# Frank Hartsfield Elementary School



## 2015-16 School Improvement Plan

# Frank Hartsfield Elementary School

1414 CHOWKEEBIN NENE, Tallahassee, FL 32301

[ no web address on file ]

## School Demographics

| School Type | Title I | Free/Reduced Price Lunch |
|---|---|---|
| Elementary | Yes | 58% |

| Alternative/ESE Center | Charter School | Minority |
|---|---|---|
| No | No | 88% |

## School Grades History

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

## School Board Approval

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

## SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

## Table of Contents

# Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

## Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

## Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

## Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

# Differentiated Accountability

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

## DA Regions

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

## DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

## DA Turnaround and Monitoring Statuses

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

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

## 2015-16 DA Category and Statuses

| DA Category | Region | RED |
|---|---|---|
| Focus | 1 | [Melissa Ramsey](Melissa Ramsey) |

| Former F | | Turnaround Status |
|---|---|---|
| No | | |

## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

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

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

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

#### School Environment

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

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

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

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

##### Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

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

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

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

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

## Early Warning Systems

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

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

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

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

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

| Indicator | Grade Level | | | | Total |
|---|---|---|---|---|---|
| | K | 3 | 4 | 5 | |
| Attendance below 90 percent | 1 | 0 | 1 | 0 | 2 |
| One or more suspensions | 0 | 1 | 0 | 0 | 1 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | |
| Level 1 on statewide assessment | 0 | 0 | 30 | 22 | 52 |

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

| Indicator | Grade Level | Total |
|---|---|---|
| Students exhibiting two or more indicators | | |

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

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

## Family and Community Involvement

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

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

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

Yes

*PIP Link*

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

*Description*

See Parent Involvement Plan

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

Hartsfield Elementary works first to establish a common vision with all partners in school improvement efforts. This is done by establishing relationships and collaborative structures to engage stakeholders so that partners can agree on common goals and expectations. To foster this shared ownership, stakeholders engage in honest and constructive dialogue with each other to solve problems and make midcourse corrections. Data is an integral part of this process; sharing data enables all stakeholders to understand where things stand and hold each other accountable for making measurable progress. The SAC will work to agree upon a list of data to be shared at monthly meetings and use this data to set priorities, frame discussions, and monitor action items.

## Effective Leadership

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

**School Leadership Team**

**Membership:**

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

**Duties**

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

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

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

The MTSS Team focuses on how to develop and maintain a problem solving protocol to bring out the best in our school at the classroom and individual student level. The team meets once a week to review screening data and classroom performance data to identify students who are not meeting or who are exceeding grade level expectations. Based on the progress monitoring data, the team will identify intervention strategies and resources for the small group or individual student(s). The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation of prescribed interventions, and make further decisions as needed.
Monthly LEA meetings ensure collaboration and coordination between district office: Title 1 A & D, Title III, and Title IV A & B and 21st Century Program and Safety and Drug Free Schools, Title V, Title X Homeless, ESE, Curriculum Support, Testing Research, and Evaluation, Title VI and School Improvement Department, Finance Office, Personnel, Facility Office, and Superintendent. This coordination of efforts between district departments and a focus on increasing student academic achievement eliminates duplication of training. The Title 1 Academic Coordinator and Title 1/Title 2 developers facilitate and coordinate district office and individual schools' staff development plans to ensure that each school's unique needs are met. Staff development needs are determined through a variety of methods which include but are not limited to teacher input, administrator input, formative assessments, and state assessment data. The LEA Master Calendar and LEA Homepage are tools which provide needed information and coordination between federal and non-federal programs.

## School Advisory Council (SAC)

**Membership:**

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

**Duties**

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

*Evaluation of last year's school improvement plan*

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

*Development of this school improvement plan*

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

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

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

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

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

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

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

## Literacy Leadership Team (LLT)

**Membership:**

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

**Duties**

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

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

## Public and Collaborative Teaching

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

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

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

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

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

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

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

## Ambitious Instruction and Learning

### Instructional Programs and Strategies

#### Instructional Programs

***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

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

#### Instructional Strategies

***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

The school principal or assistant principal provides a common vision for the use of data-based decision making; ensures that the school-based team is implementing 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 identifying language deficits that may play in a student's skill acquisition and guide the design of interventions to meet these needs.

The guidance counselor/referral coordinator organizes the 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.

***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy:** Extended School Day

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

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

### *Strategy Rationale*

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

### *Strategy Purpose(s)*

- Core Academic Instruction

### *Person(s) responsible for monitoring implementation of the strategy*
Rosati, Erin, rosatie@leonschools.net

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

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

**Strategy:** Extended School Day

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

The extended school day is mandated by the state for all schools falling in the bottom 300 on test scores for grades K-5. Additional reading time is meant to improve the school's performance and lift it out of the bottom 300 and has been embedded throught the school day. The express purpose of the extra 60 minutes of instruction is to increase opportunities for practice, feedback, and proficiency in reading and will be provided by teachers who are effective in teaching reading. The SAC will conduct a holistic evaluation of the extended school day to determine if it is meeting this goal, and will report to the district and the legislature on the effectiveness of the extended school day.

