

Leon County Schools

# Frank Hartsfield Elementary School



## 2022-23 Schoolwide Improvement Plan

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# Frank Hartsfield Elementary School

1414 CHOWKEEBIN NENE, Tallahassee, FL 32301

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

## Demographics

**Principal: John Olson**

Start Date for this Principal: 8/30/2017

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* White Students Economically Disadvantaged Students*
<b>School Grades History</b>	2021-22: D (40%) 2018-19: C (47%) 2017-18: D (38%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northwest
<b>Regional Executive Director</b>	<a href="#">Rachel Heide</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	N/A
<b>Support Tier</b>	N/A
<b>ESSA Status</b>	CSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

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

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

## 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. 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.

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## Frank Hartsfield Elementary School

1414 CHOWKEEBIN NENE, Tallahassee, FL 32301

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

### School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	91%

### School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	D		C	C

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### SIP Authority

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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>.

### 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. 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: School Information

### School Mission and Vision

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

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

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

Hartsfield Elementary is a diverse School Family that embraces change. We are committed to providing a rigorous and equitable educational experience. It is our responsibility to produce students who are agents for their learning and are safe to grow academically, socially, and emotionally. To this end, we seek to facilitate an inquiry-based instructional delivery model that encourages collaboration and problem-solving. We promote international mindedness by developing the ability to connect with others in the interest of acting with compassion and serving the global community.

### School Leadership Team

#### **Membership**

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Blackwell-Flanagan, Rhonda	Principal	<p>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.</p> <ul style="list-style-type: none"> <li>• Recruit and retain highly qualified teachers and staff.</li> <li>• Ensure the school-based team is implementing the curriculum and the mission of the school is supported and endorsed.</li> <li>• Oversee and ensure the implementation of the MTSS process through intervention support and documentation, adequate professional development to support MTSS, and communication with parents regarding school-based MTSS plans and activities.</li> <li>• Oversee and ensure the implementation of the Conscience Discipline Plan is done with fidelity.</li> <li>• Manage and allocate resources in order to support and enhance the school's mission and vision.</li> <li>• Ensure that laws and policies are followed in the best interest of the students</li> <li>• Implement the district's performance evaluation procedure</li> <li>• Build capacity for teacher leadership and initiative</li> <li>• Communicate with all stakeholders in a positive manner</li> </ul>
Washington, Yashica	Assistant Principal	<ul style="list-style-type: none"> <li>• Collaborate with the principal to provide a common vision for the use of data-based decision making and high-yield instructional strategies.</li> <li>• Assist the principal in recruiting and retaining highly qualified teachers and staff.</li> <li>• Ensure the school-based team is implementing the curriculum and the mission of the school is supported and endorsed.</li> <li>• Oversee and ensure the implementation of the MTSS process through intervention support and documentation, adequate professional development to support MTSS, and communication with parents regarding school-based MTSS plans and activities.</li> <li>• Oversee and ensure the implementation of the Conscience Discipline Plan with Fidelity.</li> <li>• Manage and allocate resources in order to support and enhance the school's mission and vision.</li> <li>• Ensure that laws and policies are followed in the best interest of the students</li> <li>• Implement the district's performance evaluation procedures.</li> <li>• Build capacity for teacher leadership and initiative.</li> <li>• Communicate with all stakeholders in a positive manner.</li> </ul>
Mustapha, Bomani	Dean	<ul style="list-style-type: none"> <li>• Processing referrals and parent conferences</li> <li>• Oversight of OFI</li> <li>• Attendance Procedures Follow-up</li> <li>• Collaboration and teacher support with behavior modification strategies</li> </ul>

