

Leon County Schools

Frank Hartsfield Elementary School



2018-19 School Improvement Plan

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Frank Hartsfield Elementary School

1414 CHOWKEEBIN NENE, Tallahassee, FL 32301

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	91%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	D	C	D	D*

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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

Hartsfield Elementary, as a member of the larger Leon County Schools, is an engaging, safe and respectful learning environment that embraces change, produces successful learners who value diversity and are conscientious contributors to our society and ensures each child will experience optimal social, emotional, academic and physical success through a challenging and progressive child-centered educational program and the implementation of the Conscious Discipline program.

School Leadership Team

Membership

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

Name	Title
Blackwell-Flanagan, Rhonda	Principal
Thompson, Lisa	Assistant Principal
Landrum, Michael	Dean
Elsaka, Wafa	Teacher, K-12
Oakley, Nancy	Teacher, K-12
Mathis, Gloria	Teacher, PreK
Clark, Tyler	Instructional Coach
Bastos, Suzan	Teacher, ESE
Dyer, Joanna	Teacher, K-12
Lynch, Tara	Instructional Coach
Reynolds, Erica	Teacher, K-12
Saar, Joanne	Teacher, K-12
Bethea, Tracey	Teacher, K-12
Betsey, Letashia	Teacher, K-12

Duties

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

Principal and Assistant 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.

Dean:

- Is an active and integral part of the administration team.
- Assists and supports the Principal and Assistant Principal through a wide variety of administration activities which include the oversight of facilities and transportation.
- Oversight of the School-wide Behavioral Support Plan and the newly implemented Conscience Discipline Plan.
- Identifies struggling students whose behavior adversely affects their academics and works with MTSS team to determine whether additional interventions and/or services are needed.
- Oversees school-wide security, transportation and attendance.

Team Leaders:

- 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.

Instructional Coaches:

- 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.

Early Warning Systems

Year 2017-18

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
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 identified by the system as exhibiting two or more early warning indicators:

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

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	14	0	0	0	0	0	0	0	0	0	14
Retained Students: Previous Year(s)	0	0	0	1	0	0	0	0	0	0	0	0	0	1

Date this data was collected

Sunday 7/15/2018

Year 2016-17 - 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	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	3	1	1	10	4	3	0	0	0	0	0	0	0	22
Course failure in ELA or Math	0	0	0	2	0	0	0	0	0	0	0	0	0	2
Level 1 on statewide assessment	0	0	0	19	20	17	0	0	0	0	0	0	0	56

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

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

Year 2016-17 - 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	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	3	1	1	10	4	3	0	0	0	0	0	0	0	22
Course failure in ELA or Math	0	0	0	2	0	0	0	0	0	0	0	0	0	2
Level 1 on statewide assessment	0	0	0	19	20	17	0	0	0	0	0	0	0	56

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

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

Part II: Needs Assessment/Analysis

Assessment & Analysis
 Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Based on 2017-2018 FSA Data for Hartsfield, the Lowest 25th Percentile making learning gains is the lowest performed data component. For the 2017-2018 Math FSA, 19% of the Lowest 25th Percentile of 3rd-5th grade students at Hartsfield made a learning gain. This is not a trend.

Which data component showed the greatest decline from prior year?

Based on 2017-2018 FSA Data for Hartsfield, the Lowest 25th Percentile making learning gains is the area that declined the greatest from the prior year. In FSA Math, the Lowest 25th Percentile making learning gains for 2016-17 was 46% and the Lowest 25th Percentile making learning gains for 2017-18 was 19%, this is a 27% decrease.

Which data component had the biggest gap when compared to the state average?

Based on 2017-2018 FSA Data for Hartsfield. Math Proficiency Achievement (FSA Level 3, 4 or 5) is the area that had the biggest gap when compared to the State's Proficiency levels. Hartsfield's Math Achievement is at 45% Proficiency. The State's Math Achievement is 62%, which is a 17% gap in Proficiency.

Which data component showed the most improvement? Is this a trend?

Based on 2017-2018 Florida Statewide Science Assessment, Science Proficiency (Level 3, 4, or 5) is the data component that showed the most improvement. This is not a trend. The 2016-17 Science Proficiency was at 33% and for the 2017-18 school year, Science proficiency increased to 40%, which is a 7% increase in Proficiency.

Describe the actions or changes that led to the improvement in this area

Monthly progress monitoring of Think Central Reports, in school field trips with High Touch, High Tech, and student performance on classroom assessments.

