

## Reflection Report - Recorded On:

**G1.** At least 75 percent of the students in the bottom quartile will show a learning gain in math.

**The goal has not been achieved.**

**Desired progress is being made to accomplish the goal.**

**Evidence:**

Grade level team monitor grades on standards-based instruction. This data indicate that some students are achieving mastery on taught material, and students not meeting mastery are receiving small group instruction from the District Math Curriculum Developer. Additional small group instruction is provided by the teacher on a weekly basis on math intervention day. The grade level teams have additionally designed a revised lesson delivery model that provides the small group instruction at the top of the lesson instead of at the end to better prepare/preteach the concepts students will have to master. These groups are fluid in that any student who the teacher feels may need this support will be included in this instruction. The remainder of the class is divided into 2 groups that are working independently or provided with challenge/enrich materials.

**G1.B1** Students lack the background knowledge of basic math facts and mathematical properties, which creates a need for one-on-one and small group learning, as well as increased support in the classroom.

**This barrier has been reduced.**

**Evidence:**

Students practice math fluency daily to prevent computation mistakes that often impede students being able to master more complex skills such as multiplying and dividing decimals or determining equivalent fractions.

**The original strategies for this barrier are being implemented with fidelity as designed**

**Evidence:**

Teachers participate in extended common planning with a focus on math every other week to better implement the core curriculum. Small group instruction occurs daily at the beginning of each math lesson, which is different than previous implementation.

Small group instruction is planned based on student performance on classroom assessments and group membership is fluid. Additional time has been secured for this intervention through modification of the master schedule.

FSU volunteers are providing assistance in fifth grade classroom to support student work during small group instruction.

**G1.B2** Many of our students lack self-regulation skills that affect their capacity to stay focused in the learning environment

**This barrier has seen no change.**

**The original strategies for this barrier are being implemented with fidelity as designed**

**Evidence:**

The Classroom Behavior Specialist has been facilitating social skills groups using the Zones of Regulation curriculum to help students develop self-regulating skills. Students involved in the social skills groups have shown improvement based on teacher reflection and reason for the referrals has decreased in severity due to the Classroom Behavior Specialist intervening before a referral is necessary. The Classroom Behavior Specialist coordinates referrals to the SNAP program and serves as a liaison between the parents and this organization.

Students receiving only the Morning Meeting Curriculum developed by the Trauma Coordinator have not shown improvement in demonstrating self-regulating behaviors at school. Therefore, administration and the Classroom Behavior Specialist and the Trauma Coordinator are working to develop an early intervention behavior skills program to self-regulating skills. This program once developed will be implemented through the primary grades.

**G1.B3** Many of our students are challenged to meet performance targets due to attendance mobility.

**This barrier has been reduced.**

**Evidence:**

The number of students receiving level 3 attendance warning has decreased from 12 in December to 4 in March. Attendance conferences have been held with the parents, guidance counselor, classroom teacher, school administrator, and school social worker. A plan is created to support the families and social services are identified such as clothing, food, and transportation concerns. School outreach like this deter school mobility. More work is needed to create a matrix that prepopulates the multiple data points needed to make meaningful decisions for the whole child based on the Early Warning Systems. At this point attendance, behavior, and academic performance are monitored through separate systems and are intervened by different school personnel with the classroom teacher being the constant. The school-based Trauma Coordinator has been tasked with working to develop a process to more easily and quickly identify these at-risk students to improve student outcomes.

**The original strategies for this barrier are being implemented with fidelity as designed**

**Evidence:**

Due to the sporadic attendance patterns, the Classroom Behavior Specialist has developed a check-in process with these students to build another positive relationship with an adult on campus that will lead to more positive outcomes in school.

**G2.** At least 50 percent of students in the bottom quartile will show a learning gain in reading.

**The goal has not been achieved.**

**Desired progress is being made to accomplish the goal.**

**Evidence:**

Progress monitoring data provided by the district indicates the following percentages of students are projected to make learning gains: 100% of third grade; 41% of fourth grade; 57% of fifth grade. This information is based off the January administration of the STAR assessment correlated to the percentile ranking for the FSA levels. This information has been taken into consideration with Wonders scores, SM9, and teacher input.