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> <li>• Push-in classroom behavior support</li> <li>• Documentation of FBA</li> </ul>
Lynch, Tara	Instructional Coach	<ul style="list-style-type: none"> <li>• Directly participates in and facilitates student data collection and provides analysis of student data.</li> <li>• 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 math strategies.</li> <li>• Provides professional development and technical assistance to teachers and intervention para-professionals</li> <li>• Supports the implementation of Tier 1, Tier 2, and Tier 3 interventions.</li> <li>• Schedules and facilitates MTSS meetings. Acts as support personnel and a liaison for parents and LCS team members.</li> </ul>
Reynolds, Erica	Teacher, K-12	<ul style="list-style-type: none"> <li>• Disseminates information from school administration, problem solving school issues, and present grade level specific concerns.</li> <li>• Provides information about core instruction.</li> <li>• Actively participates in student data collection.</li> <li>• Collaborates with other staff.</li> </ul>
Oakley, Nancy	Curriculum Resource Teacher	<ul style="list-style-type: none"> <li>• Disseminates information from school administration, problem solving school issues, and present grade level specific concerns.</li> <li>• Provides information about core instruction.</li> <li>• Actively participates in student data collection.</li> <li>• Collaborates with other staff.</li> </ul>
Howard, Vernisha	Teacher, K-12	<ul style="list-style-type: none"> <li>• Disseminates information from school administration, problem solving school issues, and present grade level specific concerns.</li> <li>• Provides information about core instruction.</li> <li>• Actively participates in student data collection.</li> <li>• Collaborates with other staff.</li> </ul>
Perkins, Sophia	Teacher, K-12	<ul style="list-style-type: none"> <li>• Disseminates information from school administration, problem solving school issues, and present grade level specific concerns.</li> <li>• Provides information about core instruction.</li> <li>• Actively participates in student data collection.</li> <li>• Collaborates with other staff.</li> </ul>

Name	Position Title	Job Duties and Responsibilities
Pratt, Annalise	Teacher, K-12	<ul style="list-style-type: none"> <li>• Disseminates information from school administration, problem solving school issues, and present grade level specific concerns.</li> <li>• Provides information about core instruction.</li> <li>• Actively participates in student data collection.</li> <li>• Collaborates with other staff.</li> </ul>
Mathis, Gloria	Teacher, PreK	<ul style="list-style-type: none"> <li>• Disseminates information from school administration, problem solving school issues, and present grade level specific concerns.</li> <li>• Provides information about core instruction.</li> <li>• Actively participates in student data collection.</li> <li>• Collaborates with other staff.</li> </ul>
Jones, Fayon	Other	<ul style="list-style-type: none"> <li>• Provides professional development to teachers and intervention para-professionals</li> <li>• Supports the implementation of Tier 1, Tier 2, and Tier 3 Interventions.</li> <li>• Primary Years Program Coordinator</li> <li>• Ensures the continuity of the International Baccalaureate (IB) program.</li> <li>• Communicating with IB offices and sharing information related to the PYP with staff and parents.</li> <li>• Monitoring the implementation and delivery of PYP participating in coordinators meetings, preparing students schedules (PYP), and monitoring student progress quarterly.</li> </ul>
Gonner, Justin	School Counselor	<ul style="list-style-type: none"> <li>• MTSS Team Member.</li> <li>• Threat and suicide assessment team member.</li> <li>• ESOL coordinator.</li> <li>• Collaborates with other staff to ensure implementation of Tier 1, 2 and 3 instruction and support.</li> </ul>
Payne, Beverly	Instructional Coach	<ul style="list-style-type: none"> <li>• Directly participates in and facilitates student data collection and provides analysis of student data.</li> <li>• 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 and science strategies.</li> <li>• Provides professional development and technical assistance to teachers and intervention para-professionals</li> <li>• Supports the implementation of Tier 1, Tier 2, and Tier 3 interventions.</li> </ul>
Mills, Angela	Teacher, ESE	<ul style="list-style-type: none"> <li>• Disseminates information from school administration, problem solving school issues, and present grade level specific concerns.</li> <li>• Provides information about core instruction.</li> </ul>