### Strategy Rationale

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

### Strategy Purpose(s)

- Core Academic Instruction

### Person(s) responsible for monitoring implementation of the strategy
Van Camp, BJ, vancampbj@leonschools.net

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

Accelerated Reader reports

**Strategy:** Before School Program

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

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

### *Strategy Rationale*

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

### *Strategy Purpose(s)*

- Core Academic Instruction

### *Person(s) responsible for monitoring implementation of the strategy*
Van Camp, BJ, vancampbj@leonschools.net

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

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

**Strategy:** After School Program

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

Reading Pals sponsored by United Way

### Strategy Rationale

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

### Strategy Purpose(s)

- Enrichment

### Person(s) responsible for monitoring implementation of the strategy
Rosati, Erin, rosatie@leonschools.net

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

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

## Student Transition and Readiness

### PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

### Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

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

### College and Career Readiness

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

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

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

*Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes*

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

**Portfolio Selection**
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

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

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

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

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal        **B =** Barrier        **S** = Strategy

`1` = Problem Solving Step        🔑 S123456 = Quick Key

## Strategic Goals Summary

**G1.**    As we begin a more complex state measure of English/Language Arts, our school goal is to have at least 50 percent of our students proficient in this area on the 2015 FSA.

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

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

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

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

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*

**G1.** As we begin a more complex state measure of English/Language Arts, our school goal is to have at least 50 percent of our students proficient in this area on the 2015 FSA. 1a

🔍 G061040

## Targets Supported 1b

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

## Resources Available to Support the Goal 2

- Hartsfield Elementary's teachers all highly qualified and have received additional training to implement core and intervention curriculum with fidelity.

- Hartsfield Elementary has a variety of curricula that are employed to meet the diverse needs of students. The curriculum selection includes a systematic approach to teaching vocabulary, promoting fluency, and practicing comprehension strategies.

- Hartsfield Elementary is a Title 1 school and monies are allocated to providing job-embedded professional development for teachers that is being organized in to highly functioning professional learning communities.

- Students at Hartsfield Elementary have access to technology in the classrooms and in the computer labs on campus.

- The number of paraprofessionals assigned to classrooms where the majority of the students have an exceptionality has increased.

- Teachers will increase the frequency of parent conferences to communicate their student's academic progress and will enlist the assistance of the guidance counselor as needed to facilitate this process.

- Teachers will use multiple forms of communication, including the new PinPoint Parent Portal, to keep parents/guardians aware of students' progress.

- The instructional day has been extended by 60 minutes to support literacy instruction.

## Targeted Barriers to Achieving the Goal 3

- Majority of students start the school year working below grade level.

- Students often have a lack of writing experiences along with the wide variety of skill levels in a classroom.

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

- More adults are needed to support the diverse learning needs of students in one-on-one settings, in small groups, and as support in the classroom.

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

Increased proficiency in grade level assessments

### Person Responsible
BJ Van Camp

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

### *Evidence of Completion*
Pinpoint, SuccessMaker, and Accelerated Reader reports

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

`G061041`

## Targets Supported `1b`

| Indicator | Annual Target |
|---|---|
| FSA - Mathematics - Proficiency Rate | 50.0 |

## Resources Available to Support the Goal `2`

- Hartsfield Elementary's teachers all highly qualified and have received additional training to implement core curriculum with fidelity.

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

- Hartsfield Elementary utilizes effective computer-based instruction to supplement the core curriculum for math.

- Hartsfield Elementary is a Title 1 school and monies are allocated to providing job-embedded professional development for teachers that is being organized into highly functioning professional learning communities.

- Teachers will increase the frequency of parent conferences to communicate their student's academic progress and will enlist the assistance of the guidance counselor as needed to facilitate this process.

- Teachers will use multiple forms of communication, including the new online Parent Portal, to keep parents/guardians aware of students' progress.

## Targeted Barriers to Achieving the Goal `3`

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

- More adults are needed to support the diverse learning needs of students in one-on-one settings, in small groups, and as support in the classroom.

## Plan to Monitor Progress Toward G2. `8`

SuccessMaker performance reports and Go Math assessments

### Person Responsible
Michael Landrum

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

### *Evidence of Completion*
Data board

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

G061042

### Targets Supported 1b

| Indicator | Annual Target |
|-----------|---------------|
| FCAT 2.0 Science Proficiency | 54.0 |

### Resources Available to Support the Goal 2

- Hartsfield Elementary's teachers all highly qualified and have received training to implement core curriculum with fidelity.

- Hartsfield Elementary has a variety of curriculum that employed to meet the diverse needs of students.

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

### Targeted Barriers to Achieving the Goal 3

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

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

### Plan to Monitor Progress Toward G3. 8

Performance on Gizmo activities

**Person Responsible**
Brandi Beasley

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

***Evidence of Completion***
Pinpoint reports

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

🔍 G061043

### Targets Supported `1b`

| Indicator | Annual Target |
|---|---|
| FCAT 2.0 Science Proficiency | 54.0 |

### Resources Available to Support the Goal `2`

- Hartsfield Elementary receives support from the district in providing a Gifted certified teacher.

- Hartsfield Elementary utilizes the AIMS curriculum to support STEM instruction

### Targeted Barriers to Achieving the Goal `3`

- Lack of trained personnel in STEMS standards

- More highly effective personnel could better support the diverse learning needs of students.

### Plan to Monitor Progress Toward G4. `8`

Student performance results on classroom activities.

