

FLORIDA DEPARTMENT OF EDUCATION



Hartsfield Elementary School

2012 - 2013

School Improvement Plan (SIP) Form SIP-1

2012-2013 School Improvement Plan (SIP)-Form SIP-1

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Hartsfield Elementary	District Name: Leon County Schools
Principal: BJ Van Camp	Superintendent: Jackie Pons
SAC Chair: Forronte Battles	Date of School Board Approval:

Student Achievement Data:

The following links will open in a separate browser window.

[School Grades Trend Data](#) (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)

[Florida Comprehensive Assessment Test \(FCAT\)/Statewide Assessment Trend Data](#) (Use this data to inform the problem-solving process when writing goals.)

[High School Feedback Report](#)

[K-12 Comprehensive Research Based Reading Plan](#)

Highly Effective Administrators

List your school's highly effective administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide Assessment performance (Percentage data for Achievement Levels, Learning Gains, Lowest 25%), and Ambitious but Achievable Annual Measurable Objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Principal	BJ Van Camp	Bachelor of Science in English Education; Masters of Science in Educational Leadership; School Principal Certification	1	6	
Assistant Principal	Ava Williams	Bachelor of Science in English Education; Masters of Science in Educational Leadership	1	1	

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Highly Effective Instructional Coaches

List your school's highly effective instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide Assessment performance (Percentage data for Achievement Levels, Learning Gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Katherine Solz	Bachelor of Science and Master of Science Degrees Certification: Elementary Education Reading Endorsement	12	7	Hartsfield Elementary – Reading Coach 2011-2012, B, did not meet AYP 2010-2011, C, did not meet AYP 2009-2010, C, did not meet AYP 2008-2009, B, did not meet AYP 2007-2008, A, met AYP 2006- 2007, B, met AYP 2005- 2006, B, met AYP

Highly Effective Teachers

Describe the school-based strategies that will be used to recruit and retain high quality, highly effective teachers to the school.

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. New Teacher Orientation with Principal	Principal	August 18, 2012	
2. New Teacher Mentors	Principal	On-going	
3. Team Meetings	Principal and Team Leader	On-going	
4. Provide Leadership Opportunities	Principal Assistant Principal	On-going	
5. Professional Learning Communities	Principal Assistant Principal Instructional Coach	On-going	

Non-Highly Effective Instructors

List all instructional staff and paraprofessionals who are teaching out-of-field and/or who are NOT highly effective.

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Effective
None – All highly qualified.			

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Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

*When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
37	13.50% (8)	18.90% (7)	37.80% (14)	29.70% (11)	51.40% (19)	100% (37)	5.40% (2)	5.40% (2)	18.90% (7)

Teacher Mentoring Program

Please describe the school’s teacher mentoring program by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Katherine Solz	Heather Clark Candace Duclos Morgan Harvey	The mentor is familiar with iObservation and Marzano’s Art and Science of Teaching, has proven leadership abilities and a willingness to help the new teachers to learn, grow and have a successful first year.	Professional Development using the Core Curriculum for reading and math
Danielle Ross	Lesley Lynn Caitlyn Payberg	The mentor is familiar with iObservation and Marzano’s Art and Science of Teaching, has proven leadership abilities and a willingness to help the new teacher to learn, grow and have a successful first year.	Professional Development using the Success Maker program.

Additional Requirements

Coordination and Integration-Title I Schools Only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A
Services are provided to ensure students requiring additional remediation are assisted through after-school programs or suspended curriculum. The district coordinates with Title II to ensure that professional development opportunities are provided.

