

Dean: Assists and supports the Principal through the development and oversight of the School-wide Behavioral Support Plan. Identifies struggling students whose behavior adversely affects their academics.

Team Leaders: Disseminates information from school administration, problem-solving school issues, and present grade level specific concerns. Provides information about core instruction. Participates in student data collection. Collaborates with other staff to ensure implementation of Tier 1,2 and 3 instruction and support.

Reading Coach: Participates in student data collection and evaluation of data. Collaborates with district personnel to identify appropriate, evidence-based intervention strategies and assists with design and delivery of professional development relative to implementation of effective reading strategies.

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
Rhone Francis - Chair	Business/Community
Nancy Oakley	Teacher
Michael Landrum	Teacher
Dr. Angela Alvarado Coleman	Business/Community
Pastor Chris Sanders	Business/Community
Christic Henry	Business/Community
Kara Yancey	Business/Community
Tomoko Baldrige	Parent
Bridgett Birmingham	Parent
Marie Claire Lehman - Vice Chair	Parent
Stephanie McGriff	Parent
Coral Shieve	Parent
Marcus Tew	Parent
Paula Smith	Parent
LaTrese Bryant	Education Support Employee

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

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 2016-2017 school improvement plan was created over the course of the 2016-2017 school year and was voted on at the January 2017 meeting of the School Advisory Council.

b. Development of this school improvement plan

The SAC was presented with school updates detailing the school performance data that was used to prepare the school improvement plan. The SAC reviewed the plan, provided suggestions for areas of improvement, and voted to approve the plan. Throughout the year, SAC monitored the effectiveness of the strategies used to meet the academic targets.

c. Preparation of the school's annual budget and plan

Due to the timing of the transition of the new school administration, academic teachers along with the administrative team met in the fall to analyze data and develop academic goals for the 2017-2018 School Improvement Plan. Updated drafts of the plan were then shared with other stakeholder groups. The SAC met in the Fall of 2017, to vote for approval of the final plan and the school improvement budget.

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

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
Richardson, Caressa	Instructional Coach
Perkins, Sophia	Teacher, K-12
Mercer, Courtney	Teacher, K-12
Garrett, Claudia	Teacher, K-12
Peltier, Mary Jo	Instructional Media
Opal, Brown	Teacher, K-12
Blackwell-Flanagan, Rhonda	Principal
Thompson, Lisa	Assistant Principal

b. Duties

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

The major initiative of the Literacy Leadership Team is to provide oversight, advise, and leadership for literacy related curriculum, events, and interventions. The Literacy Team is central to the efforts of the Reading Intervention Team in their support to struggling readers in grades K-5. The Reading Intervention Team is responsible for teaching direct instructional programs such as Reading Mastery, Early Interventions in Reading, and Corrective (decoding and comprehension). The LLT team is responsible for Reading Night and Celebrate Literacy Week activities. The Reading Coach is additionally responsible for professional development for teachers within the Wonders Curriculum. Aimsweb Plus Assessment Program is managed and monitored by the Reading Coach throughout the year.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Teachers are involved in collaborative planning weekly where they come together to discuss their instructional plans and how to maximize student learning by expanding their knowledge of the standards through the learning progressions. 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. Their heightened understanding through the collaborative learning process provides a platform for guiding students through the progression of learning.

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 at the school level and by district content developers, 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 and district. Ongoing opportunities to receive coaching and feedback about their practice provides the staples for a culture of learning, growth, and satisfaction.

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

Each beginning teacher that enters the district via an accredited College of Education program is assigned a district developer as a mentor. The developer is assigned to the teacher based on certification area and teaching assignment. The developer provides resources and support for their beginning teacher through routine collegial conversations, collaborative lesson planning, 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 administrative team and reading coach provide 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 MTSS effectively with increasingly intense interventions; ensures implementation of intervention support and documentation of these interventions; communicates with parents regarding school-based MTSS activities; attends MTSS 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 reading curriculum implementation 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 integrates 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 impact a student's skill acquisition and guide the design of interventions to meet these needs.

The guidance counselor/referral coordinator organizes the MTSS meetings, the referral process, and gathers all necessary documentation for the MTSS 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. A minimum of one hour of academics daily 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. Included with these services/activities are the Reading Pals and Math Pals program supported by United Way. The school year is also 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 and mastery 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

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

Strategy: After School Program

Minutes added to school year: 2,100

The Math Pals Program is included in the services/activities in the overall afterschool program.

Strategy Rationale

Selected students in grades K-3 participate in the Math Pals program beginning in September 2017. This program matches 25 students with mentors. The pairs complete math problems with each other once a week for one hour.

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

I-Ready data reports will be used as a measure to monitor student growth.

Strategy: After School Program

Minutes added to school year: 4,200

Reading Pals sponsored by United Way is included within the overall services/activities provided by the After School Program.

Strategy Rationale

Selected students in grades K-3 participate in the Reading Pals program beginning in September. 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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, print and letter knowledge, and phonological awareness/processing. Screening data will be collected and aggregated prior to September 2017 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 SNAP Program and Trauma-Informed curriculum, character education through Guidance classes, and the Positive Behavior Support program strategies, 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.

The school will host a college and career day fair to increase awareness for grades 4-5 in the second semester.

