

2013-2014 SCHOOL IMPROVEMENT PLAN

Frank Hartsfield Elementary School
1414 CHOWKEEBIN NENE
Tallahassee, FL 32301
850-488-7322

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 58%
Alternative/ESE Center No	Charter School No	Minority Rate 88%

School Grades History

2013-14 D	2012-13 C	2011-12 B	2010-11 C
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SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

Table of Contents

Purpose and Outline of the SIP	3
Differentiated Accountability	4
Part I: Current School Status	5
Part II: Expected Improvements	12
Goals Summary	16
Goals Detail	16
Action Plan for Improvement	26
Part III: Coordination and Integration	49
Appendix 1: Professional Development Plan to Support Goals	50
Appendix 2: Budget to Support Goals	58

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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 1	1	Melissa Ramsey

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Frank Hartsfield Elem. School

Principal

B. J. Van Camp

School Advisory Council chair

Richard Templin

Names and position titles of the School-Based Leadership Team (SBLT)

Name

Title

Ava Williams

Assistant Principal

District-Level Information

District

Leon

Superintendent

Mr. Jackie Pons

Date of school board approval of SIP

11/19/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Richard Templin, chair
 Jan Pettway, co-chair
 Daphne Holden-secretary
 BJ Van Camp, principal
 Angelica Baeza, parent
 Bonny Allen, parent
 Lee Parker, parent
 Farronte Battles, parent

Involvement of the SAC in the development of the SIP

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.

Activities of the SAC for the upcoming school year

The SAC will meet on a bi-monthly basis to review school performance data and parental involvement in school events.

Projected use of school improvement funds, including the amount allocated to each project

The SAC will allocate the school improvement funds for projects and programs directly related to the academic targets outlined in the school improvement plan.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

B. J. Van Camp

Principal

Years as Administrator: 7

Years at Current School: 2

Credentials

School Principal (all levels)

Performance Record

07-08 Griffin Middle School, C-no
 08-09 Griffin Middle School, C-no
 09-10 Godby High School, B
 10-11 Godby High School, C
 11-12 Hartsfield Elementary, B
 12-13 Hartsfield Elementary, C

Ava Williams

Asst Principal

Years as Administrator: 1

Years at Current School: 1

Credentials

Educational Leadership (K-12)

Performance Record

12-13 Hartsfield Elementary, C

Instructional Coaches

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Katherine Solz

Full-time / District-based

Years as Coach: 13

Years at Current School: 8

Areas

Reading/Literacy

Credentials

Elementary Education and Reading Endorsement

Performance Record

12-13: C
 11-12: B, did not meet AYP
 10-11: C, did not meet AYP
 09-10: C, did not meet AYP
 08-09: B, did not meet AYP
 07-08: A, met AYP
 06-07: B, met AYP
 05-06: B, met AYP

Classroom Teachers

of classroom teachers

38

receiving effective rating or higher

38, 100%

Highly Qualified Teachers

100%

certified in-field

100, 263%

ESOL endorsed

11, 29%

reading endorsed

6, 16%

with advanced degrees

19, 50%

National Board Certified

2, 5%

first-year teachers

3, 8%

with 1-5 years of experience

8, 21%

with 6-14 years of experience

15, 39%

with 15 or more years of experience

12, 32%

Education Paraprofessionals**# of paraprofessionals**

5

Highly Qualified

5, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

2

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the 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 best practice.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

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 RtI effectively with increasingly intense interventions; conducts assessments of the RtI school staff; ensure implementation of intervention support and documentation of these interventions; ensures adequate professional development to support RtI; communications with parents regarding school-based RtI plans and activities; attend RtI 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 supporting the team in the role that language deficits 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 RtI meetings, the referral process, and gathers all necessary documentation for the RtI 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.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The school's administrative team conducts classroom walk-through's to monitor fidelity to the instructional procedures in the core and intervention programs. The teacher maintain a data notebook/ intervention folders for their students and track their response to the prescribed interventions. Progress monitoring meetings are held monthly to discuss any changes in the data and to make decisions about delivering the same intervention or increasing its intensity.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

The data sources include the SuccessMaker data warehouse, AIMSweb online assessment tool, Think Central online data warehouse, teacher maintained online grade books, the Renaissance Learning data system, and teacher maintained intervention folders, the PMRN, and Educator's Handbook, and Pinpoint attendance tracking.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The MTSS process will be supported through weekly meetings attended by all members of the MTSS team. During these meetings, interventions are discussed and monitored. Parents are invited to attend and participate in the discussion about their child(ren). Teachers will receive refresher training annually regarding MTSS, and new faculty members will receive in-depth training on MTSS by their assigned mentor teacher. Professional development will be provided in common planning meetings and other small group settings throughout the school year.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program
Minutes added to school year: 5,400

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

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

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

Who is responsible for monitoring implementation of this strategy?