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Title I, Part C- Migrant N/A
Title I, Part D N/A
Title II The Leon County School District receives supplemental funds for improving basic education programs through the purchase of equipment to supplement education programs. Funds at Frank S. Hartsfield Elementary School are used to provide professional development for reading, writing, math and science strategies. The funds will also provide professional development for the continuation of implementation of the Marzano strategies stated in <i>The Art and Science of Teaching</i> started last school year.
Title III Services are provided through Leon County School District for educational materials and English Language Learners district support services to improve the education of English Language Learners.
Title X- Homeless The Leon County School District Homeless Social Worker provides resources (clothing, school supplies and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.
Supplemental Academic Instruction (SAI) Supplemental Academic Instruction is provided after-school for 3 rd , 4 th , and 5 th grade students scoring a Level I or a Level 2 on the Florida Comprehensive Achievement Test.
Violence Prevention Programs Frank S. Hartsfield School is continuing with the implementation of the Positive Behavior Support Program (PBS), which emphasizes demonstrating positive behavior. Non- violent problem solving strategies and expectations are taught through the Positive Behavior Support Program. A Conflict Resolution program will be implemented this year, which will give our students strategies to solve conflict without violence.
Nutrition Programs Frank S. Hartsfield Elementary School is a Provision II School. All students enrolled at Frank S. Hartsfield Elementary School are eligible to receive free breakfast and free lunch through the National School Lunch Program.
Housing Programs N/A
Head Start N/A
Adult Education N/A
Career and Technical Education N/A
Job Training N/A
Other

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Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI)

School-Based MTSS/RtI Team

Identify the school-based MTSS Leadership Team.

School Principal: Provides a common vision for the use of data based decision making. Ensures that the school-based team is implementing RTI. Conducts assessment of RTI school staff. Ensures implementation of intervention support and documentation of implementation. Ensures adequate professional development to support RTI implementation. Communicates with parents regarding school based RTI plans and activities.

Assistant Principal: Attends RTI meetings, consults with the referral coordinator to ensure deadlines are met and all students' needs are being met. Coordinates with the school psychologist, program specialist, and social worker to meet student needs. Collaborates with teachers regarding fidelity checks of implementation of curriculum.

Select K-5 Teachers: Provides information about core instruction. Participates in student data collection and analysis. Delivers Tier 1 instruction and intervention. Collaborates with other staff to implement Tier 2 interventions. Integrates Tier 1 materials and instruction with Tier 2 and Tier 3 activities.

Exceptional Education Teachers: Participates in student data collection. Integrates core instructional activities and materials into Tier 2 instruction. Collaborates with the regular education teacher through activities such as co-teaching.

Guidance Counselor/Referral Coordinator: Organizes the RTI meetings, the referral process, and gathers all necessary documentation for the RTI meeting. Assists teachers with suggested strategies to meet student needs, and assists parents needing additional interventions to help their children.

Program Specialist: Participates in the collection, interpretation and analysis of data; facilitates implementation of intervention plans. Provides professional development and technical assistance of problem solving activities.

Reading Coach: Provides guidance on K -12 reading plan. Facilitates and supports data collection activities. Assists in data analysis. Provides professional development and technical assistance to teachers regarding data based instructional planning. Supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

School Psychologist: Participates in collection, interpretation, and analysis of data. Facilitates development of intervention plans. Provides support of intervention fidelity and documentation. Provides professional development and technical assistance for problem solving activities including data collection, data analysis, and intervention planning and program evaluation. Facilitates data based decision - making activities.

Speech Language Pathologists: Educates the team in the role that language plays in curriculum, assessment and instruction, as a basis for appropriate program design. Assists in the selection of screening measures and identify systemic patterns of student need with respect to language skills.

Student Service Personnel: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students.

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The MTSS Leadership team's focus is on how to develop and maintain a problem solving system to bring out the best in our school, our teachers, and our students. The team meets once a week to review screening data and link the data to instructional decisions. The team reviews progress monitoring data at the grade level and classroom level to identify students who are not meeting or exceeding benchmarks, students at moderate risk or high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation of interventions, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus and making decisions about implementation.

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Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

The RTI Leadership Team met with the School Advisory Council (SAC) and principal to help develop the School Improvement Plan. The team provided data on Tier 1, 2, and 3 targets; academic, social and emotional areas that needed to be addressed; helped set clear expectations for instruction; facilitated the development of a systemic approach to teaching, and aligned processes and procedures.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

Each teacher will be responsible for maintaining a progress monitoring notebook and data for all students. Progress monitoring will be twice per month for data analysis of fluency checks through the AIMSweb software, standards-based assessments, Success maker Reports, PMRN data, and Educator Handbook.