**G2.B1** Majority of students start the school year working below grade level, which creates a need for one-on-one and small group learning as well as increased support in the classroom.

**This barrier has been reduced.**

**Evidence:**

Each administration of the STAR reading assessment indicates growth between the data sets. The students not making the growth based on Wonders, SM9, and teacher input were provided with additional small group instruction delivered by the district support team. Additional support for standards-based planning has been dedicated to the second grade teacher team to best prepare students and to increase the length of time students have to develop the skills required to be proficient.

**The original strategies for this barrier are being implemented with fidelity as designed**

**Evidence:**

Additional small group instruction targeted to intervene for specific reading skill deficiencies are in place and data is routinely progress monitored. Students not appropriately responding to this level of

intervention have been referred to the MTSS team to be evaluated for additional services from ESE. Additional mentors have been recruited to assist with providing motivation and support to students.

**G2.B2** Students have a wide variety of skill levels in a classroom.

**The original strategies for this barrier are not being implemented with fidelity as designed**

**G2.B3** For students to get daily reading practice at their functional/independent level, an intensive effort to encourage and challenge students is required.

**The original strategies for this barrier are not being implemented with fidelity as designed**

**G2.B4** Many of our students lack self-regulation skills which affects their capacity to stay focused in the learning environment.

**This barrier has seen no change.**

**The original strategies for this barrier are being implemented with fidelity as designed**

**Evidence:**

The Classroom Behavior Specialist has been facilitating social skills groups using the Zones of Regulation curriculum to help students develop self-regulating skills. Students involved in the social skills groups have shown improvement based on teacher reflection and reason for the referrals has decreased in severity due to the Classroom Behavior Specialist intervening before a referral is necessary. The Classroom Behavior Specialist coordinates referrals to the SNAP program and serves as a liaison between the parents and this organization.

Students receiving only the Morning Meeting Curriculum developed by the Trauma Coordinator have not shown improvement in demonstrating self-regulating behaviors at school. Therefore, administration and the Classroom Behavior Specialist and the Trauma Coordinator are working to develop an early intervention behavior skills program to self-regulating skills. This program once developed will be implemented through the primary grades.

**G3.** At least 50 percent of our students will be proficient on the English Language Arts area on the FSA.

**The goal has not been achieved.**

**Desired progress is being made to accomplish the goal.**

**Evidence:**

Using progress monitoring data, we are currently at 36 percent of 3rd, 4th, and 5th graders at the proficiency level determined by the state assessment. This most recent number has dipped from the January data that indicated 46 percent of intermediate students. This information has been taken into consideration with Wonders scores, SM9, and teacher input. In response to this information, additional small group instruction is being provided to students not yet meeting the mark. The rationale behind this is to increase the time that students are spending with this intervention to improve the rate of response.

**G3.B1** Majority of students start the school year working below grade level, which creates a need for one-on-one and small group learning as well as increased support in the classroom.

**This barrier has been reduced.**

**Evidence:**

The percent of students at each grade level that have met the target has increased from the beginning of the year to this present point.

**The original strategies for this barrier are being implemented with fidelity as designed**

**Evidence:**

Classroom observations are completed minimally once a week to monitor the fidelity of the small group implementation and students performance data is monitored weekly to determine the effectiveness of the strategy.

**G3.B2** Students have a wide variety of skill levels in a classroom.

**This barrier has seen no change.**

**The original strategies for this barrier are being implemented with fidelity as designed**

**Evidence:**

Classroom observations are completed minimally once a week to monitor the fidelity of small group implementation that best supports a classroom setting with various skill levels and student performance data is monitored weekly to determine the effectiveness of the strategy. There is no substantial change in the skill levels in the classroom because as the lower performing students are receiving instruction the higher performing students are keeping pace with the required rate of learning.

**G3.B3** For students to get daily reading practice at their functional/independent level, an intensive effort to encourage and challenge them is required.

**This barrier has been reduced.**

**Evidence:**

Daily time for reading an AR book of the student's choice is built into the reading block and monitored during bi-weekly data chats that teachers hold with students.