**Person Responsible**
Brandi Beasley

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

***Evidence of Completion***
Think Central reports

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

`G061044`

### Targets Supported `1b`

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

### Resources Available to Support the Goal `2`

- The MTSS Team regularly reviews the academic performance data along with an absence detail report and behavioral referral report to more effectively intervene on a student's behalf.

- Parental involvement workshops focused on academic areas, such as language arts, mathematics, and science will help parents understand the standards their children are asked to meet in the school setting and provide tips and strategies that can be used at home to promote engagement and mastery.

### Targeted Barriers to Achieving the Goal `3`

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

- Students who feel overburdened and discouraged by the volume and rigor of the academic work and the long school day may develop a negative association with school and avoid attending or engaging in academic tasks.

### Plan to Monitor Progress Toward G5. `8`

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

**Person Responsible**

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

***Evidence of Completion***
Dates designated on the school calendar and parent sign-in sheets

## Action Plan for Improvement

*For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.*

### Problem Solving Key

**G** = Goal           **B =** Barrier           **S** = Strategy

`1` = Problem Solving Step           🔑 S123456 = Quick Key

**G1.** As we begin a more complex state measure of English/Language Arts, our school goal is to have at least 50 percent of our students proficient in this area on the 2015 FSA. `1`

🔑 G061040

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

🔑 B155728

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

🔑 S167276

**Strategy Rationale**

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

### Action Step 1 `5`

Small group activities that ask students to solve higher order questions

**Person Responsible**

Ava Williams

**Schedule**

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

***Evidence of Completion***

Scores on student workstation activities

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

Classroom observations

### Person Responsible

BJ Van Camp

### Schedule

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

### *Evidence of Completion*

Documented observations in iObservation

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

Teachers will receive support in analyzing student performance data.

### Person Responsible

Katherine Solz

### Schedule

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

### *Evidence of Completion*

Increased proficiency in Pinpoint, SuccessMaker, and Accelerated Reader reports

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

S167277

### Strategy Rationale

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

**Action Step 1** `5`

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

### Person Responsible

Katherine Solz

### Schedule

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

### *Evidence of Completion*

Instructional activities documented in lesson plans

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

Classroom observations

### Person Responsible

BJ Van Camp

### Schedule

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

### *Evidence of Completion*

Feedback provided to teachers and the Instructional Practice score in iObservation

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

Increased scores on classroom activities and assessments

### Person Responsible

Ava Williams

### Schedule

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

### *Evidence of Completion*

Grade reports, SuccessMaker, and Accelerated Reader reports

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

S167278

### Strategy Rationale

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

**Action Step 1** `5`

Collegial conversations will occur during common planning meetings

### Person Responsible

BJ Van Camp

### Schedule

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

### *Evidence of Completion*

Common Planning agendas

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

Adminstration will attend common planning meetings

### Person Responsible

BJ Van Camp

### Schedule

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

### *Evidence of Completion*

Agendas for the common planning meetings will be collected.

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

Qualitative data will be gathered about the level of test anxiety

### Person Responsible

Ava Williams

### Schedule

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

### *Evidence of Completion*

Obsevational data and informal surveys

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

Qualitative data will be gathered about the level of test anxiety

### Person Responsible

Ava Williams

### Schedule

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

### *Evidence of Completion*

Obsevational data and informal surveys

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

B155730

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

S167280

### Strategy Rationale

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

### Action Step 1 5

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

#### Person Responsible

Ava Williams

#### Schedule

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

#### *Evidence of Completion*

Lesson plans

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

Lesson plans will be reviewed weekly

#### Person Responsible

Ava Williams

#### Schedule

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

#### *Evidence of Completion*

Lesson plans are kept on file.

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

Increased scores on classroom activities and assessments

### Person Responsible

Ava Williams

### Schedule

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

### *Evidence of Completion*

Gradebook, SuccessMaker, and Accelerated Reader reports

**G1.B4** Students must be encouraged and challenged to read text at their functional/independent level daily. `2`

🔑 B155731

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

🔑 S167281

### Strategy Rationale

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

**Action Step 1** `5`

Students are challenged to meet the AR goal each month.

### Person Responsible

Mary Jo Peltier

### Schedule

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

### *Evidence of Completion*

Accelerated Reader reports

**Plan to Monitor Fidelity of Implementation of G1.B4.S1** `6`

AR coordinator and teachers will monitor weekly media center visits.

### Person Responsible

Mary Jo Peltier

### Schedule

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

### *Evidence of Completion*

Accelerated Reader reports and book logs

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

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

### Person Responsible

Mary Jo Peltier

### Schedule

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

### *Evidence of Completion*

Accelerated Reader reports

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*Frank Hartsfield Elementary School*

**G1.B5** More adults are needed to support the diverse learning needs of students in one-on-one settings, in small groups, and as support in the classroom. `2`

`🔑 B155732`

**G1.B5.S1** Increasing the number of mentors and volunteers at Hartsfield `4`

`🔑 S167282`

### Strategy Rationale

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

### Action Step 1 `5`

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

#### Person Responsible

BJ Van Camp

#### Schedule

On 6/1/2016

#### *Evidence of Completion*

School correspondence

### Plan to Monitor Fidelity of Implementation of G1.B5.S1 `6`

Records of volunteer and mentor recruitment will be reviewed

#### Person Responsible

BJ Van Camp

#### Schedule

On 6/1/2015

#### *Evidence of Completion*

Reports to SAC

**Plan to Monitor Effectiveness of Implementation of G1.B5.S1** `7`

Survey of teachers regarding effectiveness of volunteer/mentor and student relationship