Describe the plan to train staff on MTSS.

Teachers will receive refresher training annually regarding MTSS, and new faculty members will receive in-depth training on MTSS by their mentor teachers. Professional development will be provided during teachers' common planning time and small sessions throughout the year. The Leadership Team will evaluate additional staff professional development needs during the weekly MTSS Leadership Team meetings.

Describe plan to support MTSS.

The MTSS process will be supported through weekly meetings attended by all members of the MTSS Leadership Team. During these meetings, intervention plans for at-risk students will be developed and monitored. Teachers needing additional help in delivering the interventions decided upon by the MTSS Leadership Team will be made decided upon and made available during these meetings as well.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

Members of the Literacy Leadership Team consist of the reading coach, school principal, assistant principal, teachers, non-instructional staff and parents.

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

The Literacy Leadership Team meets monthly. The team reviews data to build capacity of reading knowledge within the school and helps the school focus on areas of literacy concerns across the school. The Leadership team ensures that the SIP goals are being implemented and to plan school-wide activities.

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What will be the major initiatives of the LLT this year?

The Reading Leadership Team will conduct a Literacy Parent Night, promote the school-wide Drop Everything and Read Time, conduct a D.E.A.R Parent Night, and promote the Accelerated Reader district-wide initiative.

Public School Choice

- **Supplemental Educational Services (SES) Notification**

Upload a copy of the SES Notification to Parents in the designated upload link on the "Upload" page.

***Elementary Title I Schools Only: Pre-School Transition**

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

At Hartsfield Elementary School, all incoming kindergarten students are assessed upon entering kindergarten in order to ascertain individual and group needs and to assist in the development of instructional and intervention programs. 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 10, 2012. Data 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. Core kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic, social and emotional skills identified by screening data. Social skills instruction will occur daily using the Positive Behavior Support Program and will be reinforced throughout the day through the use of common language, re-teaching, and positive reinforcement of social behavior.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1a. FCAT 2.0: Students scoring at Achievement Level 3 in reading.			1a.1. Students have a lack of vocabulary to fully understand complex text.	1a.1. Teachers will provide a systematic approach to teaching vocabulary, including structural analysis,	1a.1. Principal/ Assistant Principal/Reading Coach	1a.1. Classroom walkthroughs and progress monitoring meetings.	1a.1. Imagine It! Weekly Tests Imagine It! Unit Tests Imagine It! Benchmark Assessments
Reading Goal #1a: Students in grades	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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3-5 scoring at Level 3 in reading on the FCAT 2.0 Assessment will increase 3 percent.	20% (38)	23%		context clues and rote memorization and practice with academic and Tier 2 vocabulary words.			FAIR Assessment
			1a.2. Inadequate knowledge of word structure.	1a.2. Daily instruction in common Greek and Latin roots and affixes.	1a.2. Principal/Assistant Principal/Reading Coach	1a.2. Classroom walkthroughs and progress monitoring meetings.	1a.2. Imagine It! Weekly Tests Imagine It! Unit Tests Imagine It! Benchmark Assessments FAIR Assessment
			1a.3. Lack of exposure to complex text.	1a.3. Close reading of complex text providing the scaffolds that students need through teacher modeled read alouds.	1a.3. Principal/Assistant Principal/Reading Coach	1a.3. Classroom walkthroughs and progress monitoring meetings.	1a.3. Classroom observation
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.			1b.1. Individual learning disability or emotional disability.	1b.1. Individualized instruction designed to meet specific students' needs and delivered at appropriate academic level.	1b.1. Classroom instructor/ Principal/Assistant Principal/Speech Language Pathologist	1a.3. Classroom walkthroughs and progress monitoring meetings.	1a.3. Classroom observation
Reading Goal #1b: <i>Students in grades 3 - 5 scoring at Levels 4, 5, and 6 in reading on the Florida Alternate Assessment will increase 1 percent.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	14% (1)	15%					
			1b.2.	1b.2.	1b.2.	1b.2.	1b.2.
		1b.3.	1b.3.	1b.3.	1b.3.	1b.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in reading.			2a.1. Instructional rigor is at basic level throughout grade levels.	2a.1. Provide more rigorous instruction through the use of Inquiry Based Instruction.	2a.1. Principal/Assistant Principal/Reading Coach	2a.1. Classroom walkthroughs and progress monitoring meetings.	2a.1. Success Maker 5 Imagine It! Weekly Tests Imagine It! Unit Tests
Reading Goal #2a: <i>Students in grades 3-5 scoring at Level 4 or 5 in</i>							
	27% (52)	30%					