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> <li>• Actively participates in student data collection.</li> <li>• Collaborates with other staff.</li> </ul>
Olson, John	Principal	<p>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.</p> <ul style="list-style-type: none"> <li>• Recruit and retain highly qualified teachers and staff.</li> <li>• Ensure the school-based team is implementing the curriculum and the mission of the school is supported and endorsed.</li> <li>• Oversee and ensure the implementation of the MTSS process through intervention support and documentation, adequate professional development to support MTSS, and communication with parents regarding school-based MTSS plans and activities.</li> <li>• Oversee and ensure the implementation of the Conscience Discipline Plan is done with fidelity.</li> <li>• Manage and allocate resources in order to support and enhance the school's mission and vision.</li> <li>• Ensure that laws and policies are followed in the best interest of the students</li> <li>• Implement the district's performance evaluation procedure</li> <li>• Build capacity for teacher leadership and initiative</li> <li>• Communicate with all stakeholders in a positive manner</li> </ul>

## Demographic Information

### Principal start date

Wednesday 8/30/2017, John Olson

**Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

**Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

**Total number of teacher positions allocated to the school**

30

**Total number of students enrolled at the school**

299

Identify the number of instructional staff who left the school during the 2021-22 school year.

10

Identify the number of instructional staff who joined the school during the 2022-23 school year.

9

### Demographic Data

### Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	49	49	57	53	47	51	0	0	0	0	0	0	0	306
Attendance below 90 percent	13	17	12	14	16	18	0	0	0	0	0	0	0	90
One or more suspensions	0	4	12	8	11	11	0	0	0	0	0	0	0	46
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	24	20	23	0	0	0	0	0	0	0	67
Level 1 on 2022 statewide FSA Math assessment	0	0	0	28	28	25	0	0	0	0	0	0	0	81
Number of students with a substantial reading deficiency	2	10	10	26	11	14	0	0	0	0	0	0	0	73

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	7	6	12	17	18	0	0	0	0	0	0	0	62

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	6	7	4	2	2	0	0	0	0	0	0	0	0	21
Students retained two or more times	0	0	1	0	0	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Wednesday 7/13/2022

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	
Number of students enrolled	51	52	58	54	53	55	0	0	0	0	0	0	0	323
Attendance below 90 percent	6	6	7	13	8	13	0	0	0	0	0	0	0	53
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	2	19	25	0	0	0	0	0	0	0	46
Level 1 on 2019 statewide FSA Math assessment	0	0	0	2	25	32	0	0	0	0	0	0	0	59
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	1	3	9	0	0	0	0	0	0	0	13

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	6	9	6	2	2	0	0	0	0	0	0	0	0	25
Students retained two or more times	0	0	2	0	0	2	0	0	0	0	0	0	0	4

**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	
Number of students enrolled	51	52	58	54	53	55	0	0	0	0	0	0	0	323
Attendance below 90 percent	6	6	7	13	8	13	0	0	0	0	0	0	0	53
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	2	19	25	0	0	0	0	0	0	0	46
Level 1 on 2019 statewide FSA Math assessment	0	0	0	2	25	32	0	0	0	0	0	0	0	59
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	1	3	9	0	0	0	0	0	0	0	13

#### The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	6	9	6	2	2	0	0	0	0	0	0	0	0	25
Students retained two or more times	0	0	2	0	0	2	0	0	0	0	0	0	0	4

## Part II: Needs Assessment/Analysis

### School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	31%	57%	56%				33%	57%	57%
ELA Learning Gains	42%						44%	54%	58%
ELA Lowest 25th Percentile	28%						55%	47%	53%
Math Achievement	36%	47%	50%				48%	64%	63%
Math Learning Gains	61%						60%	63%	62%
Math Lowest 25th Percentile	44%						58%	45%	51%
Science Achievement	35%	57%	59%				34%	52%	53%