### Person Responsible

BJ Van Camp

### Schedule

Monthly, from 7/1/2014 to 6/1/2015

### *Evidence of Completion*

Funneling reporting from teachers to SAC

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

🔍 G061041

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

🔍 B155733

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

🔍 S167283

### Strategy Rationale

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

**Action Step 1** `5`

Small group activities that ask students to solve word problems

### Person Responsible

Ava Williams

### Schedule

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

### *Evidence of Completion*

Classroom assessments

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

Classroom observations

### Person Responsible

BJ Van Camp

### Schedule

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

### *Evidence of Completion*

Documented observations in iObservation

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

Increased math fluency and motivation to complete assignments

### Person Responsible

BJ Van Camp

### Schedule

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

### *Evidence of Completion*

Increased proficiency in SuccessMaker and Go Math assessments

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

S167284

### Strategy Rationale

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

### Action Step 1  5

Teachers will utilize student performance data to group students

### Person Responsible

Ava Williams

### Schedule

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

### *Evidence of Completion*

Small group instruction will be documented in lesson plans

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

Classroom observations

### Person Responsible

BJ Van Camp

### Schedule

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

### *Evidence of Completion*

Documented feedback and Instructional Practice scores in iObservation

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

Student performance reports will be analyzed

### Person Responsible

BJ Van Camp

### Schedule

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

### *Evidence of Completion*

SuccessMaker reports and Go Math Assessments

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

S167285

### Strategy Rationale

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

## Action Step 1 [5]

Collegial conversations will occur during common planning meetings

### Person Responsible

BJ Van Camp

### Schedule

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

### *Evidence of Completion*

Common Planning agenda

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

Administration will attend common planning meetings

### Person Responsible

BJ Van Camp

### Schedule

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

### *Evidence of Completion*

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

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

Qualitative data will be gathered about the level of test anxiety

### Person Responsible

Ava Williams

### Schedule

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

### *Evidence of Completion*

Observational data and informal surveys

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**G2.B3** More adults are needed to support the diverse learning needs of students in one-on-one settings, in small groups, and as support in the classroom. [2]

🔑 B155735

**G2.B3.S1** Increasing the number of mentors and volunteers at Hartsfield [4]

🔑 S167286

### Strategy Rationale

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

### Action Step 1 [5]

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

**Person Responsible**

BJ Van Camp

**Schedule**

On 7/1/2015

***Evidence of Completion***

Faculty and Staff lists

### Plan to Monitor Fidelity of Implementation of G2.B3.S1 [6]

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

**Person Responsible**

BJ Van Camp

**Schedule**

On 6/1/2015

***Evidence of Completion***

Human Resource personnel will review and qualify personnel for hire.

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**Plan to Monitor Effectiveness of Implementation of G2.B3.S1** `7`

Adminstration will monitor student performance data and conduct annual evaluations.

### Person Responsible

BJ Van Camp

### Schedule

On 6/1/2015

### *Evidence of Completion*

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

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

🔍 G061042

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

🔍 B155736

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

🔍 S167287

### Strategy Rationale

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

**Action Step 1** `5`

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

### Person Responsible

Brandi Beasley

### Schedule

On 5/29/2015

### *Evidence of Completion*

Lesson plans

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

Common planning meeting schedules

### Person Responsible

BJ Van Camp

### Schedule

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

### *Evidence of Completion*

Meeting agenda with notes

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

Increased achievement on classroom assessments

### Person Responsible

Brandi Beasley

### Schedule

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

### *Evidence of Completion*

classroom assessments

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

**Strategy Rationale**

`S167288`

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

**Action Step 1** `5`

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

**Person Responsible**

Brandi Beasley

**Schedule**

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

***Evidence of Completion***

Lab reports

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

Classroom observations

**Person Responsible**

BJ Van Camp

**Schedule**

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

***Evidence of Completion***

Feedback and Instructional Practice scores in iObservation

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

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

### Person Responsible

Brandi Beasley

### Schedule

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

### *Evidence of Completion*

Think Central assessment data

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

🔍 S167289

### Strategy Rationale

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

**Action Step 1** 5

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

### Person Responsible

Brandi Beasley

### Schedule

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

### *Evidence of Completion*

Student performance on Gizmo activity

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

Lesson plans

### Person Responsible

BJ Van Camp

### Schedule

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

### *Evidence of Completion*

Lesson plans

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

Performance on classroom activities

### Person Responsible

BJ Van Camp

### Schedule

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

### *Evidence of Completion*

Assessment reports from Pinpoint gradebook

**G3.B3** Individual and small group attention from a volunteer or mentor can address specific students needs while freeing the teacher instruct the other students in the classroom. 2

B155738

**G3.B3.S1** Increasing the number of mentors and volunteers at Hartsfield 4

S167291

### Strategy Rationale

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

### Action Step 1 5

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

**Person Responsible**

BJ Van Camp

**Schedule**

On 6/1/2015

***Evidence of Completion***

School correspondence

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

Records of volunteer and mentor recruitment will be reviewed.