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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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.** The student population will increase in 2017-2018 by 5% by maintaining the number of current families and increasing the number of new families that choose Hartsfield Elementary.
- G2.** In the 2017-2018 school year 45% of our matched students will score at a level 3 or above on the FCAT Science 2.0.
- G3.** At least 57% of the matched students will be proficient in the area of Math on the 2018 FSA Math Assessment.
- G4.** At least 53% of matched students in the lowest 25th percentile will show a learning gain on the 2018 FSA Math Assessment.
- G5.** 50% or higher of our matched students will be proficient on the English Language Arts portion of the FSA.
- G6.** 67% of our matched students in the bottom 25th percentile will show a learning gain on the English Language Arts portion of the FSA.

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. The student population will increase in 2017-2018 by 5% by maintaining the number of current families and increasing the number of new families that choose Hartsfield Elementary. 1a

G096086

Targets Supported 1b

Indicator	Annual Target
District Parent Survey	5.0

Targeted Barriers to Achieving the Goal 3

- Lack of awareness of the impact that culture and climate have on the quality of the learning environment.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Recruitment talks and Campus Tours. Open door practice for embracing community initiatives. The use of the school's social media venues will be used as a medium to educate parents and school community on informatino and events that shape the culture and climate of the school. Implementation of social emotional curriculum to increase awareness of culture and climate in the school environment. Use of teacher and school communication to parents regarding initiatives that impact the learning environment. Professional learning for teachers on the impact of culture and climate on student learning.

Plan to Monitor Progress Toward G1. 8

Review of the mid-year abbreviated parent climate survey.

Person Responsible

Rhonda Blackwell-Flanagan

Schedule

On 12/22/2017

Evidence of Completion

Results from the survey.

Plan to Monitor Progress Toward G1. 8

Review of registration data throughout the school-year and the summer before the 2018-19 school- year.

Person Responsible

Lisa Thompson

Schedule

Weekly, from 5/31/2018 to 8/3/2018

Evidence of Completion

Registration reports will be generated to show whether the percentage of families remaining at Hartsfield and the percentage of families choosing Hartsfield is increasing.

G2. In the 2017-2018 school year 45% of our matched students will score at a level 3 or above on the FCAT Science 2.0. **1a**

 G096087

Targets Supported **1b**

Indicator	Annual Target
Statewide Science Assessment Achievement	45.0

Targeted Barriers to Achieving the Goal **3**

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

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

- Curriculum/Resources, ThinkCentral (Fusion), STEM Scopes, Brain Genie, Brainpop, Florida Students. Florida Standards, & Florida Ready.

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

Science Fusion Assessment Data.

Person Responsible

Rhonda Blackwell-Flanagan

Schedule

Biweekly, from 9/11/2017 to 5/31/2018

Evidence of Completion

Review of Science Fusion Assessment Data.

G3. At least 57% of the matched students will be proficient in the area of Math on the 2018 FSA Math Assessment. 1a

G096088

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	57.0

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.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Hartsfield Elementary utilizes effective computer-based instruction through I-Ready to supplement the core curriculum for math.
- Highly qualified teachers will receive additional training in Go Math, Number Talks, and i-Ready to implement core and intervention curriculum with fidelity.
- Teachers will utilize students' performance data to group students.
- Math District Developers will train teachers how to use differentiated instruction in small groups.

Plan to Monitor Progress Toward G3. 8

To increase math fluency to complete assignments.

Person Responsible

Rhonda Blackwell-Flanagan

Schedule

Biweekly, from 9/11/2017 to 5/31/2018

Evidence of Completion

Increase proficiency in i-Ready Math and Go Math.

G4. At least 53% of matched students in the lowest 25th percentile will show a learning gain on the 2018 FSA Math Assessment. 1a

G096089

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	53.0

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.

Resources Available to Help Reduce or Eliminate the Barriers 2

- District training on how to use I-Ready
- Access to I-Ready in the classroom and in the computer labs.

Plan to Monitor Progress Toward G4. 8

Data will be collected weekly from IReady and Go Math Assessments.

Person Responsible

Michael Landrum

Schedule

Biweekly, from 9/11/2017 to 5/31/2018

Evidence of Completion

Results from the data collected will be reviewed and analyzed to determine if student growth and learning.

G5. 50% or higher of our matched students will be proficient on the English Language Arts portion of the FSA. 1a

G096090

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	50.0

Targeted Barriers to Achieving the Goal 3

- The majority of students begin the new school year working below grade level and require differentiating of instruction.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Highly qualified teachers with additional training to implement core and intervention curriculum with fidelity.
- A variety of curricula that targets student individual learning needs.
- An intervention team that is dedicated to working with students who require additional reading support.
- Access to technology in the classroom and in the computer labs. Programs primarily used i-Ready, Aimsweb, STAR, and Waterford.
- Access to our Child Study Team who target individual student needs.

Plan to Monitor Progress Toward G5. 8

Increase proficiency in grade level assessments as well as computer based diagnostic testing in order to monitor students' current instructional reading level and growth.

Person Responsible

Caressa Richardson

Schedule

Biweekly, from 9/4/2017 to 5/31/2018

Evidence of Completion

Gradebook, AIMS, i-Ready, and Star Reports.

G6. 67% of our matched students in the bottom 25th percentile will show a learning gain on the English Language Arts portion of the FSA. 1a

G096091

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	67.0

Targeted Barriers to Achieving the Goal 3

- The majority of students begin the new school year working below grade level and require differentiating instruction.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Highly qualified teachers with additional training to implement core and intervention curriculum with fidelity.
- A variety of curricula that targets student individual learning needs.
- A dedicated intervention team diligently working with students daily who require additional reading support.
- Access to technology in the classroom and in the computer labs.
- Access to our Child Study Team who target individual student needs.

