Frank Hartsfield Elementary School

2019-20 School Improvement Plan

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Frank Hartsfield Elementary School

1414 CHOWKEEBIN NENE, Tallahassee, FL 32301

https://www.leonschools.net/hartsfield

Demographics

Principal: Rhonda Blackwell Flanagan   Start Date for this Principal: 8/21/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students Students With Disabilities White Students
School Grade	2018-19: C
School Grades History	2017-18: D 2016-17: C 2015-16: D 2014-15: D 2013-14: D
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Jeff Sewell
Turnaround Option/Cycle	
Year	
Support Tier	NOT IN DA
ESSA Status	TS&I

> * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

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

School Leadership Team

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

Name	Title	Job Duties and Responsibilities
Blackwell-Flanagan, Rhonda	Principal	• Provide a common vision for the use of data-based decision making and high-yield instructional strategies. These are discussed routinely in common planning meetings and monthly professional development workshops. The workshops are designed in collaboration with district-level experts in the field and team leaders to ensure that the needs of our students are addressed. • Recruit and retain highly qualified teachers and staff. • Ensure the school-based team is implementing the curriculum and the mission of the school is supported and endorsed. • Oversee and ensure the implementation of the MTSS process through intervention support and documentation, adequate professional develop to support MTSS, and communication with parents regarding school-based MTSS plans and activities. • Oversee and ensure the implementation of the new Conscience Discipline Plan is done with fidelity. • Manage and allocate resources in order to support and enhance the school's mission and vision. • Ensure that laws and policies are followed in the best interest of the students • Implement the district's performance evaluation procedure • Build capacity for teacher leadership and initiative • Communicate with all stakeholders in a positive manner.
Thompson, Lisa	Assistant Principal	Assist Principal with the following: • Provide a common vision for the use of data-based decision making and high-yield instructional strategies. These are discussed routinely in common planning meetings and monthly professional development workshops. The workshops are designed in collaboration with district-level experts in the field and team leaders to ensure that the needs of our students are addressed. • Recruit and retain highly qualified teachers and staff. • Ensure the school-based team is implementing the curriculum and the mission of the school is supported and endorsed. • Oversee and ensure the implementation of the MTSS process through intervention support and documentation, adequate professional develop to support MTSS, and communication with parents regarding school-based MTSS plans and activities. • Oversee and ensure the implementation of the new Conscience Discipline Plan is done with fidelity. • Manage and allocate resources in order to support and enhance the school's mission and vision. • Ensure that laws and policies are followed in the best interest of the students • Implement the district's performance evaluation procedure • Build capacity for teacher leadership and initiative • Communicate with all stakeholders in a positive manner.

Name	Title	Job Duties and Responsibilities
Mathis, Gloria	Teacher, PreK	Disseminates information from school administration, problem-solving school issues, and present grade level specific concerns. • Provides information about core instruction. • Actively participates in student data collection. • Collaborates with other staff to ensure implementation of Tier 1, 2 and 3 instruction and support.
Clark, Tyler	Instructional Coach	Directly participates in and facilitates student data collection and provides analysis of student data. • Collaborates with district personnel to identify appropriate, evidence-based intervention strategies and assists with design and delivery of professional development relative to implementation of effective reading, math and science strategies. • Provides professional development and technical assistance to teachers and intervention para-professionals • Supports the implementation of Tier 1, Tier 2, and Tier 3 interventions.
Lynch, Tara	Instructional Coach	Directly participates in and facilitates student data collection and provides analysis of student data. • Collaborates with district personnel to identify appropriate, evidence-based intervention strategies and assists with design and delivery of professional development relative to implementation of effective reading, math and science strategies. • Provides professional development and technical assistance to teachers and intervention para-professionals • Supports the implementation of Tier 1, Tier 2, and Tier 3 interventions.
Reynolds, Erica	Teacher, K-12	Disseminates information from school administration, problem-solving school issues, and present grade level specific concerns. • Provides information about core instruction. • Actively participates in student data collection. • Collaborates with other staff to ensure implementation of Tier 1, 2 and 3 instruction and support.
Saar, Joanne	Teacher, K-12	Disseminates information from school administration, problem-solving school issues, and present grade level specific concerns. • Provides information about core instruction. • Actively participates in student data collection. • Collaborates with other staff to ensure implementation of Tier 1, 2 and 3 instruction and support.
Bethea, Tracey	Teacher, K-12	Disseminates information from school administration, problem-solving school issues, and present grade level specific concerns.