The after school director is responsible for monitoring the instruction occurring daily in the program.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
BJ Van Camp	Principal
Katherine Solz	Reading Coach
Danielle Ross	ESE Resource
Vernisha Howard	Primary Teacher

Name	Title
Michael Landrum	Intermediate Teacher
Mary Jo Peltier	Media Specialist

How the school-based LLT functions

The Literacy Leadership Team meets monthly to review the progress monitoring data available from AIMSweb and Reading Renaissance to make decisions about professional development opportunities designed to help teachers build capacity for teaching reading and teaching comprehension strategies--like close reading and systematic vocabulary instruction. The Literacy Leadership team ensures that the SIP goals related to reading and writing are implemented and monitored for effectiveness.

Major initiatives of the LLT

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.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

All incoming kindergarten students are assessed upon entering kindergarten in order to ascertain individual and group learning needs needed 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 10, 2013, 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.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	58%		No	62%
American Indian				
Asian				
Black/African American	53%		No	58%
Hispanic				
White	79%		No	81%
English language learners				
Students with disabilities	48%		No	53%
Economically disadvantaged	54%		No	59%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	37	20%	52%
Students scoring at or above Achievement Level 4	52	29%	35%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	84	70%	85%
Students in lowest 25% making learning gains (FCAT 2.0)	18	61%	75%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		50%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		50%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		50%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	35	56%	66%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	[data excluded for privacy reasons]		100%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	61%		No	65%
American Indian				
Asian				
Black/African American	58%		No	62%
Hispanic				
White	76%		No	78%
English language learners				
Students with disabilities	50%		No	55%
Economically disadvantaged	57%		No	61%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	45	25%	40%
Students scoring at or above Achievement Level 4	41	23%	30%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		50%
Students scoring at or above Level 7	[data excluded for privacy reasons]		60%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	74	62%	75%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	16	50%	75%

Area 4: Science**Elementary School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		25%
Students scoring at or above Achievement Level 4	11	21%	25%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		0%
Students scoring at or above Level 7	[data excluded for privacy reasons]		100%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	4		6
Participation in STEM-related experiences provided for students	8	2%	6%

Area 8: Early Warning Systems**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	52	12%	8%
Students retained, pursuant to s. 1008.25, F.S.	5	1%	0%
Students who are not proficient in reading by third grade	19	26%	10%
Students who receive two or more behavior referrals	11	2%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	3	1%	0%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

See Parent Involvement Plan

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
80% of parents participating in a school event	160	40%	80%

Goals Summary

- G1.** To increase the number of students making learning gains by 15 percent from 70 to 85 percent
- G2.** To increase the overall proficiency of students taking the CELLA from 30 percent to 50 percent in all areas
- G3.** To increase the percentage of students earning a 3.5 score on the FL Writes assessment from 56 to 66 percent
- G4.** To increase the percentage of students scoring a level 3 in from 25 to 40 percent and the percentage of students scoring at or above level 4 from 23 to 30 percent
- G5.** To increase the percentage of student scoring at a level 4,5,6 from 43 to 50 percent and the percentage of students scoring at a level 7 or above from 57 to 60 percent
- G6.** To increase the percentage of students making learning gains in math from 62 to 75 percent
- G7.** To increase the overall proficiency of science and increase the percentage of students scoring a level 3 and the percentage of students scoring a level 4 or higher to 25 percent
- G8.** To maintain the high level of achievement of students taking the science portion of the FAA
- G9.** To increase the number and quality of STEM related experiences for students
- G10.** To effectively identify and intervene when students are indicating early warning signs that may lead to high absenteeism and academic failure
- G11.** To increase the number of students scoring a level 3 by 15 percent and the number of students scoring level 4 by 6 percent through the use of rigorous text through which students are taught to reading for meaning strategies
- G12.** To maintain the number of students scoring a level 7 or higher

Goals Detail

G1. To increase the number of students making learning gains by 15 percent from 70 to 85 percent**Targets Supported**

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

Resources Available to Support the Goal

- 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 curriculum that employed to meet the diverse needs of students. This curriculum selection includes a systematic approach to teaching vocabulary, including structural analysis of unfamiliar words.
- Hartsfield Elementary is a Title 1 school and monies are allocated to providing job-embedded professional development for teachers.

Targeted Barriers to Achieving the Goal

- Students have a lack of vocabulary to fully understand complex texts.
- Students lack the exposure to and practice with complex informational text in the classroom.

Plan to Monitor Progress Toward the Goal

Students will move through the tiered interventions until they meet grade-level or above grade-level targets

Person or Persons Responsible

Classroom teachers, reading coach, and administration

Target Dates or Schedule:

Data folders will be updated on a weekly basis and monthly data meeting will determine when to modify the intensity of the intervention

Evidence of Completion:

Data boards, intervention folders, and changing intervention rosters

G2. To increase the overall proficiency of students taking the CELLA from 30 percent to 50 percent in all areas**Targets Supported****Resources Available to Support the Goal**

- 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 curriculum that employed to meet the diverse needs of students. This curriculum selection includes a systematic approach to teaching vocabulary, including structural analysis of unfamiliar words.
- Hartsfield Elementary is a Title 1 school and monies are allocated to providing job-embedded professional development for teachers.

Targeted Barriers to Achieving the Goal

- Students have a lack of vocabulary to fully understand complex texts.
- Students lack the exposure to and practice with complex informational text in the classroom.

