

Leon County Schools

Frank Hartsfield Elementary School



2021-22 Schoolwide 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: 8/30/2017

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)	<i>[Data Not Available]</i>
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 Grades History	2018-19: C (47%) 2017-18: D (38%) 2016-17: C (48%) 2015-16: D (35%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
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.

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, position title, and job duties/responsibilities for each member of the school leadership team.:

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Name	Title	Job Duties and Responsibilities
Blackwell-Flanagan, Rhonda	Principal	<p>Provide a common vision for the use of data-based decision making and high-yield instructional strategies. These are discussed routinely in common planning meetings and monthly professional development workshops. The workshops are designed in collaboration with district-level experts in the field and team leaders to ensure that the needs of our students are addressed.</p> <ul style="list-style-type: none"> • 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	<p>Work with the principal to provide a common vision for the use of data-based decision making and high-yield instructional strategies. These are</p>

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Name	Title	Job Duties and Responsibilities
		<p>discussed routinely in common planning meetings and monthly professional development workshops. The workshops are designed in collaboration with district-level experts in the field and team leaders to ensure that the needs of our students are addressed.</p> <ul style="list-style-type: none"> • Assist the principal in recruiting and retaining 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

Mustapha, Bomani Dean

- Processing referrals and parent conferences
- Oversight of OFI
- Attendance Procedures Follow-up
- Collaboration and teacher support with behavior modification strategies
- Push-in classroom behavior support
- Documentation of FBA

Name	Title	Job Duties and Responsibilities
Clark, Tyler	Instructional Coach	<p>Directly participates in and facilitates student data collection and provides analysis of student data.</p> <ul style="list-style-type: none"> • 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. <p>Primary Years Program Coordinator</p>

Lynch, Tara	Instructional Coach	<p>Ms. Lynch is an Instructional Coach and Referral Coordinator</p> <ul style="list-style-type: none"> • 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. • Schedules and facilitates MTSS meetings. <p>Acts as support personnel and a liaison for parents and LCS team members.</p> <ul style="list-style-type: none"> • Manages Section 504 requests and existing plans.
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Name	Title	Job Duties and Responsibilities
Peltier, Mary Jo	Instructional Media	Disseminates information from school administration, problemsolving school issues, and present grade level specific concerns. <ul style="list-style-type: none"> • 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.
Mathis, Gloria	Teacher, PreK	Disseminates information from school administration, problem solving school issues, and present grade level specific concerns. <ul style="list-style-type: none"> • Provides information about core instruction. • Actively participates in student data collection. • Collaborates with other staff to ens
Reynolds, Erica	Teacher, K-12	Disseminates information from school administration, problemsolving school issues, and present grade level specific concerns. <ul style="list-style-type: none"> • Provides information about core instruction. • Actively participates in student data collection. • Collaborates with other staff to ens
Oakley, Nancy	Teacher, K-12	Disseminates information from school administration, problemsolving school issues, and present grade level specific concerns. <ul style="list-style-type: none"> • Provides information about core instruction. • Actively participates in student data collection. • Collaborates with other staff to ens
Howard, Vernisha	Teacher, K-12	Disseminates information from school administration, problemsolving school issues, and present grade level specific concerns. <ul style="list-style-type: none"> • Provides information about core instruction. • Actively participates in student data collection. • Collaborates with other staff to ens

Name	Title	Job Duties and Responsibilities
Pratt, Annalise	Teacher, K-12	Disseminates information from school administration, problemsolving school issues, and present grade level specific concerns. <ul style="list-style-type: none"> • Provides information about core instruction. • Actively participates in student data collection. • Collaborates with other staff to ens
Saar, Joanne	Teacher, K-12	Disseminates information from school administration, problemsolving school issues, and present grade level specific concerns. <ul style="list-style-type: none"> • Provides information about core instruction. • Actively participates in student data collection. • Collaborates with other staff to ens

Demographic Information

Principal start date

Wednesday 8/30/2017, Rhonda Blackwell Flanagan

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

4

Total number of teacher positions allocated to the school

33

Total number of students enrolled at the school

333

Identify the number of instructional staff who left the school during the 2020-21 school year.