Name	Title	Job Duties and Responsibilities
		• Provides information about core instruction. • Actively participates in student data collection. • Collaborates with other staff to ensure implementation of Tier 1, 2 and 3 instruction and support.
Betsey, Letashia	Teacher, K-12	Disseminates information from school administration, problem-solving school issues, and present grade level specific concerns. • Provides information about core instruction. • Actively participates in student data collection. • Collaborates with other staff to ensure implementation of Tier 1, 2 and 3 instruction and support.
Peltier, Mary Jo	Instructional Media	Disseminates information from school administration, problem-solving school issues, and present grade level specific concerns. • Provides information about core instruction. • Actively participates in student data collection. • Collaborates with other staff to ensure implementation of Tier 1, 2 and 3 instruction and support. Oversee the Media Center. Works with students on AR, STEM (3D printing and STEM activities, runs data class with all grade levels, Team Lead.
Vickers, Jordan	Teacher, K-12	Disseminates information from school administration, problem-solving school issues, and present grade level specific concerns. • Provides information about core instruction. • Actively participates in student data collection. • Collaborates with other staff to ensure implementation of Tier 1, 2 and 3 instruction and support.
Mustapha, Bomani	Dean	
Rushton, Raven	Teacher, K-12	Disseminates information from school administration, problem-solving school issues, and present grade level specific concerns. • Provides information about core instruction. • Actively participates in student data collection. • Collaborates with other staff to ensure implementation of Tier 1, 2 and 3 instruction and support.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	12	19	11	22	9	12	0	0	0	0	0	0	0	85
One or more suspensions	1	4	2	4	0	6	0	0	0	0	0	0	0	17
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	12	14	25	0	0	0	0	0	0	0	51

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	2	0	6	2	11	0	0	0	0	0	0	0	22

The number of students identified as retainees:

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

FTE units allocated to school (total number of teacher units)
449

Date this data was collected or last updated
Wednesday 8/21/2019

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	10	21	13	15	8	13	0	0	0	0	0	0	0	80
One or more suspensions	1	3	3	2	2	2	0	0	0	0	0	0	0	13
Course failure in ELA or Math	0	0	2	23	15	22	0	0	0	0	0	0	0	62
Level 1 on statewide assessment	0	0	0	10	16	33	0	0	0	0	0	0	0	59

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	1	15	11	21	0	0	0	0	0	0	0	48

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	10	21	13	15	8	13	0	0	0	0	0	0	0	80
One or more suspensions	1	3	3	2	2	2	0	0	0	0	0	0	0	13
Course failure in ELA or Math	0	0	2	23	15	22	0	0	0	0	0	0	0	62
Level 1 on statewide assessment	0	0	0	10	16	33	0	0	0	0	0	0	0	59

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	1	15	11	21	0	0	0	0	0	0	0	48

Part II: Needs Assessment/Analysis

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	33%	57%	57%	39%	57%	56%
ELA Learning Gains	44%	54%	58%	39%	53%	55%
ELA Lowest 25th Percentile	55%	47%	53%	35%	46%	48%
Math Achievement	48%	64%	63%	45%	61%	62%
Math Learning Gains	60%	63%	62%	48%	55%	59%
Math Lowest 25th Percentile	58%	45%	51%	19%	40%	47%
Science Achievement	34%	52%	53%	40%	52%	55%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Attendance below 90 percent	12 (10)	19 (21)	11 (13)	22 (15)	9 (8)	12 (13)	85 (80)
One or more suspensions	1 (1)	4 (3)	2 (3)	4 (2)	0 (2)	6 (2)	17 (13)
Course failure in ELA or Math	0 (0)	0 (0)	0 (2)	0 (23)	0 (15)	0 (22)	0 (62)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	12 (10)	14 (16)	25 (33)	51 (59)