Plan to Monitor Progress Toward G6. 8

Reviewing and analyzing Reading Data.

Person Responsible

Rhonda Blackwell-Flanagan

Schedule

Biweekly, from 9/4/2017 to 5/31/2018

Evidence of Completion

Results from Gradebook, AIMS, i-Ready, and STAR.

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. The student population will increase in 2017-2018 by 5% by maintaining the number of current families and increasing the number of new families that choose Hartsfield Elementary. **1**

 G096086

G1.B1 Lack of awareness of the impact that culture and climate have on the quality of the learning environment. **2**

 B258684

G1.B1.S1 Teachers will participate in ongoing professional learning conversations and reflections using professional resources that encourage best practices and increase understanding of culture and climate within the learning environment. **4**

 S273880

Strategy Rationale

Teachers need to expand their understanding and expertise in creating a positive learning environment that impacts the culture and climate in the classroom and in the school.

Action Step 1 **5**

Learning conversations will occur in grade level team meetings and monthly faculty meetings using professional resources, for example: Conscious Classroom Management by Rick Smith and Grace Dearborn and research literature and publications highlighting current educational trends.

Person Responsible

Rhonda Blackwell-Flanagan

Schedule

Monthly, from 8/21/2017 to 5/31/2018

Evidence of Completion

Agendas from grade level and faculty meetings

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

Administer abbreviated mid-year climate survey to stakeholders

Person Responsible

Judi McDowell

Schedule

On 12/22/2017

Evidence of Completion

Survey results

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

Administer abbreviated midyear climate survey to stakeholders.

Person Responsible

Judi McDowell

Schedule

On 12/22/2017

Evidence of Completion

Review of survey results.

G1.B1.S2 The school will expand its communication venues to include social media, print and the school website to educate parents and the school community on events, opportunities and experiences that positively impact the learning environment and attract new families to Hartsfield. 4

S273881

Strategy Rationale

At a time when parents have choices, there is a need to showcase the quality of education that Hartsfield Elementary has to offer.

Action Step 1 5

Monthly information will be accessible to parents and the school community about events, experiences, and opportunities that have an impact on shaping a positive school culture and climate.

Person Responsible

Mary Jo Peltier

Schedule

Daily, from 8/21/2017 to 5/31/2018

Evidence of Completion

Publication of information on website, social media and in print form.

Action Step 2 5

Developing a stronger presence in all corners of our community and collaborating with business partners in the community.

Person Responsible

Rhonda Blackwell-Flanagan

Schedule

Daily, from 8/21/2017 to 5/31/2018

Evidence of Completion

Registration data reflecting current families are remaining at Hartsfield Elementary and new families are choosing Hartsfield Elementary. Mid-Year progress report on the level of satisfaction of stakeholders. Overall satisfaction measured on the climate survey.

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

Regular publication of information on website, social media and in print form.

Person Responsible

Mary Jo Peltier

Schedule

Monthly, from 8/21/2017 to 8/3/2018

Evidence of Completion

Response from parents from Social Media responses and climate surveys.

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

Regular review of registration data.

Person Responsible

Lisa Thompson

Schedule

Monthly, from 9/4/2017 to 8/3/2018

Evidence of Completion

Tracking of reasons families/students are leaving Hartsfield and new families are coming to Hartsfield.

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

Regular publication of information on website, social media and in print form.

Person Responsible

Mary Jo Peltier

Schedule

Monthly, from 8/21/2017 to 5/31/2018

Evidence of Completion

Response from parents from Social Media responses and climate surveys.

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

Regular review of registration data.

Person Responsible

Lisa Thompson

Schedule

Monthly, from 9/4/2017 to 8/3/2018

Evidence of Completion

Tracking of reasons families/students are leaving Hartsfield and new families are coming to Hartsfield.

G2. In the 2017-2018 school year 45% of our matched students will score at a level 3 or above on the FCAT Science 2.0. 1

G096087

G2.B1 Students have limited background knowledge in the area of science. 2

B258685

G2.B1.S1 Teachers will assess background knowledge before introducing new concepts and offer inquiry-based activities to build background knowledge. 4

S273882

Strategy Rationale

Students need ample opportunities to practice in order to score a level 3 or above on the FCAT Science 2.0

Action Step 1 5

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

Person Responsible

Sandra Davis

Schedule

Daily, from 8/21/2017 to 5/31/2018

Evidence of Completion

Lesson Plans

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

Team Planning Meetings

Person Responsible

Rhonda Blackwell-Flanagan

Schedule

Weekly, from 8/21/2017 to 5/31/2018

Evidence of Completion

Review of Lesson Plans.

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

Increased achievement on classroom assessments.

Person Responsible

Lisa Thompson

Schedule

Biweekly, from 8/21/2017 to 5/31/2018

Evidence of Completion

Classroom Science Fusion Assessment Data.

G2.B1.S2 Students will participate in classroom and/or morning activities that promote their understanding and mastery of the science standards. 4

 S273883

Strategy Rationale

Students need ample opportunities to practice in order to score a level 3 or above on the FCAT Science 2.0

Action Step 1 5

Students will participate in science activities that will increase their critical thinking skills and promote a deeper understanding of the science standards.

Person Responsible

Sandra Davis

Schedule

Daily, from 8/21/2017 to 5/31/2018

Evidence of Completion

Classroom Data.