### Grade Level Data Review - State Assessments

**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	34%	61%	-27%	58%	-24%
Cohort Comparison		0%				
04	2022					
	2019	31%	57%	-26%	58%	-27%
Cohort Comparison		-34%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	32%	56%	-24%	56%	-24%
Cohort Comparison		-31%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	51%	63%	-12%	62%	-11%
Cohort Comparison		0%				
04	2022					
	2019	50%	66%	-16%	64%	-14%
Cohort Comparison		-51%				
05	2022					
	2019	49%	61%	-12%	60%	-11%
Cohort Comparison		-50%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	36%	54%	-18%	53%	-17%
Cohort Comparison						

### Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	23	24	20	28	44	27	20				
BLK	24	34	29	29	60	47	33				
WHT	64			75							
FRL	30	42	21	32	67	46	38				
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	33			24							

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
BLK	24	20	20	22	20		26				
FRL	26	19	17	18	16		26				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	17	40		17	57		8				
BLK	29	46	58	45	61	60	29				
WHT	70			80							
FRL	28	39	52	44	62	57	26				

### ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CSI
OVERALL Federal Index – All Students	40
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	277
Total Components for the Federal Index	7
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	27
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	

Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	37
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	70
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	39
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Part III: Planning for Improvement

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### **What trends emerge across grade levels, subgroups and core content areas?**

Attendance is a trend that affects all grade levels, subgroups and core content areas. Additionally, due to the redevelopment of housing within the school community, the transient rate of students increased. English Language Arts achievement in grades 3rd-5th declined from the STAR Fall Benchmark to the Spring Benchmark. 3rd grade proficiency decreased from 37% to 31%, 4th grade decreased from 37% to 33% and 5th grade decreased from 17% to 13%.

#### **What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?**

English Language Arts (ELA) achievement demonstrates the greatest need for improvement based on progress monitoring data and the 2022 state assessment. Based on the 2021-2022 FSA, Bottom Quartile learning gains in English Language Arts is the lowest performing data component at 28% and the Florida Standards Assessment (FSA) data indicates 31% of students in grades 3-5 are proficient in ELA. The spring administration of the STAR Reading assessment indicated that 31% of students in grade 3, 33% of students in grade 4 and 13% of students in grade 5 were proficient.

#### **What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?**

Students' lack of prior knowledge, vocabulary, reading comprehension skills, and teacher capacity played a major role in students' lack of performance in the area of English Language Arts. During the 2022-2023 school year, Hartsfield will implement weekly PLCs focused on identified areas of need based on formative and informative data. Data will be monitored on a bi-weekly basis by student, grade, subject area, and subgroup. A highly qualified Reading Coach will be hired to provide additional instructional support to teachers and students. Academic Interventionist will be utilized to push into classrooms to provide Tier 3 instruction to identified students.

#### **What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?**

Math achievement showed an increase of 11% and learning gains increased by 33%.

#### **What were the contributing factors to this improvement? What new actions did your school take in this area?**

The math learning gains data showed the most improvement based on progress monitoring and the 2022 state assessment. The utilization of a math coach and the implementation of several resources (Reflex math fluency, iReady and Acaletics), which afforded students the opportunity to practice multiple grade level math standards daily.

#### **What strategies will need to be implemented in order to accelerate learning?**

During our grade-level SOAR intervention blocks, we will also hold acceleration groups. These groups will be specifically targeted to address students' needs. To accelerate in the area of math, Acaletics math instruction will be implemented as a daily spiral review of math benchmarks to allow students multiple opportunities to interact with math benchmarks. Teachers will utilize The B.E.S.T. Instructional Guide for

Mathematics (B1G-M), to plan for student learning that is aligned to Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards. During common planning, teachers will identify instructional strategies, common misconceptions, instructional tasks that incorporate the Mathematical Thinking and Reasoning Standards (MTRs) and instructional items.