Plan to Monitor Progress Toward the Goal

Students will move through the tiered interventions until they meet grade-level or above grade-level targets

Person or Persons Responsible

Classroom teachers, reading coach, and administration

Target Dates or Schedule:

Data folders will be updated on a weekly basis and monthly data meeting will determine when to modify the intensity of the intervention

Evidence of Completion:

Data boards, intervention folders, and changing intervention rosters

G3. To increase the percentage of students earning a 3.5 score on the FL Writes assessment from 56 to 66 percent

Targets Supported

- Writing

Resources Available to Support the Goal

- 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 curriculum that employed to meet the diverse needs of students. This curriculum selection includes a systematic approach to teaching vocabulary to increase lexicon and inquiry based instruction to expose students to a variety of text structures.
- Hartsfield Elementary is a Title 1 school and monies are allocated to providing job-embedded professional development for teachers.

Targeted Barriers to Achieving the Goal

- Lack of collaboration on writing strategies and lesson planning
- Lack of requirements of effective writing instruction--curriculum guides, focused instructional calendar, and text-dependent writing exemplars

Plan to Monitor Progress Toward the Goal

writing samples scores

Person or Persons Responsible

teachers and administration

Target Dates or Schedule:

weekly and monthly progress monitoring meetings

Evidence of Completion:

data boards that show the increase in student writing sample scores

G4. To increase the percentage of students scoring a level 3 in from 25 to 40 percent and the percentage of students scoring at or above level 4 from 23 to 30 percent

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC

Resources Available to Support the Goal

- 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 curriculum that employed to meet the diverse needs of students.
- Hartsfield Elementary is a Title 1 school and monies are allocated to providing job-embedded professional development for teachers.

Targeted Barriers to Achieving the Goal

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

Plan to Monitor Progress Toward the Goal

increased math fluency

Person or Persons Responsible

Classroom teachers and administration

Target Dates or Schedule:

weekly common planning meetings and monthly progress monitoring meetings

Evidence of Completion:

data board

G5. To increase the percentage of student scoring at a level 4,5,6 from 43 to 50 percent and the percentage of students scoring at a level 7 or above from 57 to 60 percent

Targets Supported

Resources Available to Support the Goal

- 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 curriculum that employed to meet the diverse needs of students.
- Hartsfield Elementary is a Title 1 school and monies are allocated to providing job-embedded professional development for teachers.

Targeted Barriers to Achieving the Goal

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

Plan to Monitor Progress Toward the Goal

increased math fluency

Person or Persons Responsible

Classroom teachers and administration

Target Dates or Schedule:

weekly common planning meetings and monthly progress monitoring meetings

Evidence of Completion:

data board

G6. To increase the percentage of students making learning gains in math from 62 to 75 percent

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC

Resources Available to Support the Goal

- 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 curriculum that employed to meet the diverse needs of students.
- Hartsfield Elementary is a Title 1 school and monies are allocated to providing job-embedded professional development for teachers.

Targeted Barriers to Achieving the Goal

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

Plan to Monitor Progress Toward the Goal

increased math fluency

Person or Persons Responsible

Classroom teachers and administration

Target Dates or Schedule:

weekly common planning meetings and monthly progress monitoring meetings

Evidence of Completion:

data board

G7. To increase the overall proficiency of science and increase the percentage of students scoring a level 3 and the percentage of students scoring a level 4 or higher to 25 percent

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- 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 curriculum that employed to meet the diverse needs of students.
- Hartsfield Elementary is a Title 1 school and monies are allocated to providing job-embedded professional development for teachers.

Targeted Barriers to Achieving the Goal

- Students have limited background knowledge in the area of science.
- The science curriculum do not provide enough information for students to gain a full understanding of scientific concepts.

Plan to Monitor Progress Toward the Goal

increased achievement in scientific concepts

Person or Persons Responsible

Classroom teachers and administration

Target Dates or Schedule:

monthly progress monitoring meetings

Evidence of Completion:

Think Central classroom assessment reports

G8. To maintain the high level of achievement of students taking the science portion of the FAA

Targets Supported

- Science - Elementary School

Resources Available to Support the Goal

- 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 curriculum that employed to meet the diverse needs of students.
- Hartsfield Elementary is a Title 1 school and monies are allocated to providing job-embedded professional development for teachers.

Targeted Barriers to Achieving the Goal

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

Plan to Monitor Progress Toward the Goal

increased achievement in scientific concepts

Person or Persons Responsible

Classroom teachers and administration

Target Dates or Schedule:

monthly progress monitoring meetings

Evidence of Completion:

Teacher maintained grade reports

G9. To increase the number and quality of STEM related experiences for students

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School
- STEM
- STEM - All Levels

Resources Available to Support the Goal

- Hartsfield Elementary is a Title 1 school and monies are allocated to providing job-embedded professional development for teachers.
- Hartsfield Elementary has a variety of curriculum that employed to meet the diverse needs of students with a modified schedule to allow for a longer period of time for students to complete lab activities.