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

Classroom observations

Person Responsible

Rhonda Blackwell-Flanagan

Schedule

Monthly, from 8/21/2017 to 5/31/2018

Evidence of Completion

Feedback and instructional practice scores in Performance Matters.

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

Student achievement data will be monitored to track growth and mastery of science standards.

Person Responsible

Lisa Thompson

Schedule

Biweekly, from 8/21/2017 to 5/31/2018

Evidence of Completion

Classroom Science Fusion Assessment Data.

G3. At least 57% of the matched students will be proficient in the area of Math on the 2018 FSA Math Assessment. 1

G096088

G3.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. 2

B258686

G3.B1.S1 Teachers will plan engaging math whole and small group activities that will include Number Talks, use of manipulatives and purposeful peer to peer discourse. 4

S273884

Strategy Rationale

Students need ample opportunities to practice in order to meet the level of proficiency expected on the 2018 FSA Math Assessment.

Action Step 1 5

Teachers will create small group activities that ask students to use higher: order thinking and mental math skills to solve word problems.

Person Responsible

Michael Landrum

Schedule

Biweekly, from 8/21/2017 to 5/31/2018

Evidence of Completion

Walkthroughs, Lesson Plans, Assessments.

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

Classroom observations.

Person Responsible

Rhonda Blackwell-Flanagan

Schedule

Monthly, from 9/11/2017 to 5/31/2018

Evidence of Completion

Performance Matters documentation.

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

To increase math fluency to complete assignments.

Person Responsible

Lisa Thompson

Schedule

Biweekly, from 8/21/2017 to 5/31/2018

Evidence of Completion

Increase proficiency in i-Ready Math and Go Math Assessments.

G3.B1.S2 Teachers will organize their small group instruction so that it is focused on specific math competencies and adjust the pace of instruction so that students can achieve mastery. 4

 S273885

Strategy Rationale

Students need ample opportunities to practice in order to meet the level of proficiency expected on the 2018 FSA Math Assessment.

Action Step 1 5

Teachers will create small group activities that ask students to use higher order thinking and mental math skills to solve word problems.

Person Responsible

Michael Landrum

Schedule

Biweekly, from 8/21/2017 to 5/31/2018

Evidence of Completion

Walkthroughs, Lesson Plans, Assessments.

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

Classroom observations.

Person Responsible

Rhonda Blackwell-Flanagan

Schedule

Weekly, from 9/11/2017 to 5/31/2018

Evidence of Completion

Performance Matters Documentation.

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

To increase math fluency to complete assignments.

Person Responsible

Lisa Thompson

Schedule

Biweekly, from 9/11/2017 to 5/31/2018

Evidence of Completion

Increase proficiency in I-Ready Math and Go Math Assessments.

G4. At least 53% of matched students in the lowest 25th percentile will show a learning gain on the 2018 FSA Math Assessment. 1

G096089

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. 2

B258687

G4.B1.S1 Teachers will continually monitor student's math fluency during whole and small group instruction, utilizing Number Talks and engaging drill and practice activities. 4

S273886

Strategy Rationale

Students need ample opportunities to practice in order to meet the level of proficiency expected on the 2018 FSA Math Assessment.

Action Step 1 5

Weekly grade specific math fluency checks,

Person Responsible

Michael Landrum

Schedule

Weekly, from 8/21/2017 to 5/31/2018

Evidence of Completion

Math fluency checks.

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

Bi-weekly common planning meetings to review fluency data.

Person Responsible

Rhonda Blackwell-Flanagan

Schedule

Biweekly, from 9/11/2017 to 5/31/2018

Evidence of Completion

Data reviews, tracking sheets, agendas from meeting.

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

Weekly math fluency assessments.

Person Responsible

Lisa Thompson

Schedule

Biweekly, from 9/11/2017 to 5/31/2018

Evidence of Completion

Math Fluency Tracking Sheets

G4.B1.S2 Teachers will provide students with opportunities to use technology to strengthen math fluency. 4

 S273887

Strategy Rationale

Students need ample opportunities to practice in order to meet the level of proficiency expected on the 2018 FSA Math Assessment.

Action Step 1 5

Students will spend final ten minutes in computer lab accessing Math Facts in a Flash through Renaissance Learning,

Person Responsible

Michael Landrum

Schedule

Weekly, from 8/21/2017 to 5/31/2018

Evidence of Completion

Student Performance Reports.

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

Bi-weekly common planning meetings to review fluency data

Person Responsible

Rhonda Blackwell-Flanagan

Schedule

Biweekly, from 9/11/2017 to 5/31/2018

Evidence of Completion

Ongoing bi-weekly grade level common planning meetings to review data. Evidence of Completion: Data boards, tracking sheets, agendas from meeting

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

Weekly math fluency assessments.

Person Responsible

Lisa Thompson

Schedule

Biweekly, from 9/11/2017 to 5/31/2018

Evidence of Completion

Math Fluency Tracking Sheets.

G5. 50% or higher of our matched students will be proficient on the English Language Arts portion of the FSA.

1

G096090

G5.B1 The majority of students begin the new school year working below grade level and require differentiating of instruction. 2

B258688

G5.B1.S1 At the start of the 2017-18 school year, teachers will identify below grade level students using STAR, AIMS, and IReady computer based diagnostic assessments. Based on the results, the Intervention Team will use an Intervention Placement Assessment to develop specific leveled groups for interventions focusing on fluency and comprehension. 4

S273888

Strategy Rationale

Students working below grade level need additional support in order to meet the level of proficiency expected on the end of the year assessment (FSA).