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

1. Science of reading workshops and professional development
2. Workshops on systematic and explicit instructional delivery models
3. Workshops on LexiaCore5 program resources and data to guide teachers with this new program.
4. Weekly Data Drive- full Faculty workshops to analyze data & collaboratively make instructional decisions.
5. International Baccalaureate Primary Years Program workshops.
6. Scaffolding Instruction
7. Acaletics spiral review methodology workshops.
8. B.E.S.T. ELA and Math Implementation PD's

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

1. Progress monitoring will be completed with fidelity throughout the academic year in a standardized setting.
2. The Student Services Attendance Committee will consistently monitor student attendance.
3. Two highly qualified Intervention Resource teachers and instructional coaches will be utilized to provide support to teachers and targeted interventions to students.
4. Student data will be collected and monitored throughout the school year through the use of student data notebooks, data walls and online progress monitoring forms.
5. School wide data chats will be held quarterly and student academic achievements and growth will be celebrated.

### **Areas of Focus**

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

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**#1. Instructional Practice specifically relating to Math****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Overall Math Proficiency: 36% of our matched students were proficient on the 2021-2022 Math FSA, which is a 14% decrease in overall proficiency from the 2018-2019 Math FSA.

**Measurable Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The goal for the 2022-2023 school year is that 45% of our matched students, will score on grade level with challenging content, on the Spring 2023 Mathematics End-of-Year Comprehensive Progress Monitoring Assessment.

**Monitoring:**

Describe how this Area of Focus will be monitored for the desired outcome.

1. Bi-weekly Collaborative interdisciplinary Planning
2. Use of Formative and Summative Assessments
3. Classroom Walkthroughs

**Person responsible for monitoring outcome:**

Rhonda Blackwell-Flanagan (flanaganr@leonschools.net)

-Progress monitoring will be used to identify which students need more support. Teachers will have regular data chats with administration to problem solve, provide resources, goal setting and identify strategies to help improve student achievement.

**Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.**

-A mathematics framework for instruction will be implemented during all math instructional periods. The B1G-M will be utilized in planning to identify instructional strategies, standards aligned instructional tasks and common misconceptions and errors.

-iReady math will be utilized as a Tier 2 math intervention program. Teachers will be expected to monitor student progress on lessons and time spent in the program. Students will keep track of their progress in their data notebook and set goals weekly with their teachers.

-Specific strategies shared with teachers by instructional coaches will be utilized in the classrooms and monitored regularly. Teachers will adjust instruction as needed for SWDs and ELLs to ensure progress towards their goals.

**Rationale for Evidence-based Strategy:**

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

iReady is backed by timely research conducted in diverse educational settings. This research meets the criteria for "evidenced based" as defined by the Every Student Succeeds Act (ESSA). The B.E.S.T. Instructional Guide for Mathematics (B1G-M) was created and vetted by Florida Educators and Instructional Leaders.

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Our Instructional Coach will work with teachers to implement data driven instruction and interventions in Math as well as identify Tier 2 and Tier 3 students for additional support. Additionally, Go Math formative

and summative assessments and i-Ready data will be used to help drive decisions. The Instructional Coach will work with teachers to identify Tier 2 and Tier 3 students.

**Person Responsible** John Olson (olsonj@leonschools.net)

Instructional coaches will collaborate weekly with all grade level teams to plan instruction and share current research-based best practices and resources to maximize student achievement. During collaborative planning, teachers will be expected to unpack standards, identify ways to teach the standard, determine how students will be assessed, review student data, and plan targeted small group instructional for students who are not mastering benchmarks and standards. School administrators will assist with collaborative planning sessions to assist with the way of work. In addition to, administrators and instructional coaches will perform weekly classroom walk-throughs to monitor the use of standards-aligned instruction, student engagement, and common classroom expectations. Instructional coaches will model and observe classroom instruction and provide feedback in order to facilitate a systemic shift in the school's instructional capacity. Progress monitoring assessments and RTI meetings data will be used to help drive instructional decisions.