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<p><i>reading on FCAT 2.0 will increase by 3 percent.</i></p>		2a.2. Lack of exposure to complex text.	2a.2. Close reading of complex text providing the scaffolds that students need.	2a.2 Principal/Assistant Principal/Reading Coach	2a.2. Classroom walkthroughs and progress monitoring meetings.	2a.2. Classroom observation	
		2a.3 Engagement of proficient students.	2a.3 Teachers will integrate tasks that require both reading and writing about their thinking.	2a.3 Principal/Assistant Principal/Reading Coach	2a.3 Common Planning Meetings Classroom walkthroughs and progress monitoring meetings.	2a.3 Imagine It! Weekly Tests Imagine It! Unit Tests	
<p>2b. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.</p>		<p>2b.1. Diversity of educational needs of students in the classroom.</p>	<p>2b.1. Mainstream students when appropriate into regular pupil progression classrooms to receive instruction at appropriate academic level.</p>	<p>2b.1. Classroom instructor/Principal/Assistant Principal/ Speech Language Pathologist</p>	<p>2b.1. Classroom walkthroughs and progress monitoring meetings.</p>	<p>2b.1. Classroom Observations</p>	
<p>Reading Goal #2b:</p>	<p>2012 Current Level of Performance:*</p>						<p>2013 Expected Level of Performance:*</p>
<p><i>Students in grades 3-5 scoring at Level 7 in reading on the Florida Alternate Assessment will increase 1 percent.</i></p>	<p>86% (6)</p>						<p>87%</p>
		2b.2.	2b.2.	2b.2.	2b.2.	2b.2.	
		2b.3	2b.3	2b.3	2b.3	2b.3	
<p>Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:</p>		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<p>3a. FCAT 2.0: Percentage of students making Learning Gains in reading.</p>		<p>3a.1. Providing clear learning goals and scales.</p>	<p>3a.1. Teachers will be provided monthly professional development on designing learning goals and scales with their lessons.</p>	<p>3a.1. Principal/Assistant Principal/Reading Coach</p>	<p>3a.1. Common Planning Meetings Classroom walkthroughs and progress monitoring meetings.</p>	<p>3a.1. Observation reports will show teachers moving up on the scale in Design Question 1</p>	
<p>Reading Goal #3a:</p>	<p>2012 Current Level of Performance:*</p>						<p>2013 Expected Level of Performance:*</p>
<p><i>Students in grades 3-5 making learning gains on the FCAT 2.0 Reading Assessment will increase 4 percent.</i></p>	<p>69% (82)</p>	<p>73%</p>					
		3a.2. Lack of independent reading.	3a.2. Use of Accelerated Reader program to determine student's optimal reading level, set individual goals	3a.2. Classroom Teachers Media Specialist Reading Coach	3a.2. Common Planning Meetings Classroom walkthroughs and progress monitoring meetings.	3a.2. Accelerated Reader ATOS Report	