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2019	34%	61%	-27%	58%	-24%
	2018	33%	61%	-28%	57%	-24%
Same Grade Comparison		1%				
Cohort Comparison						
04	2019	31%	57%	-26%	58%	-27%
	2018	45%	58%	-13%	56%	-11%
Same Grade Comparison		-14%				
Cohort Comparison		-2%				
05	2019	32%	56%	-24%	56%	-24%
	2018	34%	57%	-23%	55%	-21%
Same Grade Comparison		-2%				
Cohort Comparison		-13%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2019	51%	63%	-12%	62%	-11%
	2018	42%	64%	-22%	62%	-20%
Same Grade Comparison		9%				
Cohort Comparison						
04	2019	50%	66%	-16%	64%	-14%
	2018	41%	62%	-21%	62%	-21%
Same Grade Comparison		9%				
Cohort Comparison		8%				
05	2019	49%	61%	-12%	60%	-11%
	2018	44%	58%	-14%	61%	-17%
Same Grade Comparison		5%				
Cohort Comparison		8%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2019	36%	54%	-18%	53%	-17%
	2018	39%	56%	-17%	55%	-16%
Same Grade Comparison		-3%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	17	40		17	57		8				
BLK	29	46	58	45	61	60	29				
WHT	70			80							
FRL	28	39	52	44	62	57	26				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	21	42	43	26	50	27	27				
BLK	35	38	34	42	47	19	38				
WHT	79	50		79							
FRL	31	36	37	35	44	20	35				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	332
Total Components for the Federal Index	7
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	28
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	47
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	75
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	44
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO

Economically Disadvantaged Students	
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends

Based on 2018-2019 FSA Data for Hartsfield, ELA Proficiency for 3rd - 5th Grade is the lowest performing data component. ELA proficiency decreased from 39% to 32%. Factors contributing to this low performance include: 4th and 5th grade students' inability to complete Session 1 of the FSA ELA and 3rd-5th grade students with phonics and fluency deficits, which heavily impacts their reading comprehension and ability to think critically about text.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline

Based on the 2018-2019 FSA Data for Hartsfield, ELA Proficiency for 3rd - 5th grade decreased from 39% to 32% which was the data component showing the greatest decline. Factors contributing to this low performance include: Test stamina - 4th and 5th grade students' inability to complete Session 1 of the FSA ELA and 3rd-5th grade students with phonics and fluency deficits, which heavily impacts their reading comprehension and ability to think critically about text.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends

Based on the 2018-2019 FSA Data for Hartsfield, ELA Proficiency for 3rd - 5th grade had the greatest gap when compared to the state average. Factors contributing to this low performance include: Test Stamina - 4th and 5th grade students' inability to complete Session 1 of the FSA ELA and 3rd-5th grade students with phonics and fluency deficits, which heavily impacts their reading comprehension and ability to think critically about text.

Which data component showed the most improvement? What new actions did your school take in this area?

Based on 2018-2019 FSA Data for Hartsfield, our Bottom 25% making learning gains in Math showed the most improvement increasing from 19% to 59% which was above both the district and state averages. The actions our school took in this area were as follows: We increased classroom support personnel to decrease small group size; established bi-weekly Collaborative Interdisciplinary Planning; the implementation of the Acaletics curriculum; hiring a dedicated Math/Science Instructional Coach; and the creation and implementation of an after school/21st Century math fluency intervention program.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Our biggest area of concern from the EWS data is students with attendance less than 90%. We also have a large number of students that are tardy.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year

1. Increasing our ELA Proficiency
2. Increasing our Science Proficiency
3. Maintaining and/or improving the levels of improvement in our bottom 25% in Math
4. Maintaining and/or improving the levels of improvement in our bottom 25% in ELA
5. Increasing the involvement of our parents and community.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Math Proficiency: 49% of 3rd-5th grade matched and qualified students scored at the proficient level (Level 3, 4, or 5) on the 2018-2019 Math FSA, which is a 4% increase in proficiency from the 2017-2018 Math FSA.
Rationale	The goal to target an increase in the math proficiency level from the 2018-2019 school year is reasonable and would place us on the trajectory to improving our school grade.