**Person Responsible**

BJ Van Camp

**Schedule**

On 6/1/2015

***Evidence of Completion***

Reports to SAC

**Plan to Monitor Effectiveness of Implementation of G3.B3.S1** `7`

Administration will monitor student performance data and conduct annual evaluation.

### Person Responsible

BJ Van Camp

### Schedule

On 6/1/2015

### *Evidence of Completion*

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

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

🔑 G061043

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

🔑 B155739

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

🔑 S167292

### Strategy Rationale

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

**Action Step 1** `5`

Collaborative plan instruction for STEMS lessons and observe the instruction

### Person Responsible

Brandi Beasley

### Schedule

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

### *Evidence of Completion*

lesson plans

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

Classroom observations

> ### Person Responsible
>
> BJ Van Camp
>
> ### Schedule
>
> Monthly, from 8/25/2014 to 6/1/2015
>
> ### *Evidence of Completion*
>
> Feedback and Instructional Practice scores in iObservation

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

Review the lessons taught and reflection on areas to improve

> ### Person Responsible
>
> BJ Van Camp
>
> ### Schedule
>
> Monthly, from 8/25/2014 to 6/1/2015
>
> ### *Evidence of Completion*
>
> teacher reflections

**G4.B2** More highly effective personnel could better support the diverse learning needs of students. 2

🔑 B155740

**G4.B2.S1** Highly effective personnel can be defined as certified teachers or paraprofessionals that would support classroom instruction by lower class-size or intervention group size. 4

🔑 S167293

### Strategy Rationale

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

### Action Step 1 5

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

#### Person Responsible

BJ Van Camp

#### Schedule

On 6/1/2015

#### *Evidence of Completion*

Faculty and Staff lists

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

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

#### Person Responsible

BJ Van Camp

#### Schedule

On 6/1/2015

#### *Evidence of Completion*

Human Resource personnel will review and qualify personnel for hire.

Leon - 0041 - Frank Hartsfield Elem. School - 2015-16 SIP

*Frank Hartsfield Elementary School*

**Plan to Monitor Effectiveness of Implementation of G4.B2.S1** `7`

Administration will monitor student performance data and conduct annual evaluation.

### Person Responsible

BJ Van Camp

### Schedule

On 6/1/2015

### *Evidence of Completion*

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

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

G061044

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

B155741

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

S167294

### Strategy Rationale

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

**Action Step 1** `5`

The guidance counselor and principal will review attendance reports.

### Person Responsible

Wendy Davis

### Schedule

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

### *Evidence of Completion*

Pre-Problem Solving Meeting agendas

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

Parent climate survey

> **Person Responsible**
>
> Ava Williams
>
> **Schedule**
>
> On 2/27/2015
>
> *Evidence of Completion*
>
> Hartsfield calendar of school events

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

Parent Survey

> **Person Responsible**
>
> Ava Williams
>
> **Schedule**
>
> On 2/27/2015
>
> *Evidence of Completion*
>
> survey results

**G5.B1.S2** The school will look into the possibility of opening playgrounds and schoolyards for play before school, which will attract certain students and improve punctuality. The school will develop plans to provide for adequate supervision and safety for this play `4`

S167295

### Strategy Rationale

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

### Action Step 1 `5`

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

#### Person Responsible

BJ Van Camp

#### Schedule

#### *Evidence of Completion*

Minutes from montly SAC meetings

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

Presentation of plan at SAC meeting

#### Person Responsible

BJ Van Camp

#### Schedule

#### *Evidence of Completion*

Minutes of SAC meeting

Leon - 0041 - Frank Hartsfield Elem. School - 2015-16 SIP

*Frank Hartsfield Elementary School*

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

Improved attendance

### Person Responsible

Wendy Davis

### Schedule

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

### *Evidence of Completion*

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

**G5.B5** Students who feel overburdened and discouraged by the volume and rigor of the academic work and the long school day may develop a negative association with school and avoid attending or engaging in academic tasks. `2`

`B155745`

**G5.B5.S1** Students identified as at-risk for academic failure must be supported iwth a variety of interventions that include those for academic, behavioral, and social. `4`

`S167297`

### Strategy Rationale

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

**Action Step 1** `5`

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

### Person Responsible

BJ Van Camp

### Schedule

On 6/1/2015

### *Evidence of Completion*

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

**Plan to Monitor Fidelity of Implementation of G5.B5.S1** `6`

Routine observation of students participating in developmental play at scheduled times

### Person Responsible

BJ Van Camp

### Schedule

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

### *Evidence of Completion*

Informal observational data collected

**Plan to Monitor Effectiveness of Implementation of G5.B5.S1** `7`

Improved attendance and sense of belonging

### Person Responsible

Ava Williams

### Schedule

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

### *Evidence of Completion*

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

**G5.B5.S2** The PBS Committee has created a morning curriclum designed around a Trauma-Informed paradigm designed to give students a more positive school experience. 4