7

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

8

Demographic Data

Early Warning Systems

2021-22

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

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

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

The number of students identified as retainees:

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

Date this data was collected or last updated

Monday 8/30/2021

2020-21 - 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	
Number of students enrolled	83	63	68	64	57	59	0	0	0	0	0	0	0	394
Attendance below 90 percent	21	11	12	19	14	8	0	0	0	0	0	0	0	85
One or more suspensions	7	4	9	15	5	5	0	0	0	0	0	0	0	45
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	9	9	15	0	0	0	0	0	0	0	33
Level 1 on 2019 statewide Math assessment	0	0	0	6	6	11	0	0	0	0	0	0	0	23

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	3	0	2	9	6	6	0	0	0	0	0	0	0	26

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	3	10	5	9	0	0	0	0	0	0	0	0	0	27
Students retained two or more times	0	0	0	4	0	0	0	0	0	0	0	0	0	4

2020-21 - 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	
Number of students enrolled	83	63	68	64	57	59	0	0	0	0	0	0	0	394
Attendance below 90 percent	21	11	12	19	14	8	0	0	0	0	0	0	0	85
One or more suspensions	7	4	9	15	5	5	0	0	0	0	0	0	0	45
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	9	9	15	0	0	0	0	0	0	0	33
Level 1 on 2019 statewide Math assessment	0	0	0	6	6	11	0	0	0	0	0	0	0	23

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	3	0	2	9	6	6	0	0	0	0	0	0	0	26

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	3	10	5	9	0	0	0	0	0	0	0	0	0	27
Students retained two or more times	0	0	0	4	0	0	0	0	0	0	0	0	0	4

Part II: Needs Assessment/Analysis

School Data Review

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

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	34%	61%	-27%	58%	-24%
Cohort Comparison						
04	2021					
	2019	31%	57%	-26%	58%	-27%
Cohort Comparison		-34%				
05	2021					
	2019	32%	56%	-24%	56%	-24%
Cohort Comparison		-31%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	51%	63%	-12%	62%	-11%
Cohort Comparison						
04	2021					
	2019	50%	66%	-16%	64%	-14%
Cohort Comparison		-51%				
05	2021					
	2019	49%	61%	-12%	60%	-11%
Cohort Comparison		-50%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	36%	54%	-18%	53%	-17%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

First Grade: Reading - STAR Early Literacy; Math - i-Ready
 Second: Reading - STAR; Math - i-Ready
 Third-Fifth: Reading - STAR, Math - iReady;
 Fifth: Science - District Science Benchmark Assessment

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	26 / 46%	24 / 41%	24 / 57%
	Economically Disadvantaged	26 / 46%	24 / 41%	24 / 57%
	Students With Disabilities	5 / 50%	4 / 40%	4 / 40%
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	16 / 25%	12/ 19%	24/ 39%
	Economically Disadvantaged	16 / 25%	12/ 19%	24/ 39%
	Students With Disabilities	4/ 40%	2/ 20%	2/ 20%
	English Language Learners	N/A	N/A	N/A

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	22/ 42%	19 / 44%	20 / 44%
	Economically Disadvantaged	22/ 42%	19 / 44%	20 / 44%
	Students With Disabilities	2 / 29%	2 / 33%	2 / 33%
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	11 / 19%	13/ 21%	19/ 30%
	Economically Disadvantaged	11 / 19%	13/ 21%	19/ 30%
	Students With Disabilities	3/ 27%	2/ 18%	2/ 18%
	English Language Learners	1/ 100%	1/ 100%	1/ 100%
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	12 / 22%	16 / 34%	12 / 27%
	Economically Disadvantaged	12 / 22%	16 / 34%	12 / 27%
	Students With Disabilities	0 / 0%	0 / 0%	0 / 0%
	English Language Learners	0 / 0%	0 / 0%	0 / 0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	5/ 9%	13/ 22%	14/ 25%
	Economically Disadvantaged	5/ 9%	13/ 22%	14/ 25%
	Students With Disabilities	4/ 67%	0/ 0%	1/ 17%
	English Language Learners	0 / 0%	0 / 0%	0 / 0%

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	3 / 17%	9 / 17%	9 / 20%
	Economically Disadvantaged	3 / 17%	9 / 17%	9 / 20%
	Students With Disabilities	1 / 14%	0 / 0%	1 / 9%
	English Language Learners	0 / 0%	0 / 0%	0 / 0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	5/ 10%	12/ 23%	9/ 18%
	Economically Disadvantaged	5/ 10%	12/ 23%	9/ 18%
	Students With Disabilities	1/ 13%	1/ 13%	1/ 13%
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring

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Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	10 / 26%	10 / 22%	N/A
	Economically Disadvantaged	10 / 26%	10 / 22%	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	9/ 20%	17/ 35%	21/ 45%
	Economically Disadvantaged	9/ 20%	17/ 35%	21/ 45%
	Students With Disabilities	0/ 0%	1/ 25%	N/A
	English Language Learners	0/ 0%	0/ 0%	N/A
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Subgroup Data Review

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

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
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 Review

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

Analysis

Data Analysis

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

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

Due to the COVID-19 pandemic which resulted in the closing of schools in March 2020, the 2020 FSA was cancelled. Schools reopened for the 2020-2021 school year as a hybrid model with approximately 70% of Hartsfield's students going to school digitally during the first nine weeks. Based on the 2020-2021 FSA, Bottom Quartile learning gains in Mathematics is the lowest performing data component at 0%. Factors contributing to this include level of engagement and attendance of our digital students; technology-related difficulties for parents, students, and teachers; digital students were not consistently supervised in home settings, or may have been working in distracting settings; test administration ranges and quantity of assessments throughout the school year; challenging intervention/ instructional delivery models (hybrid, consistent platform changes, etc.); lack of instructional materials to meet digital/ hybrid learning needs.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based on the 2020-2021 FSA, the greatest decline in scores was the bottom Quartile learning gains in Mathematics; this score declined from a 58% in 2018-2019 to 0% in 2020-2021 (tests were canceled for the 2019-2020 school year).

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

Factors contributing to this include level of engagement and attendance of our digital students; technology-related difficulties for parents, students, and teachers; digital students were not consistently supervised in home settings, or may have been working in distracting settings; test administration ranges and quantity of assessments throughout the school year; challenging intervention/ instructional delivery models (hybrid, consistent platform changes, etc.); lack of instructional materials to meet digital/ hybrid learning needs.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

None of our score domains showed improvement from the 2018-2019 to the 2020-2021 school year.

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

Factors contributing to this include level of engagement and attendance of our digital students; technology-related difficulties for parents, students, and teachers; digital students were not consistently supervised in home settings, or may have been working in distracting settings; test administration ranges and quantity of assessments throughout the school year; challenging intervention/ instructional delivery models (hybrid, consistent platform changes, etc.); lack of instructional materials to meet digital/ hybrid learning needs.

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

1. Structured Literacy
2. Consistent supplemental and intensive interventions in each component of reading
3. Data-Driven instruction with flexible small group differentiation models
4. Assist students in making connections across topics/ ideas to solidify learning
5. Acaletics math and science

6. Making AR a priority

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

1. Structured Literacy/ science of reading workshops and professional development
2. Workshops on systematic and explicit instructional delivery models
3. Workshops on LexiaCore5 program resources and data to guide teachers with this new program.
4. Data Drive-In L300 Extended Planning – full Faculty workshops to analyze data & collaboratively make instructional decisions.
5. Workshops on data analysis and instructional decision-making
6. Acaletics spiral review methodology workshops

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

1. LeonL/i/T - the Literacy Instructional Toolkit will continue to provide teachers with a wealth of knowledge and resources for professional growth and development on the science of reading & structured literacy.
2. Continued SOAR schoolwide intervention delivery model
3. Three-Year grant for LexiaCore5 implementation to assist with sustainability of intervention program and professional development for teachers.
4. Hiring two Academic Resource teachers to provide intensive interventions for Kg – 5th grade students.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Overall ELA Learning Gains: 23% of our matched 4th and 5th grade students made learning gains on the 2020-2021 FSA ELA. This is a 21% decrease from the 2018-2019 FSA ELA. The 2019-2020 FSA was canceled due to school shutdowns during the initial response to the COVID pandemic.

Measurable Outcome: The goal for the 2021-2022 school year is that 50% of our matched 3rd - 5th grade students will make a learning gain on the Spring 2022 ELA FSA.