State the measureable outcome the school plans to achieve	The goal for the 2018- 2019 school year is that 51% of our matched and qualified students in 3rd-5th grade will be proficient (Level 3, 4, or 5) on the 2019-2020 Math FSA.
Person responsible for monitoring outcome	Rhonda Blackwell-Flanagan (flanaganr@leonschools.net)
Evidence-based Strategy	. Additional classroom support to decrease small group size. * Bi-weekly Collaborative interdisciplinary Planning * Use of Formative and Summative Assessments * Multi-sensory interventions in small groups
Rationale for Evidence-based Strategy	The utilization of these evidence-based strategies correlates directly to the targets of our school improvement goals. These strategies were intentionally chosen after an in-depth analysis of our school's performance and the identification of areas for growth. These strategies have been shown to have a positive impact on student growth when carried out with fidelity. The following action steps outline in more detail our planned implementation of the chosen strategies.

Action Step	
Description	1. Using classroom and school data, a Math Instructional Coach will work with teachers to implement data driven instruction and interventions for math. In addition, Go Math Formative and Summative Assessment and ThinkCentral will be used to help drive decisions. 2. Under the direction of administration, the Instructional Coaches will continue to oversee the push-in assistance throughout the day by five highly qualified paraprofessionals into classes where the majority of students were not proficient on the prior year's FSA. They have been trained and will push in and conduct small group intervention for 3rd, 4th and 5th grade math groups to provide additional classroom support alongside the teacher. 3. Instructional Coaches will collaborate bi-weekly with all grade level teams to plan instruction and share current research based best practices and resources to maximize student achievement. Instructional Coaches will model and observe classroom instruction and provide feedback in order to facilitate a systemic shift in the school's instructional capacity. 4. Formative and Summative Assessments reports, Reflex, Acaletics, i-Ready and MTSS meeting data will be used to help drive instructional decisions. In addition, a District Math Data Coach along with the Instructional Coaches will provide monthly analyses of classroom ands school data to help target areas of improvement and conduct on going data chats with teachers This process will be the platform for data driven instruction and designing interventions

for students, ultimately helping the school to reach its academic goal.
5. Acaletics and Reflex Math Programs will be used in classrooms to help math fluency and increase students' exposure to math concepts.
6. We will continue to use the school-wide intervention block for all students.

Person Responsible   Rhonda Blackwell-Flanagan (flanaganr@leonschools.net)

#2	
Title	Science Proficiency: 37% of 5th grade students scored at the proficient level (Level 3, 4, or 5) on the 2018-2019 Florida Statewide Science Assessment (FSSA), which is a 3% decrease in proficiency from the 2017-2018 Science FSSA.
Rationale	The rationale to make small increments toward improving Science proficiency is reasonable and obtainable considering our trend in Science proficiency over the past year.

State the measureable outcome the school plans to achieve	The goal for the 2019-2020 school year is that 42% of our matched and qualified students in 5th grade will score at the proficient level on the FSSA.
Person responsible for monitoring outcome	Rhonda Blackwell-Flanagan (flanaganr@leonschools.net)
Evidence-based Strategy	* Bi-weekly Collaborative interdisciplinary Planning * Spiraling curriculum implementation – Acalectics * Use of Formative and Summative Assessments
Rationale for Evidence-based Strategy	The utilization of these evidence-based strategies correlates directly to the targets of our school improvement goals. These strategies were intentionally chosen after an in-depth analysis of our school's performance and the identification of areas for growth. These strategies have been shown to have a positive impact on student growth when carried out with fidelity. The following action steps outline in more detail our planned implementation of the chosen strategies.