**Person Responsible** John Olson (olsonj@leonschools.net)

**#2. ESSA Subgroup specifically relating to Students with Disabilities**

<b>Area of Focus</b> <b>Description and Rationale:</b> <b>Include a rationale that explains how it was identified as a critical need from the data reviewed.</b>	16% of SWD scored a Level 3 or Above on the 21-22 FSA ELA and 21% of SWD scored a Level 3 or Above on the 21-22 FSA Math.
<b>Measurable Outcome:</b> <b>State the specific measurable outcome the school plans to achieve.</b> <b>This should be a data based, objective outcome.</b>	The goal for the 2022-2023 school year, is 42% proficiency of matched, Students with Disabilities, will score on grade level with challenging content on the Spring 2023 ELA and Mathematics End-of-Year Comprehensive Progress Monitoring Assessment.
<b>Monitoring:</b> <b>Describe how this Area of Focus will be monitored for the desired outcome.</b>	Classroom Walk-throughs Bi-weekly Collaborative interdisciplinary Planning and data chats Use of Formative and Summative Assessments Standards Based targeted small group interventions
<b>Person responsible for monitoring outcome:</b>	Rhonda Blackwell-Flanagan (flanaganr@leonschools.net)
<b>Evidence-based Strategy:</b> <b>Describe the evidence-based strategy being</b>	Individualized goal setting will be used for students and teachers. Standards based assessments in ELA and Math will be utilized weekly to progress monitor students and continuous feedback will be provided to students in regards to their progress. Bi-weekly data chats between teachers and instructional coaches will be implemented to review quarterly grade distributions, students' weekly assessment data and ensure fluid interventions are in place. Curriculum alignment will be discussed during these meetings as well. During collaborative planning meetings, specific strategies for Students with Disabilities will be shared with teachers to ensure the needs of the learners are met.

**implemented for this Area of Focus.** Instructional coaches and resource teachers will assist with small group instruction to address student areas of deficiency. 4 Highly Qualified paraprofessionals will be utilized to provide additional instructional support to students and teachers as well.

**Rationale for Evidence-based Strategy:**

**Explain the rationale for selecting this specific strategy.** STAR/Renaissance Accelerated Reader, Lexia Core 5 and iReady are supported by evidence of effectiveness gathered through many types of rigorous studies, including those with experimental, quasi-experimental, and correlational designs. During collaborative planning and data chat meetings, the data collected from these progress monitoring programs will be used to identify student mastery of standards and their areas of weaknesses. This will allow teachers to plan more intentional instruction to address student needs.

**Describe the resources/criteria used for selecting this strategy.**

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Each grade level has a dedicated intervention block built into their master schedule. During this block, under the direction of administration and oversight of the Instructional Coaches, interventionists will be trained and will assist with instruction in the Grade Level Intervention Block. Instruction will be targeted to address individual student needs. Lexia Core5 will be utilized for ELA Tier II intervention and iReady for math intervention and acceleration. Students who are receive a percentile rank of 10 and below will be identified as Tier III and receive additional pull out instruction by interventionists. Reading interventionists will utilize the SAVAAS curriculum to deliver systemic and explicit instruction to these students based on their areas of need. There will be ongoing collaboration with district support staff to develop and adjust plans for intervention, curriculum development and provide professional development to teachers and staff as needed.

**Person Responsible** John Olson (olsonj@leonschools.net)

Progress monitoring data will be used regularly and analyzed frequently. STAR Reading and Early Literacy will be administered in the Fall, Winter and Spring for reading. iReady math diagnostics will be administered in the Fall, Winter and Spring and Acaletics math pre/posttest scrimmages will be completed monthly to track student progress for math.

Data chats will be held with teachers to discuss school, class and individual student data bi-monthly on Mondays. Individual students with consistent low data points will be cross-referenced with student MTSS referrals to ensure that identified students are referred to MTSS to receive appropriate intervention supports. Instructional coaches will monitor student progress weekly and inform teachers and administrators of students who are showing positive or negative responses to interventions that are in place. Teachers will be responsible for ensuring that students are meeting their goals in Lexia Core5 and iReady weekly.