Monitoring:

- Bi-weekly Collaborative interdisciplinary Planning
- Use of Formative and Summative Assessments
- Multi-sensory and evidence-based interventions in small groups.
- Science of Reading Professional Development / Structured Literacy Shift

Person responsible for monitoring outcome: Rhonda Blackwell-Flanagan (flanaganr@leonschools.net)

Evidence-based Strategy: The utilization of these evidence-based strategies correlates directly to the targets of our school improvement goals.

Rationale for Evidence-based Strategy: 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 Steps to Implement

We will continue to departmentalize our 4th and 5th grade students and hold a school-wide intervention block at the end of the school day. During this block, under the direction of Administrators and oversight of the Instructional Coaches, all available personnel will be trained and will assist with instruction in the school-wide intervention block. Teachers will conduct on-going data chats with their students to help them increase their ownership in the process.

Person Responsible Lisa Thompson (thompsonl4@leonschools.net)

Instructional Coaches will collaborate weekly during L300 Extended Planning meetings with all grade level teams to analyze progress monitoring data, plan instruction, and share current research-based best practices and resources to maximize student achievement. Instructional Coaches will model and observe classroom instruction, as well as 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. Wonders formative and summative assessments, Lexia Core5, AR, AimsWeb, STAR, and i-Ready 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 to ultimately help the school reach its' academic goals.

Person Responsible Tyler Clark (clarkt1@leonschools.net)

Hiring two Academic Resource teachers to provide intensive interventions for Kg - 5th grade students.

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

We will target lessons and skills to cover during intervention using our K-5 Decision Trees, and our Lexia Core5 platform. We will also utilize supplemental intensive intervention programs (Lexonik, Read Naturally, West Virginia Reading First Phonics, Phonics for Reading, and I-Ready Tools for Scaffolding Comprehension) for students classified as having a Substantial Reading Deficiency, or students receiving Tier III Reading Interventions.

Person Responsible Tyler Clark (clarkt1@leonschools.net)

Media Specialist will meet weekly with all Pre-K. - 5th grade classes: Kg-2nd working on ELA BEST standards, 2nd-5th check out AR books and each student meets individually with the Media Specialist to review their AR data and go over their reading progress.

Person Responsible Mary Jo Peltier (peltierm@leonschools.net)

DRAFT

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Bottom 25% ELA Learning Gains: 17% of our matched students in the lowest 25th percentile of ELA made learning gains on the 2020-2021 ELA FSA, which is a 38% decrease in learning gains from the 2018-2019 ELA FSA. The 2019-2020 FSA was canceled due to school shutdowns during the initial response to the COVID pandemic.

Measureable Outcome: The goal for the 2021-2022 school year is that 60% of our matched students in the bottom 25th percentile of ELA will make learning gains on the Spring 2022

Monitoring:

- Bi-weekly Collaborative interdisciplinary Planning
- Use of Formative and Summative Assessments
- Multi-sensory interventions in small groups
- Science of Reading Professional Development / Structured Literacy Shift

Person responsible for monitoring outcome: Rhonda Blackwell-Flanagan (flanaganr@leonschools.net)

Evidence-based Strategy: The utilization of these evidence-based strategies correlates directly to the targets of our school improvement goals.

Rationale for Evidence-based Strategy: 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 Steps to Implement

We will continue to departmentalize our 5th grade students and hold a school-wide intervention block at the end of the school day. During this block, under the direction of Administrators and oversight of the Instructional Coaches, all available personnel will be trained and will assist with instruction in the school-wide intervention block. Teachers will conduct on-going data chats with their students to help them increase their ownership in the process.

Person Responsible Lisa Thompson (thompsonl4@leonschools.net)

Instructional Coaches will collaborate weekly during L300 Extended Planning meetings with all grade level teams to analyze progress monitoring data, plan instruction, and share current research-based best practices and resources to maximize student achievement. Instructional Coaches will model and observe classroom instruction, as well as 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.

Person Responsible Tyler Clark (clarkt1@leonschools.net)

Hiring two Academic Resource teachers to provide intensive interventions for Kg - 5th grade students.

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

Wonders formative and summative assessments, Lexia Core5, AR, AimsWeb, STAR, and i-Ready 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 to ultimately help the school reach its' academic goals.

We will target lessons and skills to cover during intervention using our K-5 Decision Trees, and our Lexia Core5 platform. We will also utilize supplemental intensive intervention programs (Lexonik, Read Naturally, West Virginia Reading First Phonics, Phonics for Reading, and I-Ready Tools for Scaffolding Comprehension) for students classified as having a Substantial Reading Deficiency, or students receiving Tier III Reading Interventions.