Action Step

Description	1. Instructional Coaches will collaborate bi-weekly with all grade level teams to plan instruction and share current research-based best practices and resources to maximize student achievement. Instructional Coaches will model and observe classroom instruction and provide feedback in order to facilitate a systemic shift in the school's instructional capacity, increasing the teacher collective efficacy and thereby positively impacting student growth. 2. Acaletics for Science will be used daily for 3rd – 5th grade students to increase their exposure to science concepts. 3. Our 5th grade will continue to be departmentalized; however, we will have one teacher dedicated to science instruction. 4. The science teacher will utilize students' ELA data to inform instructional decisions.
Person Responsible	Rhonda Blackwell-Flanagan (flanaganr@leonschools.net)

#3	
Title	ELA Proficiency: 32% of 3rd-5th grade students were proficient (Level 3, 4, or 5) in ELA on the 2018-2019 FSA, which is a 7% decrease in proficiency from the 2017-2018 ELA FSA.
Rationale	When looking at the trend in ELA proficiency scores over the past two years, even with the dip in proficiency level this past year, the goal is reasonable and achievable.

State the measureable outcome the school plans to achieve	The goal for the 2019-2020 school year is that 42% of our matched and qualified 3rd-5th grade students will be proficient in ELA on the FSA.
Person responsible for monitoring outcome	Rhonda Blackwell-Flanagan (flanaganr@leonschools.net)
Evidence-based Strategy	* Additional classroom support to decrease small group size. * Bi-weekly Collaborative interdisciplinary Planning * Use of Formative and Summative Assessments * Multi-sensory interventions in small groups
Rationale for Evidence-based Strategy	The utilization of these evidence-based strategies correlates directly to the targets of our school improvement goals. These strategies were intentionally chosen after an in-depth analysis of our school's performance and the identification of areas for growth. These strategies have been shown to have a positive impact on student growth when carried out with fidelity. The following action steps outline in more detail our planned implementation of the chosen strategies.

Action Step	
Description	1. We will continue to use five highly qualified paraprofessionals will work with 3rd, 4th and 5th grade students and supporting teachers to provide push-in instruction to students to decrease class size when working with small groups and to implement data driven instruction and intervention. 2. Under the direction of Administration, the Instructional Coaches will continue to oversee the school-wide intervention block and the push-in assistance throughout the day by the paraprofessionals and other faculty and staff. The highly qualified para-professionals have been trained to conduct small group intervention for 3rd, 4th and 5th grade reading groups. 3. Instructional Coaches will collaborate weekly with all grade level teams to plan instruction and share current research-based best practices and resources to maximize student achievement. Instructional Coaches will model and observe classroom instruction and provide feedback in order to facilitate a systemic shift in the schools instructional capacity, increasing the teacher collective efficacy and thereby positively impacting student growth. 4. Wonders Formative and Summative Assessments, AR, AimsWeb, STAR, and iReady data will be used to help drive instructional decisions. The Instructional Coaches will provide monthly analyses of classroom and school data to help target areas of improvement and conduct on going data chats with teachers. This process will be the platform for data driven instruction and designing interventions for students and ultimately helping the school to

reach its academic goal.

5. We will utilize teacher-selected or para-directed i-Ready Tools for Instruction as a targeted intervention and enrichment system. We will also utilize supplemental intensive intervention programs (Reading Mastery, Read Naturally, Corrective Reading, Early Interventions in Reading, etc.) for students with substantial reading deficiencies, or students scoring below the 25th percentile on progress monitoring measures.

6. We will implement a High Frequency Word Card Routine in Kindergarten through 3rd grades to build reading fluency and capacity in our early learners, in an effort to ensure our students are reading on grade level when they reach an FSA-tested grade.

7. We will increase the focus on i-Ready tools for Instruction as a first intervention tool.

8. Supplemental interventions will be used for Tier II and III as dictated by data and student needs.

Person Responsible Rhonda Blackwell-Flanagan (flanaganr@leonschools.net)

#4	
Title	Bottom 25% Math Learning Gains: 59% of our 4th and 5th grade students in the lowest 25th percentile made learning gains on the 2018-2019 Math FSA, which is a 40% increase in learnings gains from the 2017-2018 Math FSA.
Rationale	With increased resources (Instructional Coaches, Para-professionals, and resources for learning) this goal is reasonable and achievable