Action Step 1 5

A daily intervention schedule that will target students on all reading levels so they receive additional support through small group instruction.

Person Responsible

Caressa Richardson

Schedule

Daily, from 8/21/2017 to 5/31/2018

Evidence of Completion

Classrooms Assessments, Data Reports from STAR, AIMS and i-Ready.

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

Classroom observations and review of data reports in biweekly common planning meetings.

Person Responsible

Rhonda Blackwell-Flanagan

Schedule

Biweekly, from 9/4/2017 to 5/31/2018

Evidence of Completion

Documentation in Performance Matters, classroom assessments, and computer based diagnostic/monitoring programs.

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

Reviewing and analyzing Reading Data

Person Responsible

Lisa Thompson

Schedule

Daily, from 9/4/2017 to 5/31/2018

Evidence of Completion

Increased student performance on computer based diagnostic/monitoring programs, report card grades and AR results.

G5.B1.S2 Teachers will implement the Wonders curriculum through whole group instruction and provide interventions and enrichment through small group instruction. In addition, the intervention team will provide small group instruction using Reading Mastery, EIR, Corrective programs that target phonics and phonemic awareness, fluency, vocabulary, and comprehension. 4

S273889

Strategy Rationale

Students working below grade level need additional support in order to meet the level of proficiency expected on the FSA assessment

Action Step 1 5

Small group instruction designed to target individual student's needs.

Person Responsible

Caressa Richardson

Schedule

Daily, from 8/21/2017 to 5/31/2018

Evidence of Completion

Classrooms Assessments, Data Reports from STAR, AIMS, & IReady, reports cards and AR.

Plan to Monitor Fidelity of Implementation of G5.B1.S2 6

Classroom observations and review of data reports in biweekly common planning meetings.

Person Responsible

Rhonda Blackwell-Flanagan

Schedule

Biweekly, from 9/11/2017 to 5/31/2018

Evidence of Completion

Documentation in Performance Matters, classroom assessments, and computer based diagnostic/monitoring programs.

Plan to Monitor Effectiveness of Implementation of G5.B1.S2 7

Reviewing and analyzing Reading Data

Person Responsible

Lisa Thompson

Schedule

Biweekly, from 9/11/2017 to 5/31/2018

Evidence of Completion

Increased student performance on computer based diagnostic/monitoring programs, report card grades and AR results.

G6. 67% of our matched students in the bottom 25th percentile will show a learning gain on the English Language Arts portion of the FSA. 1

G096091

G6.B1 The majority of students begin the new school year working below grade level and require differentiating instruction. 2

B258689

G6.B1.S1 The teacher will use the Wonders Curriculum, Florida Ready, AIMS, STAR, and IReady diagnostic assessments to determine how to differentiate small group instruction based on students' needs. The Intervention Team will pull students on a daily basis to specifically work on phonics, phonemic awareness, fluency, vocabulary, and comprehension. 4

S273890

Strategy Rationale

Students need to improve their fluency and comprehension skills in order to be a proficient reader.

Action Step 1 5

Small group differentiated instruction.

Person Responsible

Caressa Richardson

Schedule

Daily, from 8/21/2017 to 5/31/2018

Evidence of Completion

Results from classroom assessments, i-Ready, STAR, and AIMSweb.

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

Classroom Observations and Review of Reading Assessment/Monitoring Data

Person Responsible

Rhonda Blackwell-Flanagan

Schedule

Biweekly, from 9/4/2017 to 5/31/2018

Evidence of Completion

Data reports and data discussions from grade level meetings.

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

Reviewing and analyzing Reading Data

Person Responsible

Lisa Thompson

Schedule

Biweekly, from 9/4/2017 to 5/31/2018

Evidence of Completion

Increased student performance on computer based diagnostic/monitoring programs, report card grades and AR results.

G6.B1.S2 Utilizing mentors and volunteers, after school (21st Century) and para-professionals as an additional resource for one on one reading intervention support. 4

S273891

Strategy Rationale

To assist in improving overall student performance with fluency, vocabulary and comprehension.

Action Step 1 5

Provide opportunities for one on one student academic support.

Person Responsible

Caressa Richardson

Schedule

Daily, from 9/4/2017 to 5/31/2018

Evidence of Completion

Data reports and data discussions

Plan to Monitor Fidelity of Implementation of G6.B1.S2 6

Observations and Data review with the Reading Coach

Person Responsible

Rhonda Blackwell-Flanagan

Schedule

Biweekly, from 9/4/2017 to 5/31/2018

Evidence of Completion

Performance Matters Documentation and results of bi-weekly grade level planning data reviews.