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	2018			2017		
	School	District	State	School	District	State
ELA Achievement	39%	57%	56%	40%	59%	55%
ELA Learning Gains	39%	53%	55%	49%	57%	57%
ELA Lowest 25th Percentile	35%	46%	48%	60%	51%	52%
Math Achievement	45%	61%	62%	47%	61%	61%

School Grade Component	2018			2017		
	School	District	State	School	District	State
Math Learning Gains	48%	55%	59%	58%	58%	61%
Math Lowest 25th Percentile	19%	40%	47%	46%	47%	51%
Science Achievement	40%	52%	55%	33%	51%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	10 (0)	21 (0)	13 (0)	15 (0)	8 (0)	13 (0)	80 (0)
One or more suspensions	0 (3)	0 (1)	0 (1)	0 (10)	0 (4)	0 (3)	0 (22)
Course failure in ELA or Math	0 (0)	0 (0)	2 (0)	23 (2)	15 (0)	22 (0)	62 (2)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	10 (19)	16 (20)	33 (17)	59 (56)

Grade Level Data

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

Subgroup Data

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 2016-17	C & C Accel 2016-17
WHT	79	50		79							
BLK	35	38	34	42	47	19	38				
SWD	21	42	43	26	50	27	27				
FRL	31	36	37	35	44	20	35				

2017 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
WHT	86	70		71	80						
BLK	35	47	60	43	56	44	28				
SWD	10	27		10	40	38					
FRL	34	48	57	41	50	35	30				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title FSA Math/Florida Statewide Science Assessment

45% of 3rd-5th grade students scored at the proficient level (Level 3, 4, or 5) on the 2018 Math FSA, which is a 2% decrease in proficiency from the 2016-2017 Math FSA. The goal for the 2018-2019 school year is that 47% of students in 3rd-5th grades will score at the proficient level on the 2019 Math FSA. The goal to target the proficiency level from the 2017 school year is reasonable and would place us on the trajectory to improving our school grade.

Rationale

40% of 5th grade students scored at the proficient level (Level 3, 4, or 5) on the 2017-2018 Florida Statewide Science Assessment (FSSA), which is a 7% increase in proficiency from the 2016-2017 Science FSSA). The goal for the 2018- 2019 school year is that 42% of students in 5th grade will score at the proficient level on the 2018-2019 FSSA. The rationale to make small increments toward improving Science proficiency is reasonable and obtainable considering our trend in Science proficiency over the past year.

Intended Outcome

The goal for the 2018- 2019 school year is that 47% of students in 3rd-5th grade will be proficient (Level 3, 4, or 5) on the 2018-2019 Math FSA.

The goal for the 2018-2019 school year is that 42% of students in 5th grade will score will be proficient (Level 3, 4, or 5) on the 2018-2019 Florida Statewide Science Assessment.

Point Person

Rhonda Blackwell-Flanagan (flanaganr@leonschools.net)

Action Step

Using classroom and school data, a Math/Science Instructional Coach will 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. The Math/Science Instructional Coach will work with teachers to increase the proficiency level of all students and will target students in the lowest 25th percentile in Math and work with these students to increase math fluency, science concepts and problem solving skills. In addition, under the direction of administration, the Instructional Coaches will oversee the push-in assistance throughout the day by five highly qualified paraprofessionals. They will be trained and will push in and conduct small group intervention for 3rd, 4th and 5th grade math groups.

Description

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.

Formative and Summative Assessments reports, and RTI meeting data will be used to help drive instructional decisions. Acaletics Math Program will used in classrooms to help math fluency for struggling students. Student data will be analyzed on a weekly basis. District Data Coaches for both math and science 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 goals.

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

Plan to Monitor Effectiveness

Description Progress monitoring will continue monthly beginning 8/13/18 to 5/31/19. We will have weekly "Data Drive-ins" where Administration, Instructional Coaches, and Teachers will meet to discuss and analyze data, instructional best practices, and planning.

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

Activity #2

Title FSA ELA Proficiency

Rationale 39% of 3rd-5th grade students were proficient (Level 3, 4, or 5) in ELA on the 2017-2018 FSA, which is a 1% decrease in proficiency from the 2016-2017 ELA FSA. The goal for the 2018-2019 school year is that 42% of 3rd-5th grade students will be proficient in ELA on the 2018-2019 FSA. When looking at the trend in ELA proficiency scores over the past two years, the goal is reasonable and achievable.