S167298

### Strategy Rationale

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

### Action Step 1 5

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

#### Person Responsible

Mary Jo Peltier

#### Schedule

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

#### *Evidence of Completion*

Morning curriculum lesson plans

### Plan to Monitor Fidelity of Implementation of G5.B5.S2 6

Routine observation of teachers and students participating in morning meetings

#### Person Responsible

BJ Van Camp

#### Schedule

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

#### *Evidence of Completion*

Informal observational data collected

**Plan to Monitor Effectiveness of Implementation of G5.B5.S2** `7`

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

### Person Responsible

Mary Jo Peltier

### Schedule

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

### *Evidence of Completion*

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

## Appendix 1: Implementation Timeline

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|---|---|---|---|---|---|
| G1.B1.S1.A1 | Small group activities that ask students to solve higher order questions | Williams, Ava | 8/25/2014 | Scores on student workstation activities | 6/1/2015 daily |
| G1.B1.S2.A1 | Teachers will implement the core curriculum that is aligned to the Florida State Standards. | Solz, Katherine | 8/18/2014 | Instructional activities documented in lesson plans | 6/1/2015 daily |
| G1.B1.S3.A1 | Collegial conversations will occur during common planning meetings | Van Camp, BJ | 1/1/2015 | Common Planning agendas | 4/1/2015 biweekly |
| G1.B3.S1.A1 | Teachers will lead small group activities that ask students to formulate written responses to higher order questions. | Williams, Ava | 8/18/2014 | Lesson plans | 6/1/2015 daily |
| G1.B4.S1.A1 | Students are challenged to meet the AR goal each month. | Peltier, Mary Jo | 10/1/2014 | Accelerated Reader reports | 6/1/2015 monthly |
| G1.B5.S1.A1 | Recruitment of volunteers and mentors will be supplemented with specific requests filed by teachers. When possible, there will be a deliberate match of volunteer/mentor with students with pre-identified needs | Van Camp, BJ | 7/1/2014 | School correspondence | 6/1/2016 one-time |
| G2.B1.S1.A1 | Small group activities that ask students to solve word problems | Williams, Ava | 8/25/2014 | Classroom assessments | 6/1/2015 weekly |
| G2.B1.S2.A1 | Teachers will utilize student performance data to group students | Williams, Ava | 8/25/2014 | Small group instruction will be documented in lesson plans | 6/1/2015 weekly |
| G2.B1.S3.A1 | Collegial conversations will occur during common planning meetings | Van Camp, BJ | 1/1/2015 | Common Planning agenda | 4/1/2015 biweekly |
| G2.B3.S1.A1 | Administration will follow school board Human Resource procedure to recruit and retain highly effective personnel. | Van Camp, BJ | 7/1/2014 | Faculty and Staff lists | 7/1/2015 one-time |
| G3.B1.S1.A1 | Teachers will participate in collaborative lesson planning to build rigor into their activities. | Beasley, Brandi | 8/25/2014 | Lesson plans | 5/29/2015 one-time |
| G3.B1.S2.A1 | Students will participate in science experimentation that will increase their critical thinking skills and promote a | Beasley, Brandi | 8/25/2014 | Lab reports | 6/1/2015 quarterly |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|---|---|---|---|---|---|
| | deeper understanding of the scientific concepts being introduced in the classroom. | | | | |
| G3.B1.S3.A1 | Teachers will deliver instruction using the Gizmo technology to launch a unit or culminate a unit on a specific scientific concept. | Beasley, Brandi | 10/20/2014 | Student performance on Gizmo activity | 6/1/2015 weekly |
| G3.B3.S1.A1 | Recruitment of volunteers and mentores will be supplemented with specific request filed by teachers. When possible, there will be a deliberate match of volunteer/mentor with students with pre-identified needs. | Van Camp, BJ | 7/1/2014 | School correspondence | 6/1/2015 one-time |
| G4.B1.S1.A1 | Collaborative plan instruction for STEMS lessons and observe the instruction | Beasley, Brandi | 8/25/2014 | lesson plans | 6/1/2015 monthly |
| G4.B2.S1.A1 | Administration will follow school board Human Resource procdures to recruit and retain highly effective personnel. | Van Camp, BJ | 7/1/2014 | Faculty and Staff lists | 6/1/2015 one-time |
| G5.B1.S1.A1 | The guidance counselor and principal will review attendance reports. | Davis, Wendy | 8/25/2014 | Pre-Problem Solving Meeting agendas | 6/1/2015 weekly |
| G5.B1.S2.A1 | The SAC will continue to work towards implementation of this strategy and survey other schools who have similar strategies in place. The plan would allow playgrounds to be supervised from 7:45-8:25 every morning and students would be permitted to play in designated areas according to their grade level. | Van Camp, BJ | Minutes from montly SAC meetings | one-time | |
| G5.B5.S1.A1 | Daily classroom schedules will include time for developmental play. Each team in coordination with administration will determine the frequency, the duration, and the time(s) of day. | Van Camp, BJ | 8/18/2014 | Daily classroom schedules are posted in classrooms and included in classroom newsletters for parents. | 6/1/2015 one-time |
| G5.B5.S2.A1 | The PBS committee will provide a morning curriculum designed to devellop appropriate social skills essential to success in and out of the classroom environment. | Peltier, Mary Jo | 8/18/2014 | Morning curriculum lesson plans | 6/1/2015 monthly |
| G1.MA1 | Increased proficiency in grade level assessments | Van Camp, BJ | 8/25/2014 | Pinpoint, SuccessMaker, and Accelerated Reader reports | 5/29/2015 biweekly |
| G1.B1.S1.MA1 | Teachers will receive support in analyzing student performance data. | Solz, Katherine | 8/25/2014 | Increased proficiency in Pinpoint, SuccessMaker, and Accelerated Reader reports | 5/29/2015 biweekly |
| G1.B1.S1.MA1 | Classroom observations | Van Camp, BJ | 8/25/2014 | Documented observations in iObservation | 6/1/2015 weekly |
| G1.B3.S1.MA1 | Increased scores on classroom activities and assessments | Williams, Ava | 8/18/2014 | Gradebook, SuccessMaker, and Accelerated Reader reports | 5/29/2015 weekly |
| G1.B3.S1.MA1 | Lesson plans will be reviewed weekly | Williams, Ava | 8/18/2014 | Lesson plans are kept on file. | 5/29/2015 weekly |
| G1.B4.S1.MA1 | Students will track their progress by checking their AR progress report each time they take an AR test. Teachers will review AR progress with students weekly. The AR coordinator will review AR reports monthly. | Peltier, Mary Jo | 10/1/2014 | Accelerated Reader reports | 6/1/2015 monthly |
| G1.B4.S1.MA1 | AR coordinator and teachers will monitor weekly media center visits. | Peltier, Mary Jo | 10/1/2014 | Accelerated Reader reports and book logs | 6/1/2015 monthly |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|---|---|---|---|---|---|