State the measureable outcome the school plans to achieve	The goal for the 2019-2020 school year is that 60% of Hartsfield's bottom 25% percentile of matched and qualified students for our retained 3rd grade students and our 4th and 5th grade students will make learning gains on the 2019-2020 Math FSA.
Person responsible for monitoring outcome	Rhonda Blackwell-Flanagan (flanaganr@leonschools.net)
Evidence-based Strategy	• Additional classroom support to decrease small group size. • Bi-weekly Collaborative interdisciplinary Planning • Use of Formative and Summative Assessments • Multi-sensory interventions in small groups • Spiraling curriculum implementation – Acalectics
Rationale for Evidence-based Strategy	The utilization of these evidence-based strategies correlates directly to the targets of our school improvement goals. These strategies were intentionally chosen after an in-depth analysis of our school's performance and the identification of areas for growth. These strategies have been shown to have a positive impact on student growth when carried out with fidelity. The following action steps outline in more detail our planned implementation of the chosen strategies.

Action Step	
Description	1. Our Math Instructional Coach will continue to work with teachers to implement data driven instruction and interventions for math. In addition, Go Math Formative and Summative Assessments and ThinkCentral data will be used to help drive decisions. 2. The Instructional Coach will work with teachers to target the lowest 25th percentile students in math and work with these students to increase math fluency and problem solving skills. 3. Under the direction of Administration, the Instructional Coaches will continue to oversee the push-in assistance in classes of students in the lowest 25% by five highly qualified paraprofessionals. They have been trained and will push in and conduct small group intervention for 3rd, 4th and 5th grade math groups. 4. Instructional Coaches will collaborate weekly with all grade level teams to plan instruction and share current research-based best practices and resources to maximize student achievement. Instructional Coaches will model and observe classroom instruction and provide feedback in order to facilitate a systemic shift in the schools instructional capacity, increasing the teacher collective efficacy and thereby positively impacting student growth. 5. Formative and Summative Assessments reports, and RTI meetings data will be used to help drive instructional decisions. 6. Acaletics sand Reflex Math Programs will be used in 2nd through 5th

classrooms daily to help math fluency and increase exposure to math concepts for struggling students.

Person Responsible   Rhonda Blackwell-Flanagan (flanaganr@leonschools.net)

#5	
Title	Bottom 25% ELA Learning Gains: 57% of our 4th and 5th grade student in the lowest 25th percentile made learning gains on the 2018-2019 ELA FSA, which is a 22% increase in learning gains from the 2017-2018 ELA FSA
Rationale	With increased resources (instructional coaches, paraprofessionals, and resources for learning) this goal is reasonable and achievable and aims for students to demonstrate a similar pattern of making learning gains as in previous years with the additional support provided.

State the measureable outcome the school plans to achieve	The goal for the 2019-2020 school year is that 60% of our lowest 25th percentile matched and qualified students who were retained in the 3rd grade and the 4th and 5th grade students will make learning gains on the ELA FSA.
Person responsible for monitoring outcome	Rhonda Blackwell-Flanagan (flanaganr@leonschools.net)
Evidence-based Strategy	• Additional classroom support to decrease small group size. • Bi-weekly Collaborative interdisciplinary Planning • Use of Formative and Summative Assessments • Multi-sensory interventions in small groups
Rationale for Evidence-based Strategy	The utilization of these evidence-based strategies correlates directly to the targets of our school improvement goals. These strategies were intentionally chosen after an in-depth analysis of our school's performance and the identification of areas for growth. These strategies have been shown to have a positive impact on student growth when carried out with fidelity. The following action steps outline in more detail our planned implementation of the chosen strategies.

Action Step

Description	1. We will continue to departmentalize our 3rd, 4th and 5th grade students and hold a school-wide intervention block every morning at the beginning of the school day. During this block, under the direction of administration and oversight of the Instructional Coaches, all available personnel will be trained and will assist with instruction in the School-wide Intervention Block. 2. Under the direction of Administration and oversight of the Instructional Coaches, five highly qualified paraprofessional will continue to be dedicated to our 3rd – 5th grade classes and will conduct small group interventions for 3rd, 4th and 5th grade reading groups to support instruction. 3. Instructional Coaches will collaborate weekly with all grade level teams to plan instruction and share current research-based best practices and resources to maximize student achievement. 4. Instructional Coaches will model and observe classroom instruction and provide feedback in order to facilitate a systemic shift in the schools instructional capacity, increasing the teacher collective efficacy and thereby positively impacting student growth. 5. Wonders Formative and Summative Assessments, AR, AimsWeb, STAR, and iReady data will be used to help drive instructional decisions. In addition, the Instructional Coaches, will provide monthly analyses of classroom and school data to help target areas of improvement and conduct on going data chats

with teachers. This process will be the platform for data driven instruction and designing interventions for students and ultimately helping the school to reach its academic goal.