Plan to Monitor Effectiveness of Implementation of G6.B1.S2 7

Review and analyze Reading Data

Person Responsible

Lisa Thompson

Schedule

Biweekly, from 9/4/2017 to 5/31/2018

Evidence of Completion

Results from classroom assessments, i-Ready, STAR, and AIMSweb.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1 M394731	Review of the mid-year abbreviated parent climate survey.	Blackwell-Flanagan, Rhonda	12/1/2017	Results from the survey.	12/22/2017 one-time
G1.B1.S1.MA1 M394725	Administer abbreviated midyear climate survey to stakeholders.	McDowell, Judi	12/4/2017	Review of survey results.	12/22/2017 one-time
G1.B1.S1.MA1 M394726	Administer abbreviated mid-year climate survey to stakeholders	McDowell, Judi	12/4/2017	Survey results	12/22/2017 one-time
G2.MA1 M394737	Science Fusion Assessment Data.	Blackwell-Flanagan, Rhonda	9/11/2017	Review of Science Fusion Assessment Data.	5/31/2018 biweekly
G3.MA1 M394742	To increase math fluency to complete assignments.	Blackwell-Flanagan, Rhonda	9/11/2017	Increase proficiency in i-Ready Math and Go Math.	5/31/2018 biweekly
G4.MA1 M394747	Data will be collected weekly from IReady and Go Math Assessments.	Landrum, Michael	9/11/2017	Results from the data collected will be reviewed and analyzed to determine if student growth and learning.	5/31/2018 biweekly
G5.MA1 M394752	Increase proficiency in grade level assessments as well as computer based diagnostic testing in...	Richardson, Caressa	9/4/2017	Gradebook, AIMS, i-Ready, and Star Reports.	5/31/2018 biweekly
G6.MA1 M394757	Reviewing and analyzing Reading Data.	Blackwell-Flanagan, Rhonda	9/4/2017	Results from Gradebook, AIMS, i-Ready, and STAR.	5/31/2018 biweekly
G1.B1.S1.A1 A367721	Learning conversations will occur in grade level team meetings and monthly faculty meetings using...	Blackwell-Flanagan, Rhonda	8/21/2017	Agendas from grade level and faculty meetings	5/31/2018 monthly
G2.B1.S1.MA1 M394733	Increased achievement on classroom assessments.	Thompson, Lisa	8/21/2017	Classroom Science Fusion Assessment Data.	5/31/2018 biweekly
G2.B1.S1.MA1 M394734	Team Planning Meetings	Blackwell-Flanagan, Rhonda	8/21/2017	Review of Lesson Plans.	5/31/2018 weekly
G2.B1.S1.A1 A367724	Teachers will participate in collaborative lesson planning to build rigor into their activities.	Davis, Sandra	8/21/2017	Lesson Plans	5/31/2018 daily
G3.B1.S1.MA1 M394738	To increase math fluency to complete assignments.	Thompson, Lisa	8/21/2017	Increase proficiency in i-Ready Math and Go Math Assessments.	5/31/2018 biweekly
G3.B1.S1.MA1 M394739	Classroom observations.	Blackwell-Flanagan, Rhonda	9/11/2017	Performance Matters documentation.	5/31/2018 monthly
G3.B1.S1.A1 A367726	Teachers will create small group activities that ask students to use higher: order thinking and...	Landrum, Michael	8/21/2017	Walkthroughs, Lesson Plans, Assessments.	5/31/2018 biweekly
G4.B1.S1.MA1 M394743	Weekly math fluency assessments.	Thompson, Lisa	9/11/2017	Math Fluency Tracking Sheets	5/31/2018 biweekly
G4.B1.S1.MA1 M394744	Bi-weekly common planning meetings to review fluency data.	Blackwell-Flanagan, Rhonda	9/11/2017	Data reviews, tracking sheets, agendas from meeting.	5/31/2018 biweekly
G4.B1.S1.A1 A367728	Weekly grade specific math fluency checks,	Landrum, Michael	8/21/2017	Math fluency checks.	5/31/2018 weekly
G5.B1.S1.MA1 M394748	Reviewing and analyzing Reading Data	Thompson, Lisa	9/4/2017	Increased student performance on computer based diagnostic/monitoring programs, report card grades and AR results.	5/31/2018 daily
G5.B1.S1.MA1 M394749	Classroom observations and review of data reports in biweekly common planning meetings.	Blackwell-Flanagan, Rhonda	9/4/2017	Documentation in Performance Matters, classroom assessments, and computer based diagnostic/monitoring programs.	5/31/2018 biweekly