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			and reward students for meeting their goals.			
			3a.3.	3a.3.	3a.3.	3a..3.
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.			3b.1. Diversity of educational needs of students in the classroom.	3b.1. Mainstream students when appropriate into regular pupil progression classrooms to receive instruction at appropriate academic level	3b.1. Classroom Teacher Principal Assistant Principal Speech Language Pathologist	3b.1. Classroom walkthroughs and progress monitoring meetings.
Reading Goal #3b: <i>Students in grades 3-5 making learning gains on the Florida Alternate Reading Assessment will increase 1 percent.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	75% (3)	76%				
			3b.2.	3b.2.	3b.2.	3b.2.
			3b.3.	3b.3.	3b.3.	3b.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.			4a.1. Insufficient time to provide for interventions.	4a.1. A 30-45 minute intervention block will be scheduled into all grade levels.	4a.1. Principal Assistant Principal Reading Coach Teachers	4a.1. Common Planning Meetings Classroom walkthroughs and progress monitoring meetings.
Reading Goal #4a: <i>Students in grades 3-5 in the lowest 25th percentile making learning gains on FCAT 2.0 Reading Assessment will increase by 4 percent.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	60% (19)	64%				FAIR Assessment Success Maker 5
			4a.2. Lack of independent reading	4a.2. Use of Accelerated Reader program to determine student's optimal reading level, set individual goals and reward students for meeting their goals	4a.2. Classroom Teacher Media Specialist Principal/Assistant Principal/Reading Coach	4a.2. Common Planning Meetings Classroom walkthroughs and progress monitoring meetings.
			4a.3	4a.3.	4a.3.	4a.3.
4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in reading.			4b.1. Lack of independent	4b.1. Provide small group differentiated	4b.1. Teacher Speech Therapist	4b.1. Classroom walkthroughs
						4b.1. IEP/Lesson Plans

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Reading Goal #4b: The percentage of students taking the Florida Alternate Assessment with a baseline score will demonstrate one year of growth.	2012 Current Level of Performance: * N/A	2013 Expected Level of Performance: * N/A	reading.	instruction. Use progress monitoring to track progress on IEP goals and Access Points.				
			4b.2.	4b.2.	4b.2.	4b.2.	4b.2.	
			4b.3	4b.3.	4b.3.	4b.3.	4b.3.	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011							
Reading Goal #5A: In six years, 75% of the students will be proficient in reading.								
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.			5B.1. Lack of exposure to informational text.	5B.1. Increase academic opportunities for students to interact, write and discuss, with informational text.	5B.1. Principal/Assistant Principal/Reading Coach/ Teachers	5B.1. Common Planning Meetings Classroom walkthroughs and progress monitoring meetings.	5B.1. Accelerated Reader ATOS Report Imagine It! Weekly Assessments, Imagine It! Unit Tests Success Maker 5 FAIR Assessment	
Reading Goal #5B: In grades 3-5, 35% of the white students and 30% of the black students will achieve	2012 Current Level of Performance: *	2013 Expected Level of Performance: *						

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proficiency in reading on FCAT 2.0.	White: 27% Black: 20%	White: 35% Black: 30%					
			5B.2. Lack of independent reading	5B.2. Use of Accelerated Reader program to determine student's optimal reading level, set individual goals and reward students for meeting their goals	4a.2. Classroom Teacher Media Specialist Principal/Assistant Principal/Reading Coach	4a.2. Common Planning Meetings Classroom walkthroughs and progress monitoring meetings.	4a.2. Accelerated Reader ATOS Report
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in reading.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
Hartsfield Elementary School did not have an ELL sub group.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	N/A					
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.			5D.1. Lack of independent reading.	5D.1. Use of Accelerated Reader program to determine	4a.2. Classroom Teacher Media Specialist	4a.2. Common Planning Meetings Classroom walkthroughs and	4a.2. Accelerated Reader ATOS Report