**The original strategies for this barrier are being implemented with fidelity as designed**

**Evidence:**

The percentage of AR quizzes being taken and passed is increasing.

**G3.B4** Many of our students lack self-regulation skills which affects their capacity to stay focused in the learning environment.

**This barrier has seen no change.**

**The original strategies for this barrier are being implemented with fidelity as designed**

**Evidence:**

The Classroom Behavior Specialist has been facilitating social skills groups using the Zones of Regulation curriculum to help students develop self-regulating skills. Students involved in the social skills groups have shown improvement based on teacher reflection and reason for the referrals has decreased in severity due to the Classroom Behavior Specialist intervening before a referral is necessary. The Classroom Behavior Specialist coordinates referrals to the SNAP program and serves as a liaison between the parents and this organization.

Students receiving only the Morning Meeting Curriculum developed by the Trauma Coordinator have not shown improvement in demonstrating self-regulating behaviors at school. Therefore, administration and the Classroom Behavior Specialist and the Trauma Coordinator are working to develop an early intervention behavior skills program to self-regulating skills. This program once developed will be implemented through the primary grades, although the interventions will need more time to show them as effective.

Additionally, a group of students have been referred to the Program Specialist for Behavior that more intensive support; the role of this person is to observe the classroom, offer a behavior support plan, support the classroom teacher and key people working with the student, and monitor the effectiveness of the intervention.

**G3.B5** Many of our students are challenged with meeting performance targets due to attendance and mobility.

**This barrier has been reduced.**

**Evidence:**

The number of students receiving level 3 attendance warning has decreased from 12 in December to 4 in March. Attendance conferences have been held with the parents, guidance counselor, classroom teacher, school administrator, and school social worker. A plan is created to support the families and

social services are identified such as clothing, food, and transportation concerns. School outreach like this deter school mobility. More work is needed to create a matrix that prepopulates the multiple data points needed to make meaningful decisions for the whole child based on the Early Warning Systems. At this point attendance, behavior, and academic performance are monitored through separate systems and are intervened by different school personnel with the classroom teacher being the constant. The school-based Trauma Coordinator has been tasked with working to develop a process to more easily and quickly identify these at-risk students to improve student outcomes.

**The original strategies for this barrier are being implemented with fidelity as designed**

**Evidence:**

Due to the sporadic attendance patterns, the Classroom Behavior Specialist has developed a check-in process with these students to build another positive relationship with an adult on campus that will lead to more positive outcomes in school.

**G4.** At least 50 percent of our students will be proficient in the area of math on the FSA.

**The goal has not been achieved.**

**Desired progress is not being made to accomplish the goal.**

**Barriers:**

**G4.B1** Students lack the background knowledge of basic math facts and mathematical properties, which creates a need for one-on-one and small group learning, as well as increased support in the classroom.

**This barrier has been reduced.**

**Evidence:**

3rd and 4th grade have seen a positive response to intervention and instruction. 5th data has not shown the positive response so schedule allowing for more small group time with the district support math person has been developed and implemented.

**The original strategies for this barrier are being implemented with fidelity as designed**

**Evidence:**

Classroom observations are completed minimally once a week to monitor the fidelity of the small group implementation and students' performance data is monitored weekly to determine the effectiveness of the strategy.

The plans for the small group instruction for 5th grade is focused on the specific math competencies with the pace of instruction adjusted so that students can achieve mastery.

**G4.B2** Many of our students lack self-regulation skills that affect their capacity to stay focused in the learning environment.

**This barrier has seen no change.**

**The original strategies for this barrier are being implemented with fidelity as designed**

**Evidence:**

The Classroom Behavior Specialist has been facilitating social skills groups using the Zones of Regulation curriculum to help students develop self-regulating skills. Students involved in the social skills groups have shown improvement based on teacher reflection and reason for the referrals has decreased in severity due to the Classroom Behavior Specialist intervening before a referral is necessary. The Classroom Behavior Specialist coordinates referrals to the SNAP program and serves as a liaison between the parents and this organization.