Targeted Barriers to Achieving the Goal

- Lack of trained personnel in STEMS standards

Plan to Monitor Progress Toward the Goal

teacher lesson plans

Person or Persons Responsible

Administration

Target Dates or Schedule:

monthly

Evidence of Completion:

instructional calendar that documents concepts taught

G10. To effectively identify and intervene when students are indicating early warning signs that may lead to high absenteeism and academic failure

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation

Resources Available to Support the Goal

- The MTSS Team will regularly review 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 tips and strategies that can be used at home to promote engagement and mastery.

Targeted Barriers to Achieving the Goal

- Parents may not have had a positive personal experience with school and avoid attending meetings and other modes of communication.
- Parents may not be aware of the resources available by the school to support their children

Plan to Monitor Progress Toward the Goal

create informational flyers, commercials, and ads that will inform parents of the event

Person or Persons Responsible

school-based committee

Target Dates or Schedule:

Flyers will be sent home and an announcement on the school website will be provided two weeks prior to the event and ads on the morning news show will be aired in the week leading up to the event

Evidence of Completion:

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

G11. To increase the number of students scoring a level 3 by 15 percent and the number of students scoring level 4 by 6 percent through the use of rigorous text through which students are taught to reading for meaning strategies

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

Resources Available to Support the Goal

- 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 curriculum that employed to meet the diverse needs of students. This curriculum selection includes a systematic approach to teaching vocabulary, including structural analysis of unfamiliar words.
- Hartsfield Elementary is a Title 1 school and monies are allocated to providing job-embedded professional development for teachers.

Targeted Barriers to Achieving the Goal

- Students have a lack of vocabulary to fully understand complex texts.
- Students lack the exposure to and practice with complex informational text in the classroom.

Plan to Monitor Progress Toward the Goal

Students will move through the tiered interventions until they meet grade-level or above grade-level targets

Person or Persons Responsible

Classroom teachers, reading coach, and administration

Target Dates or Schedule:

Data folders will be updated on a weekly basis and monthly data meeting will determine when to modify the intensity of the intervention

Evidence of Completion:

Data boards, intervention folders, and changing intervention rosters

G12. To maintain the number of students scoring a level 7 or higher

Targets Supported

Resources Available to Support the Goal

- Hartsfield Elementary is a Title 1 school and monies are allocated to providing job-embedded professional development for teachers.

Targeted Barriers to Achieving the Goal

- Diversity of educational needs of students in the classroom

Plan to Monitor Progress Toward the Goal

classroom assignments and assessments and classroom observation

Person or Persons Responsible

Classroom teacher, speech language pathologist, administration

Target Dates or Schedule:

bi-weekly progress reports will be reviewed by the ESE and regular pupil progression teacher

Evidence of Completion:

increase in SuccessMaker reading and math levels

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. To increase the number of students making learning gains by 15 percent from 70 to 85 percent

G1.B1 Students have a lack of vocabulary to fully understand complex texts.

G1.B1.S1 Teachers will receive professional development in a systematic approach to teaching vocabulary that includes explicitly taught structural analysis, context clues, and practice with speaking and writing academic vocabulary.

Action Step 1

job-embedded professional development in delivering systematic vocabulary instruction

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

on-going

Evidence of Completion

improved achievement in SuccessMaker reading and Reading Renaissance STAR assessment

Facilitator:

Katherine Solz

Participants:

Classroom teachers

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

classroom observations and review of intervention folders

Person or Persons Responsible

Administration

Target Dates or Schedule

weekly

Evidence of Completion

increased achievement scores in SuccessMaker and STAR assessment and increased instructional practice scores recorded in iObservation

Plan to Monitor Effectiveness of G1.B1.S1

student achievement data will be monitored

Person or Persons Responsible

Reading Coach and Administration

Target Dates or Schedule

weekly common planning meetings and monthly progress monitoring meetings

Evidence of Completion

data boards and increased achievement in SuccessMaker and STAR assessments

G1.B2 Students lack the exposure to and practice with complex informational text in the classroom.

G1.B2.S1 Teachers will provide more rigorous instruction through the use of close reading of complex texts providing the scaffolds that students need through teacher modeled read alouds and then follow with inquiry based instruction.

Action Step 1

students will move through the tiered interventions until they meet grade level or above grade level targets

Person or Persons Responsible

classroom teacher, reading coach, and administration

Target Dates or Schedule

data chats during weekly common planning meetings and monthly progress monitoring meetings

Evidence of Completion

data board and changing intervention rosters

Facilitator:

Katherine Solz Elizabeth Greenberg

Participants:

classroom teacher, reading coach, and administration

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

classroom observations and data chats

Person or Persons Responsible

Reading Coach and Administration

Target Dates or Schedule

weekly

Evidence of Completion

data boards and increasing number of students receiving grade level interventions

Plan to Monitor Effectiveness of G1.B2.S1

students will move through the tiered interventions until they meet grade level or above grade level targets

Person or Persons Responsible

Reading Coach and Administration

Target Dates or Schedule

monthly progress monitoring meetings

Evidence of Completion

data boards and increasing number of students receiving grade level interventions

G2. To increase the overall proficiency of students taking the CELLA from 30 percent to 50 percent in all areas

G2.B1 Students have a lack of vocabulary to fully understand complex texts.