6. We will utilize teacher-selected or para-directed i-Ready Tools for Instruction as a targeted intervention and enrichment system. We will also utilize supplemental intensive intervention programs (Reading Mastery, Read Naturally, Corrective Reading, Early Interventions in Reading, etc.) for students with substantial reading deficiencies, or students scoring below the 25th percentile on progress monitoring measures.

7. We will implement a High Frequency Word Card Routine in Kindergarten through 3rd grades to building reading fluency and capacity in our early learners, in an effort to ensure our students are reading on grade level when they reach an FSA-tested grade.

Person Responsible	Rhonda Blackwell-Flanagan (flanaganr@leonschools.net)

#6	
Title	Parent and Community Engagement
Rationale	The defined goal for increase parent engagement and volunteerism is reasonable to undergird our continued efforts to increase the vibrant climate and culture of our school.

State the measureable outcome the school plans to achieve	Increase our parent engagement and attendance in school, PTO and SAC activities by a minimum of 25% along with increasing community and business engagement by the addition of two new business partners and hosting two initiatives that build community connection to Hartsfield.
Person responsible for monitoring outcome	Rhonda Blackwell-Flanagan (flanaganr@leonschools.net)
Evidence-based Strategy	School Climate Survey
Rationale for Evidence-based Strategy	The utilization of this evidence-based strategy correlates directly to the target of this school improvement goal and will allow us to monitor our efforts toward successfully reaching the goal.

Action Step	
Description	1. Involve the majority of Hartsfield parents and community supporters in the redesign of the Parent Engagement Room by communicating contribution opportunities and providing progress updates consistently via email, social media and at scheduled school meetings/functions. 2. Partner with community organizations to host a minimum of two Curriculum nights in the surrounding community within our zone footprint; conduct a training series on "Conscious Discipline for Community"; Hartsfield SAC to host a Fall Community Town Hall gathering; and conduct a Parent and Family Engagement Conference at the beginning of 2020 which are all in alignment with our Title I Parent and Family Engagement Plan. 3. Develop and conduct a School Climate Survey for parents and community members to evaluate our engagement strategies and obtain feedback on how to more efficiently connect to our school and community constituent base.
Person Responsible	Rhonda Blackwell-Flanagan (flanaganr@leonschools.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students

The School Advisory Council of Hartsfield Elementary School serves in an advisory capacity in the process of improving school programs. They have the opportunity to provide input on the planning, review, and improvement of Title I programs and how funds for Parent and Family Engagement will be allocated. The PTO which provides support to school programs and functions in the best interest of students and teachers.
At the beginning of the school year, an Annual Title I Meeting will be held in conjunction with Open House. This meeting will take place on September XX, 2019. Parents will receive information on the purpose, requirements and the benefits of being a Title I School. Feedback will be provided through the use of parent feedback forms as well as the spring Title I surveys.
The school will also utilize lead classroom parents to help with inviting parents to participate in school activities. Lead parents will be oriented as to their role in ensuring that parents are informed about upcoming events and coordinating activities within the classroom. Lead parents will email invitations, make telephone calls and communicate with parents to share information about upcoming school events.
Parents on a contact list will opt in for communication from the lead parent at the Back to School Orientation or through communication with the teacher.

In addition, the school will broaden its concept of parent engagement to include not only volunteer efforts and participation in activities on our campus, but also volunteer efforts that can be carried out at home and participation in activities that the school will host in the community.

For more information on Hartsfield's Parent Involvement Plan see attachement linked to a. PFEP Link.