Intended Outcome The goal for the 2018-2019 school year is that 42% of 3rd-5th grade students will be proficient in ELA on the 2018-2019 FSA.

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

Action Step

Using classroom and school data, five highly qualified paraprofessionals will work with 3rd, 4th and 5th grade students and 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. Under the direction of Administration, the Instructional Coaches will oversee the school-wide intervention block and the push-in assistance throughout the day by the paraprofessionals and other faculty and staff. They will be trained to conduct small group intervention for 3rd, 4th and 5th grade reading groups.

Description 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.

Wonders Formative and Summative Assessments, AR, AimsWeb, STAR, and iReady data will be used to help drive instructional decisions. In addition, a District ELA Data Coach along with 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 goals.

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

Plan to Monitor Effectiveness

Description Progress monitoring will continue monthly beginning 8/13/18 to 5/31/19. We will have weekly "Data Drive-ins" where Administration, Instructional Coaches, and Teachers will meet to discuss data, instructional best practices, and planning.

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

Activity #3

Title FSA Math Lowest 25th Percentile

Rationale 19% of our 4th and 5th grade students in the lowest 25th percentile made learning gains on the 2017- 2018 Math FSA, which is a 27% decrease in learnings gains from the 2016-2017 Math FSA. The goal for the 2018-2019 school year is that 46% of our matched retained 3rd grade students and our 4th and 5th grade students in the lowest 25th percentile will make a learning gain. With increased resources (Instructional Coaches, Para-professionals, and resources for learning) this goal is reasonable and achievable.

Intended Outcome The goal for the 2018-2019 school year is that 46% of Hartsfield's bottom 25% percentile of matched students for our retained 3rd grade students and our 4th and 5th grade students will make learning gains on the 2018-2109 Math FSA.

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

Action Step

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 Assessments and ThinkCentral data will be used to help drive decisions. 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. In addition, under the direction of Administration, the Instructional Coaches will oversee the push-in assistance throughout the day by five highly qualified paraprofessionals. They will be trained and will push in and conduct small group intervention for 3rd, 4th and 5th grade math groups.

Description 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.

Formative and Summative Assessments reports, and RTI meetings data will be used to help drive instructional decisions. Acaletics Math Program will be used in classrooms to help math fluency for struggling students. Student data will be analyzed on a weekly basis. A District Math Data Coach 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 goals.

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

Plan to Monitor Effectiveness

Description Progress monitoring will continue monthly beginning 8/13/18 to 5/31/19. We will have weekly "Data Drive-ins" where administration, coaches, and teachers will meet to discuss data, instructional best practices, and planning.

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

Activity #4	
Title	FSA ELA Lowest 25% Percentile
Rationale	35% of our 4th and 5th grade student in the lowest 25th percentile made learning gains on the 2018 ELA FSA, which is a 25% decrease in learning gains from the 2017 ELA FSA. The goal for the 2018-2019 school year is that 45% of our lowest 25th percentile matched students of retained 3rd graders and 4th and 5th grade will make learning gains on the 2019 ELA FSA. 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.
Intended Outcome	The goal for the 2018-2019 school year is that 45% of our lowest 25th percentile matched students who were retained in the 3rd grade and the 4th and 5th grade students will make learning gains on the 2018-2019 ELA FSA.
Point Person	Rhonda Blackwell-Flanagan (flanaganr@leonschools.net)
Action Step	
Description	<p>We are departmentalizing our 3rd, 4th and 5th grade students and adding a school-wide intervention block which will be held every 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. In addition, under the direction of Administration and oversight of the Instructional Coaches, five highly qualified paraprofessional will be dedicated to our 3rd – 5th grade classes and will conduct small group interventions for 3rd, 4th and 5th grade reading groups.</p> <p>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.</p> <p>Wonders Formative and Summative Assessments, AR, AimsWeb, STAR, and iReady data will be used to help drive instructional decisions. In addition, a District ELA Data Coach along with 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 goals.</p>
Person Responsible	Rhonda Blackwell-Flanagan (flanaganr@leonschools.net)
Plan to Monitor Effectiveness	
Description	Progress monitoring will continue monthly beginning 8/13/18 to 5/31/19. We will have weekly "Data Drive-ins" where administration, coaches, and teachers will meet to discuss data, instructional best practices, and planning.
Person Responsible	Rhonda Blackwell-Flanagan (flanaganr@leonschools.net)

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

See Parent Involvement Plan

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	
Total:	\$218,405.00