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Reading Goal #5D: Students with disabilities proficient in reading will increase by 1 percent.	2012 Current Level of Performance: 19%	2013 Expected Level of Performance: 20%		student's optimal reading level. Set individual goals and reward students for meeting their goals.	Principal/Assistant Principal/Reading Coach	progress monitoring meetings.	
			5D.2. Students have lack of vocabulary to fully understand complex text.	5D.2. Teachers will provide a systematic approach to teaching vocabulary, including structural analysis, context clues and rote memorization and practice with academic and Tier 2 vocabulary words.	5D.2. Principal/Assistant Principal/Reading Coach	5D.2. Classroom walkthroughs and progress monitoring meetings.	5D.2. Imagine It! Weekly Tests Imagine It! Unit Tests Imagine It! Benchmark Assessments FAIR Assessment
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in reading.			5E.1. Lack of independent reading.	5E.1. Use of AR to determine student's optimal reading level, set individual goals and reward students for meeting their goals.	5E.1. Classroom Teacher Media Specialist Principal Assistant Principal Reading Coach	5E.1. Common Planning Meetings Classroom walkthroughs and progress monitoring meetings.	5E.1. Accelerated Reader ATO S Report
Reading Goal #5E: Economically Disadvantaged students proficient in reading on the Reading FCAT 2.0 will increase by 4 percent.	2012 Current Level of Performance: 41%	2013 Expected Level of Performance: 45%					
			5E.2 Insufficient time to provide for interventions.	5E.2 A 30-45 minute intervention block will be scheduled into all grade levels.	5E.2 Principal Assistant Principal Reading Coach Teachers	5E.2 Common Planning Meetings Classroom walkthroughs and progress monitoring meetings.	5E.2 Corrective/Reading Mastery/Early Interventions/Language For Learning Mastery Check-outs FAIR Assessment Success Maker 5
			5E.3	5E.3	5E.3	5E.3	5E.3

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Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Art and Science of Teaching	PreK-5 th	B. Van Camp A. Williams	School-wide	Monthly	Classroom walkthroughs	Principal/Assistant Principal
Effectively Using Scales and Rubrics	PreK-5 th	Howard/Ross	PLC	Monthly	Classroom walkthroughs	Principal/Assistant Principal
Text Complexity and Close Reading	PreK-5 th	Solz	PLC	Monthly	Classroom walkthroughs	Principal/Assistant Principal

Reading Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Students scoring at levels 1 or 2 on FCAT 2.0 in reading will receive reading interventions.	Corrective Reading material	Title I	\$5,000.00
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount

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			Subtotal:
			Total: \$5,000.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring proficient in Listening/Speaking.		1.1.	1.1.	1.1.	1.1.	1.1.
CELLA Goal #1: The percentage of ELL students proficient in listening/speaking English will increase by at least 1% as indicated by performance on CELLA.	2012 Current Percent of Students Proficient in Listening/Speaking: <i>67% of ELL students are proficient in listening and speaking as indicated by performance on CELLA.</i>	Students' inability to speak and understand the English Language.	Students will receive instruction in English from ESOL trained teachers. Students will receive instruction in vocabulary Ex. The Language for Learning Curriculum. Realia will be used with students when applicable. Students will engage in Read Alouds by teachers.	Teachers ESOL Team ESOL Coordinator Administration	Student Survey of LCS Results of IPT and CELLA	IPT Oral Test
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read in English at grade level text in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring proficient in Reading.		2.1.	2.1.	2.1.	2.1.	2.1.
CELLA Goal #2: The ELL students were not administered the CELLA in reading.	2012 Current Percent of Students Proficient in Reading:					

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		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3
Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Students scoring proficient in Writing.		3.1.	3.1.	3.1.	3.1.	3.1.
CELLA Goal #3: The percentage of ELL students proficient in writing will increase by at least 1 percent as indicated by performance on CELLA.	2012 Current Percent of Students Proficient in Writing: <i>The students were not administered the CELLA Writing Assessment. They were not eligible to take the FCAT Writing Assessment.</i>	Students have limited writing skills in the English language.	Students will receive instruction in writing from an ESOL trained teacher. Students will have opportunities to practice writing in English.	Teachers ESOL Team ESOL Coordinator Administration	Student Survey of LCS Results of IPT and CELLA	IPT Writing Test
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

CELLA Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			

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Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: \$0.00			