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

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

The educational environment presents unique opportunities to help children address life challenges that can create barriers to learning and teaching. Hartsfield's mission is to create a safe place for students physically, academically, socially, and emotionally through support structures and programs. The supports that are in place for students include an on-campus behavioral specialist, access to mental health services through a referral process, emphasis on early intervention through the MTSS process, an ongoing Stop Now and Plan (SNAP) program, engaging families, incorporating positive behavioral supports, and including social-emotional learning in daily instruction. Through the Conscious Discipline platform use of a Brain Smart Start, students are taught social emotional skills to aid in self-

regulation and to facilitate peer-to-peer connections. In addition, bullying is clearly defined so that students can identify instances of bullying and report them to school personnel in an effort to promote a safe and respectful learning environment. In an effort to sustain a Trauma Informed Environment, Hartsfield will share with families information about the focus for the daily social-emotional instruction and best practices to incorporate at home.

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

Conferences are held with the MTSS Problem Solving Team for all Pre-Kindergarten special needs students transitioning to Kindergarten, 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. 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.

All students are assessed within the areas of basic skills, school readiness, oral language/ syntax, print and letter knowledge, and phonological awareness/processing. Screening data will be collected and aggregated prior to September 2018 and will be used to plan daily academic, social, and emotional instruction for all students and for groups of students or individual students who may need intervention beyond the core instruction. Social skills instruction will occur daily using the SNAP Program for 1st -5th grade, the implementation of Conscious Discipline across all grade levels, Trauma-Informed strategies, and character education through Guidance classes, will be reinforced throughout the day using common language, re-teaching, and positive reinforcement of social behavior.

All 5th grade students transitioning to middle school are taken on a field trip to our the main feeder school where they are provided with information and expectations about middle school from the middle school staff and administration.

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 implements 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 problem solving team comprised of Administrations, Classroom Teacher, Psychologist, Social Worker. Referreral coordinator, Behavioral Specialist will also collaborate regularly, problem solve, share effective practices, evaluate implementation of prescribed interventions, and make further decisions as needed.

The administration conducts ongoing needs assessment by examining student data to determine areas of need and gaps in learning for students across all grade levels. The administration continuously evaluates funding and resources available, the expertise and skills of personnel, and appropriates funding that will serve the needs of students in the school.

Monthly Administration meetings ensure collaboration and coordination between the school and the district office: Title I 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 I Academic Coordinator and Title I/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.

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

The school will integrate a day of dialogue and panel discussion to increase awareness for grades 4-5 in the second semester. Additionally, guest lecturers from various careers will be invited to speak in 4th and 5th grade classes.

Part V: Budget

1	III.A	Areas of Focus: Math Proficiency: 49% of 3rd-5th grade matched and qualified students scored at the proficient level (Level 3, 4, or 5) on the 2018-2019 Math FSA, which is a 4% increase in proficiency from the 2017-2018 Math FSA.	$0.00
2	III.A	Areas of Focus: Science Proficiency: 37% of 5th grade students scored at the proficient level (Level 3, 4, or 5) on the 2018-2019 Florida Statewide Science Assessment (FSSA), which is a 3% decrease in proficiency from the 2017-2018 Science FSSA.	$0.00
3	III.A	Areas of Focus: ELA Proficiency: 32% of 3rd-5th grade students were proficient (Level 3, 4, or 5) in ELA on the 2018-2019 FSA, which is a 7% decrease in proficiency from the 2017-2018 ELA FSA.	$0.00
4	III.A	Areas of Focus: Bottom 25% Math Learning Gains: 59% of our 4th and 5th grade students in the lowest 25th percentile made learning gains on the 2018-2019 Math FSA, which is a 40% increase in learnings gains from the 2017-2018 Math FSA.	$0.00
5	III.A	Areas of Focus: Bottom 25% ELA Learning Gains: 57% of our 4th and 5th grade student in the lowest 25th percentile made learning gains on the 2018-2019 ELA FSA, which is a 22% increase in learning gains from the 2017-2018 ELA FSA	$0.00
6	III.A	Areas of Focus: Parent and Community Engagement	$0.00
		Total:	$1,800.00