| G1.B5.S1.MA1 | Survey of teachers regarding effectiveness of volunteer/mentor and student relationship | Van Camp, BJ | 7/1/2014 | Funneling reporting from teachers to SAC | 6/1/2015 monthly |
| G1.B5.S1.MA1 | Records of volunteer and mentor recruitment will be reviewed | Van Camp, BJ | 7/1/2014 | Reports to SAC | 6/1/2015 one-time |
| G1.B1.S2.MA1 | Increased scores on classroom activities and assessments | Williams, Ava | 8/25/2014 | Grade reports, SuccessMaker, and Accelerated Reader reports | 6/1/2015 biweekly |
| G1.B1.S2.MA1 | Classroom observations | Van Camp, BJ | 8/25/2014 | Feedback provided to teachers and the Instructional Practice score in iObservation | 6/1/2015 weekly |
| G1.B1.S3.MA1 | Qualitative data will be gathered about the level of test anxiety | Williams, Ava | 4/13/2015 | Obsevational data and informal surveys | 5/1/2015 weekly |
| G1.B1.S3.MA1 | Qualitative data will be gathered about the level of test anxiety | Williams, Ava | 4/13/2015 | Obsevational data and informal surveys | 5/1/2015 weekly |
| G1.B1.S3.MA1 | Adminstration will attend common planning meetings | Van Camp, BJ | 1/1/2015 | Agendas for the common planning meetings will be collected. | 4/1/2015 biweekly |
| G2.MA1 | SuccessMaker performance reports and Go Math assessments | Landrum, Michael | 8/25/2014 | Data board | 6/1/2015 weekly |
| G2.B1.S1.MA1 | Increased math fluency and motivation to complete assignments | Van Camp, BJ | 8/25/2014 | Increased proficiency in SuccessMaker and Go Math assessments | 6/1/2015 daily |
| G2.B1.S1.MA1 | Classroom observations | Van Camp, BJ | 8/25/2014 | Documented observations in iObservation | 6/1/2015 weekly |
| G2.B3.S1.MA1 | Adminstration will monitor student performance data and conduct annual evaluations. | Van Camp, BJ | 7/1/2014 | Student progress monitoring data and year-end evaluation will be collected. | 6/1/2015 one-time |
| G2.B3.S1.MA1 | The Human Resource department will ensure that candidates for hire are highly qualified. | Van Camp, BJ | 7/1/2014 | Human Resource personnel will review and qualify personnel for hire. | 6/1/2015 one-time |
| G2.B1.S2.MA1 | Student performance reports will be analyzed | Van Camp, BJ | 8/25/2014 | SuccessMaker reports and Go Math Assessments | 6/1/2015 weekly |
| G2.B1.S2.MA1 | Classroom observations | Van Camp, BJ | 8/25/2014 | Documented feedback and Instructional Practice scores in iObservation | 6/1/2015 weekly |
| G2.B1.S3.MA1 | Qualitative data will be gathered about the level of test anxiety | Williams, Ava | 4/13/2015 | Observational data and informal surveys | 5/1/2015 weekly |
| G2.B1.S3.MA1 | Administration will attend common planning meetings | Van Camp, BJ | 1/1/2015 | Agendas and minutes from the common planning meetings will be collected. | 4/1/2015 biweekly |
| G3.MA1 | Performance on Gizmo activities | Beasley, Brandi | 10/20/2014 | Pinpoint reports | 6/1/2015 weekly |
| G3.B1.S1.MA1 | Increased achievement on classroom assessments | Beasley, Brandi | 8/25/2014 | classroom assessments | 6/1/2015 biweekly |
| G3.B1.S1.MA1 | Common planning meeting schedules | Van Camp, BJ | 8/25/2014 | Meeting agenda with notes | 6/1/2015 weekly |
| G3.B3.S1.MA1 | Administration will monitor student performance data and conduct annual evaluation. | Van Camp, BJ | 7/1/2014 | Student progress monitoring data and year-end evaluations will be collected. | 6/1/2015 one-time |
| G3.B3.S1.MA1 | Records of volunteer and mentor recruitment will be reviewed. | Van Camp, BJ | 7/1/2014 | Reports to SAC | 6/1/2015 one-time |
| G3.B1.S2.MA1 | Student achievement data will be monitored to track growth and mastery of scientific concepts. | Beasley, Brandi | 8/25/2014 | Think Central assessment data | 6/1/2015 monthly |
| G3.B1.S2.MA1 | Classroom observations | Van Camp, BJ | 8/25/2014 | Feedback and Instructional Practice scores in iObservation | 6/1/2015 quarterly |
| G3.B1.S3.MA1 | Performance on classroom activities | Van Camp, BJ | 10/20/2014 | Assessment reports from Pinpoint gradebook | 6/1/2015 weekly |
| G3.B1.S3.MA1 | Lesson plans | Van Camp, BJ | 10/20/2014 | Lesson plans | 6/1/2015 weekly |
| G4.MA1 | Student performance results on classroom activities. | Beasley, Brandi | 8/25/2014 | Think Central reports | 6/1/2015 monthly |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|---|---|---|---|---|---|
| G4.B1.S1.MA1 | Review the lessons taught and reflection on areas to improve | Van Camp, BJ | 8/25/2014 | teacher reflections | 6/1/2015 monthly |
| G4.B1.S1.MA1 | Classroom observations | Van Camp, BJ | 8/25/2014 | Feedback and Instructional Practice scores in iObservation | 6/1/2015 monthly |
| G4.B2.S1.MA1 | Administration will monitor student performance data and conduct annual evaluation. | Van Camp, BJ | 7/1/2014 | Student progress monitoring data and year-end evaluations will be collected. | 6/1/2015 one-time |
| G4.B2.S1.MA1 | The Human Resouce department ensures that candidates for hire are highly qualified. | Van Camp, BJ | 7/1/2014 | Human Resource personnel will review and qualify personnel for hire. | 6/1/2015 one-time |
| G5.MA1 | Parent sign-in sheets will be monitored to track the anticipated increase in participation. | | 8/25/2014 | Dates designated on the school calendar and parent sign-in sheets | 6/1/2015 quarterly |
| G5.B1.S1.MA1 | Parent Survey | Williams, Ava | 2/2/2015 | survey results | 2/27/2015 one-time |
| G5.B1.S1.MA1 | Parent climate survey | Williams, Ava | 2/1/2015 | Hartsfield calendar of school events | 2/27/2015 one-time |
| G5.B5.S1.MA1 | Improved attendance and sense of belonging | Williams, Ava | 8/18/2014 | Attendance reports will be monitored monthly; parent and student survey will be conducted during second semester. | 6/1/2015 monthly |
| G5.B5.S1.MA1 | Routine observation of students participating in developmental play at scheduled times | Van Camp, BJ | 8/18/2014 | Informal observational data collected | 6/1/2015 weekly |
| G5.B1.S2.MA1 | Improved attendance | Davis, Wendy | 1/5/2015 | Attendance reports should indiciate an increase in rate of attendance kept on file to support the effectiveness of the strategy | 6/1/2015 semiannually |
| G5.B1.S2.MA1 | Presentation of plan at SAC meeting | Van Camp, BJ | Minutes of SAC meeting | one-time | |
| G5.B5.S2.MA1 | Number of discipline referrals should trend downward from last year as a result of the implementation of morning meeting | Peltier, Mary Jo | 1/5/2015 | Discipline referral data will be compared from 2013-2014 and 2014-2015 for the types and rate of referrals being submitted. | 6/1/2015 semiannually |
| G5.B5.S2.MA1 | Routine observation of teachers and students participating in morning meetings | Van Camp, BJ | 8/18/2014 | Informal observational data collected | 6/1/2015 weekly |