Leon - 0041 - Frank Hartsfield Elem. School - 2017-18 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
G5.B1.S1.A1 A367730	A daily intervention schedule that will target students on all reading levels so they receive...	Richardson, Caressa	8/21/2017	Classrooms Assessments, Data Reports from STAR, AIMS and i-Ready.	5/31/2018 daily
G6.B1.S1.MA1 M394753	Reviewing and analyzing Reading Data	Thompson, Lisa	9/4/2017	Increased student performance on computer based diagnostic/monitoring programs, report card grades and AR results.	5/31/2018 biweekly
G6.B1.S1.MA1 M394754	Classroom Observations and Review of Reading Assessment/Monitoring Data	Blackwell-Flanagan, Rhonda	9/4/2017	Data reports and data discussions from grade level meetings.	5/31/2018 biweekly
G6.B1.S1.A1 A367732	Small group differentiated instruction.	Richardson, Caressa	8/21/2017	Results from classroom assessments, i-Ready, STAR, and AIMSweb.	5/31/2018 daily
G1.B1.S2.MA1 M394727	Regular publication of information on website, social media and in print form.	Peltier, Mary Jo	8/21/2017	Response from parents from Social Media responses and climate surveys.	5/31/2018 monthly
G1.B1.S2.A1 A367722	Monthly information will be accessible to parents and the school community about events,...	Peltier, Mary Jo	8/21/2017	Publication of information on website, social media and in print form.	5/31/2018 daily
G1.B1.S2.A2 A367723	Developing a stronger presence in all corners of our community and collaborating with business...	Blackwell-Flanagan, Rhonda	8/21/2017	Registration data reflecting current families are remaining at Hartsfield Elementary and new families are choosing Hartsfield Elementary. Mid-Year progress report on the level of satisfaction of stakeholders. Overall satisfaction measured on the climate survey.	5/31/2018 daily
G2.B1.S2.MA1 M394735	Student achievement data will be monitored to track growth and mastery of science standards.	Thompson, Lisa	8/21/2017	Classroom Science Fusion Assessment Data.	5/31/2018 biweekly
G2.B1.S2.MA1 M394736	Classroom observations	Blackwell-Flanagan, Rhonda	8/21/2017	Feedback and instructional practice scores in Performance Matters.	5/31/2018 monthly
G2.B1.S2.A1 A367725	Students will participate in science activities that will increase their critical thinking skills...	Davis, Sandra	8/21/2017	Classroom Data.	5/31/2018 daily
G3.B1.S2.MA1 M394740	To increase math fluency to complete assignments.	Thompson, Lisa	9/11/2017	Increase proficiency in I-Ready Math and Go Math Assessments.	5/31/2018 biweekly
G3.B1.S2.MA1 M394741	Classroom observations.	Blackwell-Flanagan, Rhonda	9/11/2017	Performance Matters Documentation.	5/31/2018 weekly
G3.B1.S2.A1 A367727	Teachers will create small group activities that ask students to use higher order thinking and...	Landrum, Michael	8/21/2017	Walkthroughs, Lesson Plans, Assessments.	5/31/2018 biweekly
G4.B1.S2.MA1 M394745	Weekly math fluency assessments.	Thompson, Lisa	9/11/2017	Math Fluency Tracking Sheets.	5/31/2018 biweekly
G4.B1.S2.MA1 M394746	Bi-weekly common planning meetings to review fluency data	Blackwell-Flanagan, Rhonda	9/11/2017	Ongoing bi-weekly grade level common planning meetings to review data. Evidence of Completion: Data boards, tracking sheets, agendas from meeting	5/31/2018 biweekly
G4.B1.S2.A1 A367729	Students will spend final ten minutes in computer lab accessing Math Facts in a Flash through...	Landrum, Michael	8/21/2017	Student Performance Reports.	5/31/2018 weekly
G5.B1.S2.MA1 M394750	Reviewing and analyzing Reading Data	Thompson, Lisa	9/11/2017	Increased student performance on computer based diagnostic/monitoring programs, report card grades and AR results.	5/31/2018 biweekly
G5.B1.S2.MA1 M394751	Classroom observations and review of data reports in biweekly common planning meetings.	Blackwell-Flanagan, Rhonda	9/11/2017	Documentation in Performance Matters, classroom assessments, and computer based diagnostic/monitoring programs.	5/31/2018 biweekly

Leon - 0041 - Frank Hartsfield Elem. School - 2017-18 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
G5.B1.S2.A1  A367731	Small group instruction designed to target individual student's needs.	Richardson, Caressa	8/21/2017	Classrooms Assessments, Data Reports from STAR, AIMS, & iReady, reports cards and AR.	5/31/2018 daily
G6.B1.S2.MA1  M394755	Review and analyze Reading Data	Thompson, Lisa	9/4/2017	Results from classroom assessments, i-Ready, STAR, and AIMSweb.	5/31/2018 biweekly
G6.B1.S2.MA1  M394756	Observations and Data review with the Reading Coach	Blackwell-Flanagan, Rhonda	9/4/2017	Performance Matters Documentation and results of bi-weekly grade level planning data reviews.	5/31/2018 biweekly
G6.B1.S2.A1  A367733	Provide opportunities for one on one student academic support.	Richardson, Caressa	9/4/2017	Data reports and data discussions	5/31/2018 daily
G1.MA2  M394732	Review of registration data throughout the school-year and the summer before the 2018-19 school-...	Thompson, Lisa	5/31/2018	Registration reports will be generated to show whether the percentage of families remaining at Hartsfield and the percentage of families choosing Hartsfield is increasing.	8/3/2018 weekly
G1.B1.S2.MA4  M394728	Regular review of registration data.	Thompson, Lisa	9/4/2017	Tracking of reasons families/students are leaving Hartsfield and new families are coming to Hartsfield.	8/3/2018 monthly
G1.B1.S2.MA1  M394729	Regular publication of information on website, social media and in print form.	Peltier, Mary Jo	8/21/2017	Response from parents from Social Media responses and climate surveys.	8/3/2018 monthly
G1.B1.S2.MA3  M394730	Regular review of registration data.	Thompson, Lisa	9/4/2017	Tracking of reasons families/students are leaving Hartsfield and new families are coming to Hartsfield.	8/3/2018 monthly

V. Professional Development Opportunities

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

G2. In the 2017-2018 school year 45% of our matched students will score at a level 3 or above on the FCAT Science 2.0.

G2.B1 Students have limited background knowledge in the area of science.

G2.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

Teresa Rockwood - as needed through the school-year.

Participants

Classroom Teachers

Schedule

Daily, from 8/21/2017 to 5/31/2018

G2.B1.S2 Students will participate in classroom and/or morning activities that promote their understanding and mastery of the science standards.

PD Opportunity 1

Students will participate in science activities that will increase their critical thinking skills and promote a deeper understanding of the science standards.

Facilitator

Teresa Rockwood - as needed throughout the school-year.

Participants

Classroom Teachers

Schedule

Daily, from 8/21/2017 to 5/31/2018

G3. At least 57% of the matched students will be proficient in the area of Math on the 2018 FSA Math Assessment.

G3.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.

G3.B1.S1 Teachers will plan engaging math whole and small group activities that will include Number Talks, use of manipulatives and purposeful peer to peer discourse.