Students receiving only the Morning Meeting Curriculum developed by the Trauma Coordinator have not shown improvement in demonstrating self-regulating behaviors at school. Therefore, administration and the Classroom Behavior Specialist and the Trauma Coordinator are working to develop an early intervention behavior skills program to self-regulating skills. This program once

developed will be implemented through the primary grades , although the interventions will need more time to show them as effective.

**G4.B3** Many of our students are challenged with meeting performance targets due to attendance and mobility.

**This barrier has been reduced.**

**Evidence:**

The number of students receiving level 3 attendance warning has decreased from 12 in December to 4 in March. Attendance conferences have been held with the parents, guidance counselor, classroom teacher, school administrator, and school social worker. A plan is created to support the families and social services are identified such as clothing, food, and transportation concerns. School outreach like this deter school mobility.

**The original strategies for this barrier are being implemented with fidelity as designed**

**Evidence:**

Due to the sporadic attendance patterns, the Classroom Behavior Specialist has developed a check-in process with these students to build another positive relationship with an adult on campus that will lead to more positive outcomes in school.

**G5.** 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

**The goal has not been achieved.**

**Desired progress is being made to accomplish the goal.**

**Evidence:**

Teacher classroom data reflects that students are at about 30 percent proficiency. The scope and sequence plans developed by the teacher span 3 years worth of content. The standards taught in 3rd and 4th grade must be reviewed and documented as mastered along with the standards specific to 5th grade.

**G5.B1** Students have limited background knowledge in the area of science, which creates a need for one-on-one and small group learning as well as increased support in the classroom.

**This barrier has seen no change.**

**The original strategies for this barrier are not being implemented with fidelity as designed**

**G5.B2** Many of our students lack self-regulation skills that affect their capacity to stay focused in the learning environment.

**This barrier has seen no change.**

**The original strategies for this barrier are being implemented with fidelity as designed**

**Evidence:**

The Classroom Behavior Specialist has been facilitating social skills groups using the Zones of Regulation curriculum to help students develop self-regulating skills. Students involved in the social skills groups have shown improvement based on teacher reflection and reason for the referrals has decreased in severity due to the Classroom Behavior Specialist intervening before a referral is necessary. The Classroom Behavior Specialist coordinates referrals to the SNAP program and serves as a liaison between the parents and this organization.

Students receiving only the Morning Meeting Curriculum developed by the Trauma Coordinator have not shown improvement in demonstrating self-regulating behaviors at school. Therefore, administration and the Classroom Behavior Specialist and the Trauma Coordinator are working to develop an early intervention behavior skills program to self-regulating skills. This program once

developed will be implemented through the primary grades , although the interventions will need more time to show them as effective.

**G5.B3** Many of our students are challenged with meeting performance targets due to attendance and mobility.

**This barrier has been reduced.**

**Evidence:**

The number of students receiving level 3 attendance warning has decreased from 12 in December to 4 in March. Attendance conferences have been held with the parents, guidance counselor, classroom teacher, school administrator, and school social worker. A plan is created to support the families and social services are identified such as clothing, food, and transportation concerns. School outreach like this deter school mobility. More work is needed to create a matrix that prepopulates the multiple data points needed to make meaningful decisions for the whole child based on the Early Warning Systems. At this point attendance, behavior, and academic performance are monitored through separate systems and are intervened by different school personnel with the classroom teacher being the constant. The school-based Trauma Coordinator has been tasked with working to develop a process to more easily and quickly identify these at-risk students to improve student outcomes.

**The original strategies for this barrier are being implemented with fidelity as designed**

**Evidence:**

Due to the sporadic attendance patterns, the Classroom Behavior Specialist has developed a check-in process with these students to build another positive relationship with an adult on campus that will lead to more positive outcomes in school.

**Additional Notes Regarding G5:**

The 3rd and 4th grade teams have designed science curriculum units centered on the standards that must be documented as mastered on the 5th grade science FSA. The 5th grade science expert has provided guidance and resources to use to best teach the standards and has offered guidance on the skills labs that will best promote mastery. Instead of occurring daily, the curriculum design has been unit based.

**G6.** In order to support understanding of scientific concepts by the end of their 5th grade year, our school goal is to incorporate STEM related experiences for students in grades 2-5 throughout the school year.