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportuntities

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

**G1.** As we begin a more complex state measure of English/Language Arts, our school goal is to have at least 50 percent of our students proficient in this area on the 2015 FSA.

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

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

### PD Opportunity 1

Small group activities that ask students to solve higher order questions

**Facilitator**

Katherine Solz

**Participants**

Classroom teachers

**Schedule**

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

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

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

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

### PD Opportunity 1

Small group activities that ask students to solve word problems

**Facilitator**

Andrea Goddard

**Participants**

Classroom teachers

**Schedule**

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

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

### PD Opportunity 1

Teachers will utilize student performance data to group students

**Facilitator**

Andrea Goddard

**Participants**

classroom teachers

**Schedule**

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

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

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

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

### PD Opportunity 1

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

**Facilitator**

Brandy Beasley

**Participants**

classroom teachers

**Schedule**

On 5/29/2015

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

### PD Opportunity 1

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

**Facilitator**

Brandy Beasley

**Participants**

classroom teachers

**Schedule**

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

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

### PD Opportunity 1

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

**Facilitator**

Theresa Mitchiner

**Participants**

classroom teachers

**Schedule**

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

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

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

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

### PD Opportunity 1

Collaborative plan instruction for STEMS lessons and observe the instruction

**Facilitator**

Candace Gautney

**Participants**

Classroom teachers

**Schedule**

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

## Technical Assistance Items

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

## Budget