Person Responsible Tyler Clark (clarkt1@leonschools.net)

Media Specialist will meet weekly with all Pre-K. - 5th grade classes: Kg-2nd working on ELA BEST standards, 2nd-5th check out AR books and each student meets individually with the Media Specialist to review their AR data and go over their reading progress.

Person Responsible Mary Jo Peltier (peltierm@leonschools.net)

DRAFT

#3. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Bottom 25% Math Learning Gains: 0% of our matched students in the lowest 25th percentile or math made learning gains on the 2020-2021 Math FSA, which is a 58% decrease in learnings gains from the 2018-2019 Math FSA.

Measureable Outcome: The goal for the 2020-2021 school year is that 60% of our matched students in the lowest 25th percentile for math will make a learning gain on the Spring 2022 Math FSA.

Monitoring:

1. Bi-weekly Collaborative interdisciplinary Planning
2. Use of Formative and Summative Assessments
3. Multi-sensory interventions in small groups
4. Acaletics Spiral Math Curriculum Supplement

Person responsible for monitoring outcome: Rhonda Blackwell-Flanagan (flanaganr@leonschools.net)

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.

Rationale for Evidence-based Strategy: 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 Steps to Implement

Our Instructional Coaches will continue to work with teachers to implement data driven instruction and interventions in Math. Additionally, Go Math formative and summative assessments and i-Ready data will be used to help drive decisions.

The Instructional Coaches will work with teachers to target the lowest 25th percentile students in Math and work with these students to increase fluency and problem-solving skills. 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 school's 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.

Person Responsible Tara Lynch (lyncht@leonschools.net)

Hiring two Academic Resource teachers to provide intensive interventions for Kg - 5th grade students .

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

I-Ready Math Programs will be used in kindergarten through 5th classrooms to help math fluency and increase exposure to math concepts for struggling students. Instructional Coaches & Administrators will provide training and guidance to teachers on implementing Acaletics; Coaches and Administrators will monitor the fidelity of the spiral Acaletics curriculum implementation to support students in retaining and mastering math benchmarks.

Person Responsible Tara Lynch (lyncht@leonschools.net)

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#4. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Overall Math Learning Gains: 23% of our matched 4th and 5th grade students made learning gains on the 2020-2021 Math FSA, which is a 39% decrease from the 2018-2019 Math FSA.

Measurable Outcome: The goal for the 2021-2022 school year is that 62% of our matched students will make learning gains on the 2021-2022 Math FSA.

- Monitoring:**
1. Bi-weekly Collaborative interdisciplinary Planning
 2. Use of Formative and Summative Assessments
 3. Multi-sensory interventions in small groups
 4. Acaletics Spiral Math Curriculum Supplement

Person responsible for monitoring outcome: Rhonda Blackwell-Flanagan (flanaganr@leonschools.net)

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.

Rationale for Evidence-based Strategy: 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 Steps to Implement

Our Instructional Coaches will continue to work with teachers to implement data driven instruction and interventions in Math. Additionally, Go Math formative and summative assessments and i-Ready data will be used to help drive decisions. The Instructional Coaches will work with teachers to target the lowest 25th percentile students in Math and work with these students to increase fluency and problem-solving skills. 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 school’s instructional capacity, increasing the teacher collective efficacy and thereby positively impacting student growth.

Person Responsible: Tara Lynch (lyncht@leonschools.net)

Hiring two Academic Resource teachers to provide intensive interventions for Kg – 5th grade students

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

Formative and Summative Assessments reports, and RTI meetings data will be used to help drive instructional decisions.

I-Ready Math Programs will be used in kindergarten through 5th classrooms to help math fluency and increase exposure to math concepts for struggling students. Instructional Coaches & Administrators will provide training and guidance to teachers on implementing Acaletics; Coaches and Administrators will monitor the fidelity of the spiral Acaletics curriculum implementation to support students in retaining and mastering math benchmarks.