**The goal has not been achieved.**

**Desired progress is not being made to accomplish the goal.**

**Barriers:**

**G6.B1** Lack of trained personnel in STEMS standards

**This barrier has seen no change.**

**The original strategies for this barrier are being implemented with fidelity as designed**

**Evidence:**

Training with FCR-STEM for all teachers will be held in June.

**G6.B2** More highly effective personnel could better support the diverse learning needs of students.

**This barrier has seen no change.**

**The original strategies for this barrier are being implemented with fidelity as designed**

**Evidence:**

All budgets have been dedicated to teaching units or to student support personnel.

**G6.B3** Many of our students are challenged with meeting performance targets due to attendance and mobility.

**This barrier has been reduced.**

**Evidence:**

The number of students receiving level 3 attendance warning has decreased from 12 in December to 4 in March. Attendance conferences have been held with the parents, guidance counselor, classroom teacher, school administrator, and school social worker. A plan is created to support the families and social services are identified such as clothing, food, and transportation concerns. School outreach like this deter school mobility.

**The original strategies for this barrier are being implemented with fidelity as designed**

**Evidence:**

Due to the sporadic attendance patterns, the Classroom Behavior Specialist has developed a check-in process with these students to build another positive relationship with an adult on campus that will lead to more positive outcomes in school.

**Additional Notes Regarding G6:**

While we have not achieved our goal of increasing STEM related activities, Hartsfield has maintained the number of STEM related activities as in previous years.

**G7.** To effectively identify and intervene when students are indicating early warning signs that may lead to high absenteeism and academic failure

**The goal has not been achieved.**

**Desired progress is being made to accomplish the goal.**

**Evidence:**

The Trauma Coordinator is developing a system that can be used to track the various data points under the early warning systems umbrella. At this point, attendance, grades, and behaviors are monitored through separate systems. The goal is to have all of this information in one easy to discern template/database so that more effective decisions can be made to support students.

**G7.B1** Parents may not have had a positive personal experience with school and avoid attending meetings and other modes of communication.

**This barrier has seen no change.**

**The original strategies for this barrier are being implemented with fidelity as designed**

**Evidence:**

Parent sign-in sheets are collected by the Parent Liaison at two events that have been scheduled this school year. The positive non-academic event was held at Orange Avenue apartments and parents attended to listen to FSU Professor speak to the impact that reading had on his life. A second event has been the Classroom Lunch experience where parents were invited to come enjoy lunch with their child and their child's teacher. Both events were designed to promote positive relationships with parents and the school.

The before school morning activities have been redesigned with the opportunity to have students participate in preferred activities such as drawing, talking with their friends, being read to etc. instead of a skill building task so that students will look to school as a safe and pleasant place.

**G7.B2** Students who feel overburdened and discouraged by the volume and rigor of the academic work may develop a negative association with school and avoid attending or engaging in academic tasks.

**This barrier has seen no change.**

**The original strategies for this barrier are being implemented with fidelity as designed**



**Evidence:**

Classroom observations are completed minimally once a week to monitor the fidelity of the small group implementation, specific feedback, and use of engagement techniques. Students' performance data is monitored weekly to determine the effectiveness of the strategy.

**G7.B3 Support staff having access to Trauma Informed trainings**

**The original strategies for this barrier are not being implemented with fidelity as designed**

**G7.B4** General family instability and/or family disruptions due to health issues, financial issues, or other concerns can contribute to chronic absenteeism or truancy of the students in that family.

**This barrier has been reduced.**

**Evidence:**

The number of students receiving level 3 attendance warning has decreased from 12 in December to 4 in March. Attendance conferences have been held with the parents, guidance counselor, classroom teacher, school administrator, and school social worker. A plan is created to support the families and social services are identified such as clothing, food, and transportation concerns. School outreach like this deter school mobility.

**The original strategies for this barrier are being implemented with fidelity as designed**

**Evidence:**

The school registrar makes contact with each parent whose child's name appears on the tardy report to explain the impact that tardiness is having on their student. Additionally, the Classroom Behavior Specialist has developed a check-in process with these students to build another positive relationship with an adult on campus that will lead to more positive outcomes in school.