G2.B1.S1 Teachers will receive professional development in a systematic approach to teaching vocabulary that includes explicitly taught structural analysis, context clues, and practice with speaking and writing academic vocabulary.

Action Step 1

job-embedded professional development in delivering systematic vocabulary instruction

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

on-going

Evidence of Completion

improved achievement in SuccessMaker reading and Reading Renaissance STAR assessment

Facilitator:

Katherine Solz

Participants:

Classroom teachers

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

classroom observations and review of intervention folders

Person or Persons Responsible

Administration

Target Dates or Schedule

weekly

Evidence of Completion

increased achievement scores in SuccessMaker and STAR assessment and increased instructional practice scores recorded in iObservation

Plan to Monitor Effectiveness of G2.B1.S1

student achievement data will be monitored

Person or Persons Responsible

Reading Coach and Administration

Target Dates or Schedule

weekly common planning meetings and monthly progress monitoring meetings

Evidence of Completion

data boards and increased achievement in SuccessMaker and STAR assessments

G2.B2 Students lack the exposure to and practice with complex informational text in the classroom.

G2.B2.S1 Teachers will provide more rigorous instruction through the use of close reading of complex texts providing the scaffolds that students need through teacher modeled read alouds and then follow with inquiry based instruction.

Action Step 1

students will move through the tiered interventions until they meet grade level or above grade level targets

Person or Persons Responsible

classroom teacher, reading coach, and administration

Target Dates or Schedule

data chats during weekly common planning meetings and monthly progress monitoring meetings

Evidence of Completion

data board and changing intervention rosters

Facilitator:

Katherine Solz Elizabeth Greenberg

Participants:

classroom teacher, reading coach, and administration

Plan to Monitor Fidelity of Implementation of G2.B2.S1

classroom observations and data chats

Person or Persons Responsible

Reading Coach and Administration

Target Dates or Schedule

weekly

Evidence of Completion

data boards and increasing number of students receiving grade level interventions

Plan to Monitor Effectiveness of G2.B2.S1

students will move through the tiered interventions until they meet grade level or above grade level targets

Person or Persons Responsible

Reading Coach and Administration

Target Dates or Schedule

monthly progress monitoring meetings

Evidence of Completion

data boards and increasing number of students receiving grade level interventions

G3. To increase the percentage of students earning a 3.5 score on the FL Writes assessment from 56 to 66 percent

G3.B1 Lack of collaboration on writing strategies and lesson planning

G3.B1.S1 Teachers will participate in professional development on writing methods and strategies during after-school workshops and common planning meetings.

Action Step 1

reflect on methods and strategies for teaching writing employed in their respective classrooms

Person or Persons Responsible

Teachers and administration

Target Dates or Schedule

weekly

Evidence of Completion

common use and evaluation of writing methods and strategies

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

use of common writing methods and strategies in all classrooms

Person or Persons Responsible

Grade level team leader and administration

Target Dates or Schedule

weekly

Evidence of Completion

lesson plans and scoring rubrics

Plan to Monitor Effectiveness of G3.B1.S1

classroom observations and lesson plan review

Person or Persons Responsible

Administration

Target Dates or Schedule

weekly

Evidence of Completion

documented observations in iObservation

G3.B2 Lack of requirements of effective writing instruction--curriculum guides, focused instructional calendar, and text-dependent writing exemplars

G3.B2.S1 Teachers will use the Writing Folders provided by the district that outlines the scope and sequence of writing instruction and will use the text-dependent writing lessons during the writing block.

Action Step 1

employ writing stations in the classroom and conduct writing conferences and focused lessons

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

weekly common planning meetings and workshops as scheduled by the district

Evidence of Completion

student writing samples lesson plans

Facilitator:

Elizabeth Greenberg

Participants:

Classroom teachers

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

classroom observations

Person or Persons Responsible

Administration

Target Dates or Schedule

weekly

Evidence of Completion

documented classroom walk-through's in iObservation

Plan to Monitor Effectiveness of G3.B2.S1

student writing samples scores will improve

Person or Persons Responsible

Teachers and administration

Target Dates or Schedule

monthly progress monitoring meetings

Evidence of Completion

teacher reflections and student writing samples

G4. To increase the percentage of students scoring a level 3 in from 25 to 40 percent and the percentage of students scoring at or above level 4 from 23 to 30 percent

G4.B1 Students lack the background knowledge of basic math facts and mathematical properties.

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

Action Step 1

small group activities that ask students to solve higher order questions

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

weekly

Evidence of Completion

Gizmo lessons completed

Facilitator:

Andrea Goddard

Participants:

Classroom teachers

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

classroom observations

Person or Persons Responsible

Administration

Target Dates or Schedule

weekly

Evidence of Completion

documented observations in iObservation

Plan to Monitor Effectiveness of G4.B1.S1

increased math fluency and motivation to complete assignments

Person or Persons Responsible

Classroom teachers and administration

Target Dates or Schedule

weekly common planning and monthly progress monitoring

Evidence of Completion

increased proficiency in SuccessMaker and Go Math assessments

G5. To increase the percentage of student scoring at a level 4,5,6 from 43 to 50 percent and the percentage of students scoring at a level 7 or above from 57 to 60 percent

G5.B1 Students lack the background knowledge of basic math facts and mathematical properties.