End of CELLA Goals

Elementary School Mathematics Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Elementary Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1a. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1a.1. Providing multiple opportunities for acquiring and applying higher order thinking.	1a.1. Increase the number of higher order questions used in daily instruction.	1a.1. Principal Assistant Principal	1a.1. Classroom observations and walkthroughs. Higher order questions documented in lesson plans	1a.1. iObservation
Mathematics Goal #1a: Students in grades 3-5 scoring at Level 3 on the FCAT 2.0 Math Assessment will increase 3 percent.	2012 Current Level of Performance:* 22% (42)	2013 Expected Level of Performance:* 25%	1a.2. Student lack of background knowledge of basic math facts and mathematical properties.	1a.2. Increase opportunities to interact and solve math problems with manipulatives and virtual manipulatives.	1a.2. Classroom teacher Principal Assistant Principal	1a.2. Progress monitoring meetings Classroom walkthroughs Evidence of manipulatives used in lesson plans	1a.2. Success Maker 5 reports Benchmark Mastery Checklist
			1a.3. Lack of student motivation	1a.3. Provide high interest mathematic activities. Students scoring Levels 1 or 2 on FCAT 2.0 Math will be invited to Success Maker 5 before school.	1a.3. Principal Assistant Principal	1a.3. Progress monitoring meetings Classroom walkthroughs	1a.3. iObservation Attendance Rosters Success Maker 5 reports
			1b.1. Lack of student	1b.1. Provide high interest	1b.1. Principal	1b.1. Classroom walkthroughs	1b.1. iObservations
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.							

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Mathematics Goal #1b: <i>Students in grades 3-5 scoring at Levels 4, 5, and 6 on the Florida Alternate Assessment in Math will increase 1 percent.</i>	2012 Current Level of Performance: * 14% (1)	2013 Expected Level of Performance: * 15%	interest and/or attention to academic tasks.	mathematic activities. (Gizmos, virtual manipulatives)	Assistant Principal	Evidence of manipulatives used in lesson plans	
			1b.2.	1b.2.	1b.2.	1b.2.	1b.2.
			1b.3.	1b.3.	1b.3.	1b.3.	1b.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.			2a.1. Providing multiple opportunities for acquiring and applying higher order thinking.	2a.1. Increase the number of higher order questions used in daily instruction.	2a.1. Principal Assistant Principal	2a.1. Classroom observations Evidence of higher order differentiation documented in lesson plans	2a.1. iObservation
Mathematics Goal #2a: Students in grades 3 – 5 scoring at Level 4 or 5 on FCAT 2.0 in Mathematics will increase by 4 percent.	2012 Current Level of Performance: * 26% (50)	2013 Expected Level of Performance: * 30%					
			2a.2. Differentiating for advanced students while still meeting the needs of other students.	2a.2. Providing time for common planning meetings at each grade level to share strategies.	2a.2. Team Leaders Principal Assistant Principal	2a.2. Classroom observations Evidence of higher order differentiation documented in lesson plans	2a.2. iObservation
			2a.3 Enriching instruction.	2a.3 Provide after school opportunities for Math Mini Mu.	2a.3 Principal Assistant Principal	2a.3 Level of interest by students	2a.3 Math Mini Mu Competition
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2b.1. Lack of student interest and/or attention to academic tasks.	2b.1. Provide high interest mathematic activities.	2b.1. Principal Assistant Principal	2b.1. Classroom walkthroughs Evidence of manipulatives used as documented in lesson plans	2b.1. iObservation
Mathematics Goal #2b: <i>Students in grades 3-5 scoring at Level 7 in Mathematics on the Florida Alternate</i>	2012 Current Level of Performance: * 71% (5)	2013 Expected Level of Performance: * 72%					
			2b.2. Providing	2b.2.	2b.2.	2b.2. Classroom walkthroughs	2b.2. Data from Unique