PD Opportunity 1

Teachers will create small group activities that ask students to use higher: order thinking and mental math skills to solve word problems.

Facilitator

Felisha Williams - as needed throughout the school-year.

Participants

Classroom teachers.

Schedule

Biweekly, from 8/21/2017 to 5/31/2018

G3.B1.S2 Teachers will organize their small group instruction so that it is focused on specific math competencies and adjust the pace of instruction so that students can achieve mastery.

PD Opportunity 1

Teachers will create small group activities that ask students to use higher order thinking and mental math skills to solve word problems.

Facilitator

Felisha Williams - as needed throughout the school-year.

Participants

Classroom Teachers.

Schedule

Biweekly, from 8/21/2017 to 5/31/2018

G4. At least 53% of matched students in the lowest 25th percentile will show a learning gain on the 2018 FSA Math Assessment.

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.

G4.B1.S1 Teachers will continually monitor student's math fluency during whole and small group instruction, utilizing Number Talks and engaging drill and practice activities.

PD Opportunity 1

Weekly grade specific math fluency checks,

Facilitator

Felisha Williams - as needed throughout the school-year.

Participants

Classroom teachers

Schedule

Weekly, from 8/21/2017 to 5/31/2018

G4.B1.S2 Teachers will provide students with opportunities to use technology to strengthen math fluency.

PD Opportunity 1

Students will spend final ten minutes in computer lab accessing Math Facts in a Flash through Renaissance Learning,

Facilitator

Felisha Williams - as needed throughout the school-year.

Participants

Classroom Teachers

Schedule

Weekly, from 8/21/2017 to 5/31/2018

G5. 50% or higher of our matched students will be proficient on the English Language Arts portion of the FSA.

G5.B1 The majority of students begin the new school year working below grade level and require differentiating of instruction.

G5.B1.S1 At the start of the 2017-18 school year, teachers will identify below grade level students using STAR, AIMS, and IReady computer based diagnostic assessments. Based on the results, the Intervention Team will use an Intervention Placement Assessment to develop specific leveled groups for interventions focusing on fluency and comprehension.

PD Opportunity 1

A daily intervention schedule that will target students on all reading levels so they receive additional support through small group instruction.

Facilitator

Brooks Sperling and Jessica Titze - as needed throughout the school-year.

Participants

Classroom Teachers, Reading Coach

Schedule

Daily, from 8/21/2017 to 5/31/2018

G5.B1.S2 Teachers will implement the Wonders curriculum through whole group instruction and provide interventions and enrichment through small group instruction. In addition, the intervention team will provide small group instruction using Reading Mastery, EIR, Corrective programs that target phonics and phonemic awareness, fluency, vocabulary, and comprehension.

PD Opportunity 1

Small group instruction designed to target individual student's needs.

Facilitator

Brooks Sperling and Jessica Titze - as needed throughout the school-year.

Participants

Classroom Teachers, Reading Coach

Schedule

Daily, from 8/21/2017 to 5/31/2018

G6. 67% of our matched students in the bottom 25th percentile will show a learning gain on the English Language Arts portion of the FSA.

G6.B1 The majority of students begin the new school year working below grade level and require differentiating instruction.

G6.B1.S1 The teacher will use the Wonders Curriculum, Florida Ready, AIMS, STAR, and IReady diagnostic assessments to determine how to differentiate small group instruction based on students' needs. The Intervention Team will pull students on a daily basis to specifically work on phonics, phonemic awareness, fluency, vocabulary, and comprehension.

PD Opportunity 1

Small group differentiated instruction.

Facilitator

Brooks Sperling and Jessica Titze - as needed throughout the school-year.

Participants

Classroom Teachers, Reading Coach

Schedule

Daily, from 8/21/2017 to 5/31/2018

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	Learning conversations will occur in grade level team meetings and monthly faculty meetings using professional resources, for example: Conscious Classroom Management by Rick Smith and Grace Dearborn and research literature and publications highlighting current educational trends.	\$0.00
2	G1.B1.S2.A1	Monthly information will be accessible to parents and the school community about events, experiences, and opportunities that have an impact on shaping a positive school culture and climate.	\$0.00
3	G1.B1.S2.A2	Developing a stronger presence in all corners of our community and collaborating with business partners in the community.	\$0.00
4	G2.B1.S1.A1	Teachers will participate in collaborative lesson planning to build rigor into their activities.	\$0.00
5	G2.B1.S2.A1	Students will participate in science activities that will increase their critical thinking skills and promote a deeper understanding of the science standards.	\$0.00
6	G3.B1.S1.A1	Teachers will create small group activities that ask students to use higher: order thinking and mental math skills to solve word problems.	\$0.00
7	G3.B1.S2.A1	Teachers will create small group activities that ask students to use higher order thinking and mental math skills to solve word problems.	\$0.00
8	G4.B1.S1.A1	Weekly grade specific math fluency checks,	\$0.00
9	G4.B1.S2.A1	Students will spend final ten minutes in computer lab accessing Math Facts in a Flash through Renaissance Learning,	\$0.00
10	G5.B1.S1.A1	A daily intervention schedule that will target students on all reading levels so they receive additional support through small group instruction.	\$0.00
11	G5.B1.S2.A1	Small group instruction designed to target individual student's needs.	\$0.00
12	G6.B1.S1.A1	Small group differentiated instruction.	\$0.00
13	G6.B1.S2.A1	Provide opportunities for one on one student academic support.	\$0.00
Total:			\$0.00