**Person Responsible** Yashica Washington (washingtoney@leonschools.net)

## RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

### Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

### Grades K-2: Instructional Practice specifically relating to Reading/ELA

86% of Kindergartners and 59% of 1st graders scored proficient on the spring STAR Early Literacy assessment. 36% of 2nd graders scored proficient or higher on the STAR Reading assessment.

### Grades 3-5: Instructional Practice specifically relating to Reading/ELA

Overall ELA proficiency on the 21-22 FSA assessment was 31%. 73% of students in grade 3, 65% of students in grade 4 and 67% of students in grade 5 scored below Level 3 on the 2022 statewide, FSA ELA assessment.

### Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

### Grades K-2: Measureable Outcome(s)

The goal for the 2022-2023 school year is that 60% of our matched K-2nd grade students will demonstrate on-grade-level success with the challenging content of the Florida B.E.S.T. Standards.

**Grades 3-5: Measureable Outcome(s)**

The goal for the 2022-2023 school year is that 50% of our matched 3rd-5th grade students will demonstrate on-grade-level success with the challenging content of the Florida B.E.S.T. Standards.

**Monitoring:**

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

The progress monitoring tool for students in Grades K-1 is the STAR Early Literacy assessment and STAR Reading will be utilized for students in grades 2nd-5th. AimsWeb will be administered twice a month for identified students in K-5 to progress monitor for phonics and fluency. FAST will be administered 3 times during the school year with the third administration being a summative assessment.

**Person responsible for monitoring outcome:**

Select the person responsible for monitoring this outcome.

Washington, Yashica, washingtony@leonschools.net

**Evidence-based Practices/Programs:**

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

-MyView-Savvas will be the core curriculum component for ELA during the 2022-2023 school year. Lexia Core 5, Early Reading Intervention (ERI) and Corrective Reading will be used as a supplemental reading intervention for students in grades K-5.

-Consistent classroom walkthroughs will occur throughout the school year by administrators and coaches. Look-fors during the walkthroughs are the usage of high quality text, higher order questions and questions that are text dependent, ensuring that instruction is explicit and systematic, academic vocabulary is used by students and teachers, anchor charts and common board configuration are present and the level of student engagement.

-Coaches will be utilized to help build teacher capacity through co-teaching, modeling and by providing meaning feedback.

-"The Writing Revolution" will be implemented

**Rationale for Evidence-based Practices/Programs:**

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

- Lexia® Core5® Reading (Core5) is a blended learning program that aims to accelerate the development of fundamental literacy skills for students of all abilities in grades pre-K-5. Core5 provides explicit, systematic instruction through personalized learning paths. Core5 adapts to target skill gaps as they emerge and equips teachers with the data and instructional resources they need to personalize instruction for every student.
- Solid research is at the heart of SRA Early Interventions in Reading. SRA Early Interventions in Reading helps you identify struggling readers and provide them with lessons that build mastery of essential skills through explicit, systematic instruction in five critical strands—phonemic awareness, letter-sound correspondences, word recognition and spelling, fluency, and comprehension.
- Corrective Reading is a program for struggling readers that uses scripted, structured lessons focused on phonics, fluency, and comprehension. Explicit and systematic methods engage students in a rapid series of activities to build word-level skills.

### Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
Establish a site based Literacy Team and set short-term and long-term Literacy Outcome Goals for each grade and develop a multi-year MTSS implementation plan. The Literacy Coach will meet frequently with the Literacy Leadership Team to analyze student data, set school-wide goals related to reading, identify professional development needs, attend RAISE webinars, review curriculum and instructional pacing guides. After planning, the Reading Coach will complete weekly classroom walk-throughs, model lessons based on teacher need, provide small group instruction and identify texts and tasks that teachers can utilize in their reading lessons.	Washington, Yashica, washingtony@leonschools.net
The Literacy Coach will collaborate weekly with all grade level teams to analyze progress monitoring data, plan instruction, and share current research-based best practices and resources to maximize student achievement. The Literacy Coach will model and observe classroom instruction and provide meaningful feedback. During collaborative planning, teachers will work with the Literacy Coach to unpack the BEST ELA Benchmarks they are teaching, identify what the students need to know, identify texts that support these benchmarks, and develop ways to integrate writing into the curriculum. This PLC format will provide teachers with a structured way of planning that requires them to understand what they will be teaching, how it will be assessed and what to do when students have mastered a standard as well as what to do when they have not.	Olson, John, olsonj@leonschools.net
Teachers will be provided with ongoing professional development on the Science of Reading and the implementation of the ELA K-5 Benchmarks for Excellent Student Thinking.	Washington, Yashica, washingtony@leonschools.net

## **Positive Culture & Environment**

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

### **Describe how the school addresses building a positive school culture and environment.**

Educators want workplaces with high rates of collegiality and support, and students want schools with a caring, positive climate. To accomplish this, we institutionalize the Conscious Discipline program which provides a framework for creating a healthy environment that positively impacts adult-adult and adult-student relationships. By teaching students' specific skills (Composure, Encouragement, Assertiveness, Choices, Empathy, Positive Intent and Consequences) and allowing them opportunities to practice and sharpen the skills through the structures that are foundational to the program, students begin to understand and embrace the art of self-regulation and cultivate their social emotional intelligence.

Building a healthy school culture also involves the adults. The Conscious Discipline program is practiced among teachers and staff alike. The "conscious" part of Conscious Discipline is based on consciousness and mindfulness research and consists of seven powers. The Seven Powers for Conscious Adults empower us to self-regulate and create long-term, lasting success by guiding us to become conscious, present, attuned, and responsive to the needs of ourselves and students.

When students feel safe and connected in classrooms and across the school, and when the adults in the learning spaces facilitate the development of such ideals, the environment for learning is maximized and achievement is the outcome. The Conscious Discipline program is recognized by the Substance Abuse and Mental Health Administration's (SAMHSA's) National Registry of Evidence-based Programs and Practices (NREPP), which promotes the adoption of scientifically established behavioral health interventions.

### **Identify the stakeholders and their role in promoting a positive school culture and environment.**

Our school organization is multi-faceted and provides a pathway for engagement and voice at each level. Our internal organization includes the administration consisting of principal, assistant principal, dean, and academic coaches; team leaders that represent each grade level; and a SITE team that includes representatives across grade level teams, support staff, and building maintenance. Additionally, we have a Student Council that is representative of the student voice across the intermediate grades. Externally, we have the School Advisory Council which serves in an advisory capacity in the process of improving school programs. They have the opportunity to provide input on the planning, review, and improvement of Title I programs and how funds for Parent and Family Engagement will be allocated; and finally, the PTO which provides support to school programs and functions in the best interest of students and teachers.

Each arm of the organization contributes to improving the overall attitude and climate for teaching and learning and together the work that is done sets the tone for a culture that is engaging, connected, responsive, and respectful as each unit provides a pathway for engagement of stakeholders. An example of how these entities work together to shape a positive school climate, can be seen in the implementation of our Conscious Discipline Program which begins with the administrators who embrace the philosophy of self-

regulation and foster implementation of the program school wide. They are role-models for faculty, students, staff and parents. The Conscious Discipline framework includes a Conscious Discipline Action Team comprised of representatives across all grade levels that coordinate their team initiatives and ensure that implementation is done with fidelity. A CDAT Team Lead volunteers to coordinate the CDAT Team and works to ensure that Parent Workshops on Conscious Discipline are offered throughout the year through our Family Resource Center to provide our parent community the knowledge and skills that can be transferred from school to the home environment extending the implementation of the program beyond the school walls.