Person Responsible Tara Lynch (lyncht@leonschools.net)

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#5. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: Students with Disabilities ELA and Math Learning Gains: 17% of our matched 4th and 5th grade SWD students were proficient on the 2018-2019 ELA which was a 4% decrease from the 2017-2018 ELA FSA. 17% of our matched 4th and 5th grade SWD students were proficient on the 2018-2019 Math FSA which was a 9% decrease from the 2017-2018 Math FSA. 40% made learning gains on the 2018-2019 ELA FSA and 57% made learning gains on the 2018-2019 Math FSA. Our overall goal for our ESSA subgroup-Students with Disabilities is 42% proficiency; however, for the 2021-2022 school year, we will target learning gains in both ELA and Math.

Measureable Outcome: Students with Disabilities: Our target goal for the 2021-2022 school year for our matched 3rd - 5th grade students is 60% for overall learning gains in both ELA and Math or to show similar growth on the 2021-2022 i-Ready Diagnostic and STAR Assessment.

Monitoring: Bi-weekly Collaborative interdisciplinary Planning
Use of Formative and Summative Assessments
Multi-sensory interventions in small groups

Person responsible for monitoring outcome: [no one identified]

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.

Rationale for Evidence-based Strategy: 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 Steps to Implement

We will 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.

Person Responsible Lisa Thompson (thompsonl4@leonschools.net)

Instructional Coaches will collaborate weekly with all grade level teams to plan instruction and share current research-based best practices and resources to maximize student achievement.

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.

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.

Person Responsible Tyler Clark (clarkt1@leonschools.net)

We will utilize teacher-selected and 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 SWD students.

As a major intervention to help build reading fluency and capacity in our early learners, we will implement a high frequency word card routine and Lexonic Leap in Kindergarten through 3rd grade to ensure our students are reading at, or close to, grade level when they reach an FSA-tested grade.

Person Responsible Tyler Clark (clarkt1@leonschools.net)

Our Instructional Coaches will continue to work with teachers to implement data driven instruction and interventions in Math. Additionally, Go Math formative and summative assessments and i-Ready data will be used to help drive decisions.

The Instructional Coaches will work with teachers to target the lowest 25th percentile students in Math and work with these students to increase fluency and problem-solving skills. Ready Math Programs will be used in Kindergarten through 5th classrooms to help math fluency and increase exposure to math concepts for struggling students.

We will pull SWD student into small groups for STAR and i-Ready.

Person Responsible Tara Lynch (lyncht@leonschools.net)

The ESE Resource teacher along with a highly qualified para-professional will continue to either push-in or pull-out to conduct small group intervention for our Student's with Disabilities. The Resource teacher will work closely and collaborate with the student's classroom teacher designing interventions for students to ultimately help these students reach their academic goals.

Person Responsible Lisa Thompson (thompsonl4@leonschools.net)

We will pull SWD student into small groups for STAR and i-Ready.

The resource teachers and para will conduct the AIMS testing for our Students with Disabilities.

Person Responsible Lisa Thompson (thompsonl4@leonschools.net)

#6. Other specifically relating to I.B. Primary Years Programme

Area of Focus Description and Rationale: The I.B. Primary Years Programme is a transdisciplinary inquiry-based program that our school has committed to adopting to improve and sustain our academic and social-emotional learning objectives (in conjunction with Conscious Discipline). As a school in the Candidacy phase, we are beginning to write our collaborative programme of inquiry in the 2021-2022 school year.

Measureable Outcome: Hartsfield Faculty and Staff will work collaboratively to complete PYP unit planners for each of the transdisciplinary units (6 units for K-5 classes, 4 units for Pre-K) in the Fall Semester of the 2021-2022 school year, In the Spring Semester, grade level teams will choose one of the completed unit planners with which to develop a full unit of inquiry for trial implementation.

Monitoring: We will utilize the International Baccalaureate Organization’s suggested methodology for collaborative planning practices to complete the unit planner templates for each of the transdisciplinary themes. We will utilize the IBO resources and our consultant advice to develop at least one trial unit at each grade level for our school-wide Programme of Inquiry. We will implement trial units and use the IBO unit planning reflection tool to adjust and revise the trial units as necessary.

Person responsible for monitoring outcome: Tyler Clark (clarkt1@leonschools.net)

Evidence-based Strategy: We will utilize the International Baccalaureate Organization’s suggested methodology for collaborative planning practices to complete the unit planner templates for each of the transdisciplinary themes. We will utilize the IBO resources and our consultant advice to develop at least one trial unit at each grade level for our school-wide Programme of Inquiry. We will implement trial units and use the IBO unit planning reflection tool to adjust and revise the trial units as necessary.