G5.B1.S1 Teachers will plan high interest math activities that will include manipulatives or virtual manipulatives

Action Step 1

small group activities that ask students to solve higher order questions

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

weekly

Evidence of Completion

Gizmo lessons completed

Facilitator:

Andrea Goddard

Participants:

Classroom teachers

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

classroom observations

Person or Persons Responsible

Administration

Target Dates or Schedule

weekly

Evidence of Completion

documented observations in iObservation

Plan to Monitor Effectiveness of G5.B1.S1

increased math fluency and motivation to complete assignments

Person or Persons Responsible

Classroom teachers and administration

Target Dates or Schedule

weekly common planning and monthly progress monitoring

Evidence of Completion

increased proficiency in SuccessMaker and Go Math assessments

G6. To increase the percentage of students making learning gains in math from 62 to 75 percent

G6.B1 Students lack the background knowledge of basic math facts and mathematical properties.

G6.B1.S1 Teachers will plan high interest math activities that will include manipulatives or virtual manipulatives and purposeful peer-to-peer discourse.

Action Step 1

small group activities that ask students to solve higher order questions

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

weekly

Evidence of Completion

Gizmo lessons completed

Facilitator:

Andrea Goddard

Participants:

Classroom teachers

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

classroom observations

Person or Persons Responsible

Administration

Target Dates or Schedule

weekly

Evidence of Completion

documented observations in iObservation

Plan to Monitor Effectiveness of G6.B1.S1

increased math fluency and motivation to complete assignments

Person or Persons Responsible

Classroom teachers and administration

Target Dates or Schedule

weekly common planning and monthly progress monitoring

Evidence of Completion

increased proficiency in SuccessMaker and Go Math assessments

G7. To increase the overall proficiency of science and increase the percentage of students scoring a level 3 and the percentage of students scoring a level 4 or higher to 25 percent

G7.B1 Students have limited background knowledge in the area of science.

G7.B1.S1 Teachers will assess background knowledge before introducing new concepts and offer inquiry-based activities to build background knowledge.

Action Step 1

Lesson Study and collaborative lesson planning

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

weekly common planning meetings

Evidence of Completion

lesson plans

Plan to Monitor Fidelity of Implementation of G7.B1.S1

classroom observations

Person or Persons Responsible

Administration

Target Dates or Schedule

weekly

Evidence of Completion

documented observations in iObservation

Plan to Monitor Effectiveness of G7.B1.S1

increased achievement

Person or Persons Responsible

Classroom teachers and administration

Target Dates or Schedule

weekly common planning and monthly progress monitoring

Evidence of Completion

classroom assessments

G7.B2 The science curriculum do not provide enough information for students to gain a full understanding of scientific concepts.

G7.B2.S1 Teachers will supplement the core science curriculum with AIMS, BrainPOP, and Gizmos.

Action Step 1

professional development workshops and network of support among content area teachers

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

as scheduled by the district

Evidence of Completion

lesson plans and usage reports

Facilitator:

Ann Johnson

Participants:

Classroom teachers

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

classroom observations

Person or Persons Responsible

Administration

Target Dates or Schedule

weekly

Evidence of Completion

documented observations in iObservation

Plan to Monitor Effectiveness of G7.B2.S1

increased achievement in classroom activities

Person or Persons Responsible

Classroom teachers and administration

Target Dates or Schedule

common planning meetings

Evidence of Completion

classroom assessments recorded in ThinkCentral

G8. To maintain the high level of achievement of students taking the science portion of the FAA

G8.B1 Students have limited background knowledge in the area of science.

G8.B1.S1 Teachers will assess background knowledge before introducing new concepts and offer inquiry-based activities to build background knowledge.

Action Step 1

Lesson Study and collaborative lesson planning

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

weekly common planning meetings

Evidence of Completion

lesson plans

Plan to Monitor Fidelity of Implementation of G8.B1.S1

classroom observations

Person or Persons Responsible

Administration

Target Dates or Schedule

weekly

Evidence of Completion

documented observations in iObservation

Plan to Monitor Effectiveness of G8.B1.S1

increased achievement in classroom activities

Person or Persons Responsible

Classroom teachers and administration

Target Dates or Schedule

weekly common planning and monthly progress monitoring

Evidence of Completion

classroom assessments

G9. To increase the number and quality of STEM related experiences for students

G9.B1 Lack of trained personnel in STEMS standards

G9.B1.S1 Teachers will participate in lesson study and observe the instruction of a gifted/STEMS resource teacher allocated to Hartsfield on a part-time basis.