Rationale for Evidence-based Strategy: The strategy and method selected is required by the IBO.

Action Steps to Implement

Continued Primary Years Programme (PYP) professional development for 18 Faculty members through an online I.B. workshop running from June 2 - June 20, 2020.
 Bi-Monthly PYP Leadership Team Meetings with I.B. Coordinator
 Collaborative curriculum writing sessions across grade level and content area teachers (2 L300 extended planning sessions per month).
 I.B. Coordinator will conduct observations and provide feedback to teachers on inquiry and conceptual-based teaching, learning, and assessment.

Person Responsible Tyler Clark (clarkt1@leonschools.net)

#7. Other specifically relating to Parent and Family Engagement

Area of Focus Description and Rationale: Hartsfield Elementary School has completed the renovation of the Family Resource Center. The FRC is a designated space to build community by providing parents a place to meet face to face with staff, members of community organizations and other parents to form networks and relationships that support them in their role in educating their child. The Ribbon Cutting for the FRC and Opening will be held during the 1st semester of school. The ongoing impact of Covid 19 on schools and the protocols in place to keep students and faculty healthy and safe have impeded the official opening and use. The goal for this year is to gauge parent interest and needs amidst their ongoing navigation of the pandemic, and develop a platform for programming and use of the Center.

Measureable Outcome: 20% of our parents will engage in our Parent and Family workshops.

Monitoring: Parents will participate in surveys at the end of each activity sponsored by the Family Resource Center to observe trends and determine effectiveness.

Person responsible for monitoring outcome: Rhonda Blackwell-Flanagan (flanaganr@leonschools.net)

Evidence-based Strategy: Parenting practice; parent communication and management skills; parent mental health education.

Rationale for Evidence-based Strategy:

Action Steps to Implement

The Parent Resource Center is a part of our Hartsfield Marketing Campaign. We will use our social media outlets, Listserv, FOCUS and direct flyers to help market our new center and corresponding workshops.

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

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

The School Incident Ranking is based on the number of incidents per 100 students. Each school is ranked from Very Low to Very High. From the 2019-2020 school year, Hartsfield ranked #364 out of 1,395 elementary schools statewide and #3 out of 16 Leon County elementary schools. Hartsfield reported 0.2 incidents per 100 students. When compared to all elementary schools, it falls into the low category. Our area of concern is the Total Reported Suspensions for 2019-2020. Our Statewide Rank was #1308 out of 1395 schools. Our County Rank was #15 out of 126 schools. We averaged 13.9 suspensions per 100 students with total reported suspensions of 59 (16 in-school/43 out of school) which falls in the “very high” ranking.

Over the last several years we have conscientiously worked to change the school culture and environment. One major component of this process has been the incorporation of conscious discipline into Hartsfield’s daily routines. CD is an evidence-based, social and emotional intelligence classroom management program designed to give teachers the discipline skills they need to address not only the behavior but the emotional and social issues of children.

In order to be pro-active instead of reactive to behavior management situations, we have also created a new collaborative student services model which incorporates the Dean, two school behavior specialists, guidance counselor, referral coordinator, and school social worker. They work collaboratively to coordinate the network of support to promote student success by ensuring the academic, personal, social and physical well-being of all students.

Through Student Services and with the oversight of administration, we continually monitor our discipline data through FOCUS, MTSS, and our behavior documentation notes. Our Student Services team meets on a weekly basis to discuss behavior issues and establish a plan of action.

Part IV: Positive Culture & Environment

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

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

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

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

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

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

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

Each arm of the organization contributes to improving the overall attitude and climate for teaching and learning and together the work that is done sets the tone for a culture that is engaging, connected, responsive, and respectful as each unit provides a pathway for engagement of stakeholders.

Since we are a Title I school, 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 2, 2021. 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 data collected is a tool used in assessing the needs relative to the culture and climate of the school and is shared with stakeholders and included in the school improvement planning process

Part V: Budget

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
4	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
5	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
6	III.A.	Areas of Focus: Other: I.B. Primary Years Programme	\$0.00

7	III.A.	Areas of Focus: Other: Parent and Family Engagement	\$0.00
Total:			\$0.00

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