Action Step 1

collaborative plan instruction for STEMS lessons and observe the instruction

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

weekly

Evidence of Completion

lesson plans

Facilitator:

Candace Gautney

Participants:

Classroom teachers

Plan to Monitor Fidelity of Implementation of G9.B1.S1

classroom observations

Person or Persons Responsible

Candace Gautney and Administration

Target Dates or Schedule

weekly

Evidence of Completion

documented observations in iObservation

Plan to Monitor Effectiveness of G9.B1.S1

review the lessons taught and reflect of areas to improve

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

monthly planning sessions

Evidence of Completion

teacher reflections

G10. To effectively identify and intervene when students are indicating early warning signs that may lead to high absenteeism and academic failure

G10.B1 Parents may not have had a positive personal experience with school and avoid attending meetings and other modes of communication.

G10.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.

Action Step 1

review of attendance and referral reports

Person or Persons Responsible

Guidance counselor

Target Dates or Schedule

monthly

Evidence of Completion

PBS meeting agendas

Plan to Monitor Fidelity of Implementation of G10.B1.S1

parent survey

Person or Persons Responsible

Administration

Target Dates or Schedule

monthly

Evidence of Completion

school calendar of events

Plan to Monitor Effectiveness of G10.B1.S1

parent survey

Person or Persons Responsible

Parent Liaison

Target Dates or Schedule

quarterly

Evidence of Completion

survey results

Plan to Monitor Fidelity of Implementation of G10.B3.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G10.B3.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G11. To increase the number of students scoring a level 3 by 15 percent and the number of students scoring level 4 by 6 percent through the use of rigorous text through which students are taught to reading for meaning strategies

G11.B2 Students lack the exposure to and practice with complex informational text in the classroom.

G11.B2.S1 Teachers will provide more rigorous instruction through the use of close reading of complex texts providing the scaffolds that students need through teacher modeled read alouds and then follow with inquiry based instruction.

Action Step 1

students will move through the tiered interventions until they meet grade level or above grade level targets

Person or Persons Responsible

classroom teacher, reading coach, and administration

Target Dates or Schedule

data chats during weekly common planning meetings and monthly progress monitoring meetings

Evidence of Completion

data board and changing intervention rosters

Facilitator:

Katherine Solz Elizabeth Greenberg

Participants:

classroom teacher, reading coach, and administration

Plan to Monitor Fidelity of Implementation of G11.B2.S1

classroom observations and data chats

Person or Persons Responsible

Reading Coach and Administration

Target Dates or Schedule

weekly

Evidence of Completion

data boards and increasing number of students receiving grade level interventions

Plan to Monitor Effectiveness of G11.B2.S1

students will move through the tiered interventions until they meet grade level or above grade level targets

Person or Persons Responsible

Reading Coach and Administration

Target Dates or Schedule

monthly progress monitoring meetings

Evidence of Completion

data boards and increasing number of students receiving grade level interventions

G12. To maintain the number of students scoring a level 7 or higher

G12.B1 Diversity of educational needs of students in the classroom

G12.B1.S1 Teachers will mainstream students when appropriate into regular pupil progression classrooms to receive instruction at their appropriate level

Action Step 1

students will get exposure to grade level or modified grade level curriculum in a small group setting to meet goals

Person or Persons Responsible

Classroom ESE teachers in coordination with regular pupil progression teachers

Target Dates or Schedule

as appropriate

Evidence of Completion

student work artifacts

Plan to Monitor Fidelity of Implementation of G12.B1.S1

curriculum presentation and modifications as appropriate

Person or Persons Responsible

Classroom teacher

Target Dates or Schedule

as appropriate

Evidence of Completion

student work artifacts

Plan to Monitor Effectiveness of G12.B1.S1

mastery of successful attempts with grade level or modified grade level curriculum

Person or Persons Responsible

Classroom teacher

Target Dates or Schedule

bi-weekly

Evidence of Completion

student work artifacts

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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 FCAT data. The LEA Master Calendar and LEA Homepage are tools which provide needed information and coordination between federal and non-federal programs.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. To increase the number of students making learning gains by 15 percent from 70 to 85 percent

G1.B1 Students have a lack of vocabulary to fully understand complex texts.

G1.B1.S1 Teachers will receive professional development in a systematic approach to teaching vocabulary that includes explicitly taught structural analysis, context clues, and practice with speaking and writing academic vocabulary.

PD Opportunity 1

job-embedded professional development in delivering systematic vocabulary instruction

Facilitator

Katherine Solz

Participants

Classroom teachers

Target Dates or Schedule

on-going

Evidence of Completion

improved achievement in SuccessMaker reading and Reading Renaissance STAR assessment

G1.B2 Students lack the exposure to and practice with complex informational text in the classroom.

G1.B2.S1 Teachers will provide more rigorous instruction through the use of close reading of complex texts providing the scaffolds that students need through teacher modeled read alouds and then follow with inquiry based instruction.

PD Opportunity 1

students will move through the tiered interventions until they meet grade level or above grade level targets

Facilitator

Katherine Solz Elizabeth Greenberg

Participants

classroom teacher, reading coach, and administration

Target Dates or Schedule

data chats during weekly common planning meetings and monthly progress monitoring meetings

Evidence of Completion

data board and changing intervention rosters

G2. To increase the overall proficiency of students taking the CELLA from 30 percent to 50 percent in all areas

G2.B1 Students have a lack of vocabulary to fully understand complex texts.

G2.B1.S1 Teachers will receive professional development in a systematic approach to teaching vocabulary that includes explicitly taught structural analysis, context clues, and practice with speaking and writing academic vocabulary.

PD Opportunity 1

job-embedded professional development in delivering systematic vocabulary instruction

Facilitator

Katherine Solz

Participants

Classroom teachers

Target Dates or Schedule

on-going

Evidence of Completion

improved achievement in SuccessMaker reading and Reading Renaissance STAR assessment

G2.B2 Students lack the exposure to and practice with complex informational text in the classroom.

G2.B2.S1 Teachers will provide more rigorous instruction through the use of close reading of complex texts providing the scaffolds that students need through teacher modeled read alouds and then follow with inquiry based instruction.

PD Opportunity 1

students will move through the tiered interventions until they meet grade level or above grade level targets

Facilitator

Katherine Solz Elizabeth Greenberg

Participants

classroom teacher, reading coach, and administration

Target Dates or Schedule

data chats during weekly common planning meetings and monthly progress monitoring meetings

Evidence of Completion

data board and changing intervention rosters

G3. To increase the percentage of students earning a 3.5 score on the FL Writes assessment from 56 to 66 percent

G3.B2 Lack of requirements of effective writing instruction--curriculum guides, focused instructional calendar, and text-dependent writing exemplars

G3.B2.S1 Teachers will use the Writing Folders provided by the district that outlines the scope and sequence of writing instruction and will use the text-dependent writing lessons during the writing block.

PD Opportunity 1

employ writing stations in the classroom and conduct writing conferences and focused lessons

Facilitator

Elizabeth Greenberg

Participants

Classroom teachers

Target Dates or Schedule

weekly common planning meetings and workshops as scheduled by the district

Evidence of Completion

student writing samples lesson plans

G4. To increase the percentage of students scoring a level 3 in from 25 to 40 percent and the percentage of students scoring at or above level 4 from 23 to 30 percent

G4.B1 Students lack the background knowledge of basic math facts and mathematical properties.

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 higher order questions

Facilitator

Andrea Goddard

Participants

Classroom teachers

Target Dates or Schedule

weekly

Evidence of Completion

Gizmo lessons completed

G5. To increase the percentage of student scoring at a level 4,5,6 from 43 to 50 percent and the percentage of students scoring at a level 7 or above from 57 to 60 percent

G5.B1 Students lack the background knowledge of basic math facts and mathematical properties.

G5.B1.S1 Teachers will plan high interest math activities that will include manipulatives or virtual manipulatives

PD Opportunity 1

small group activities that ask students to solve higher order questions

Facilitator

Andrea Goddard

Participants

Classroom teachers

Target Dates or Schedule

weekly

Evidence of Completion

Gizmo lessons completed

G6. To increase the percentage of students making learning gains in math from 62 to 75 percent

G6.B1 Students lack the background knowledge of basic math facts and mathematical properties.

G6.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 higher order questions

Facilitator

Andrea Goddard

Participants

Classroom teachers

Target Dates or Schedule

weekly

Evidence of Completion

Gizmo lessons completed

G7. To increase the overall proficiency of science and increase the percentage of students scoring a level 3 and the percentage of students scoring a level 4 or higher to 25 percent

G7.B2 The science curriculum do not provide enough information for students to gain a full understanding of scientific concepts.

G7.B2.S1 Teachers will supplement the core science curriculum with AIMS, BrainPOP, and Gizmos.

PD Opportunity 1

professional development workshops and network of support among content area teachers

Facilitator

Ann Johnson

Participants

Classroom teachers

Target Dates or Schedule

as scheduled by the district

Evidence of Completion

lesson plans and usage reports

G9. To increase the number and quality of STEM related experiences for students

G9.B1 Lack of trained personnel in STEMS standards

G9.B1.S1 Teachers will participate in lesson study and observe the instruction of a gifted/STEMS resource teacher allocated to Hartsfield on a part-time basis.

PD Opportunity 1

collaborative plan instruction for STEMS lessons and observe the instruction

Facilitator

Candace Gautney

Participants

Classroom teachers

Target Dates or Schedule

weekly

Evidence of Completion

lesson plans

G11. To increase the number of students scoring a level 3 by 15 percent and the number of students scoring level 4 by 6 percent through the use of rigorous text through which students are taught to reading for meaning strategies

G11.B2 Students lack the exposure to and practice with complex informational text in the classroom.

G11.B2.S1 Teachers will provide more rigorous instruction through the use of close reading of complex texts providing the scaffolds that students need through teacher modeled read alouds and then follow with inquiry based instruction.

PD Opportunity 1

students will move through the tiered interventions until they meet grade level or above grade level targets

Facilitator

Katherine Solz Elizabeth Greenberg

Participants

classroom teacher, reading coach, and administration

Target Dates or Schedule

data chats during weekly common planning meetings and monthly progress monitoring meetings

Evidence of Completion

data board and changing intervention rosters

Appendix 2: Budget to Support School Improvement Goals