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<i>Assessment will increase 1 percent.</i>			multiple opportunities for acquiring and applying mathematical skills.	Small group instruction planned according to I.E.P. goals.	Principal Assistant Principal	Progress monitoring I.E.P. goals	Program iObservation
			2b.3	2b.3	2b.3	2b.3	2b.3
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3a. FCAT 2.0: Percentage of students making Learning Gains in mathematics.			3a.1. Lack of student motivation	3a.1. School wide Positive Behavior Support (PBS) behavior incentives for "Participating in Learning"; Success Maker celebrations and certificates.	3a.1. PBS/SITE Team; Math Learning Committee	3a.1. PBS attendance rates; Progress Monitoring	3a.1. PBS celebration attendance; Success Maker celebration attendance
Mathematics Goal #3a: <i>Students in grades 3-5 making learning gains on the FCAT 2.0 Mathematic Assessment will increase 4 percent.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	68% (81)	72%					
			3a.2. Home connections	3b.2. Math Parent Night will offer tips and resources to assist parents	3b.2. Math Learning Committee	3b.2. Participant counts at event and parent surveys	3b.2. Parent surveys
		3a.3. Students lack background knowledge of basic math facts and mathematical properties	3a.3. Increase opportunities to interact and solve math problems with manipulatives and virtual manipulatives (online and computer based); Speed Game component of Success Maker 5	3a.3. Classroom Teachers, Principal Assistant Principal	3a.3. Progress monitoring meetings Classroom observations and walkthroughs, evidence of manipulatives used in lesson plans	3a.3. Go Math Assessment iObservation Success Maker 5 reports	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.			3b.1. Lack of student interest and/or attention to academic tasks.	3b.1. Provide high interest mathematic activities (Gizmos, virtual manipulatives)	3b.1. Principal, Assistant Principal	3b.1. Classroom observations and walkthroughs, evidence of manipulatives used in lesson plans	3b.1. iObservation
Mathematics Goal #3b: <i>Students in grades 3-5 making learning gains on the Florida Alternate Mathematic</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	75% (3)	76%					
			3b.2. Home connections	3b.2. Math Parent Night will	3b.2. Math Learning	3b.2. Participant counts at event and	3b.2. Parent surveys

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<i>Assessment will increase 1 percent.</i>			offer tips and resources to assist parents	Committee	parent surveys		
			3b.3. Providing multiple opportunities for acquiring and applying mathematical skills	3b.3. Small group instruction planned according to I.E.P. goals	3b.3. Principal, Assistant Principal	3b.3. Progress Monitoring I.E.P. goals Classroom observations and walkthroughs	3b.3. Data from Unique instructional program iObservation
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.			4a.1. Lack of student motivation.	4a.1. School wide PBS behavior incentives for “Participating in Learning”; Success Maker celebrations and certificates	4a.1. PBS/SITE Team; Math Learning Committee	4a.1. PBS attendance rates; Progress Monitoring	4a.1. PBS celebration attendance; Success Maker celebration attendance
<u>Mathematics Goal #4a:</u> <i>Students in grades 3-5 in the lowest 25th percentile making learning gains on FCAT 2.0 Math will increase by 4 percent.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	61% (22)	65%					
			4a.2. Home connections	4b.2. Math Parent Night will offer tips and resources to assist parents	4b.2. Math Learning Committee	4b.2. Participant counts at event and parent surveys	4b.2. Parent surveys
		4a.3. Students lack background knowledge of basic math facts and mathematical properties	4a.3. Increase opportunities to interact and solve math problems with manipulatives and virtual manipulatives (online and computer based); Speed Game component of Success Maker 5	4a.3. Classroom Teachers, Principal Assistant Principal	4a.3. Progress monitoring meetings Classroom observations and walkthroughs Evidence of manipulatives used in lesson plans	4a.3. Go Math Assessments iObservation Success Maker 5 reports	
4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in mathematics.			4b.1. Lack of student interest and/or attention to academic tasks.	4b.1. Provide high interest mathematic activities.	4b.1. Principal Assistant Principal	4b.1. Classroom walkthroughs Evidence of manipulatives used in lesson plans	4b.1. iObservation
<u>Mathematics Goal #4b:</u> The percentage of students taking the Florida Alternate	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	N/A	N/A					

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Assessment in mathematics with a baseline score, will demonstrate one year of growth.		4b.2.	4b.2.	4b.2.	4b.2.	4b.2.				
		4b.3	4b.3.	4b.3.	4b.3.	4b.3.				
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016 2016-2017				
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011									
	Mathematics Goal #5A: In six years, 85% of the students in grades 3-5 will be proficient in mathematics.									
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool				
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.	5B.1. Lack of student interest and/or attention to academic tasks.	5B.1. Provide high interest mathematic activities (Gizmos, group mathematic-based projects).	5B.1. Principal Assistant Principal	5B.1. Classroom observations and walkthroughs, evidence of collaboration documented in lesson plans.	5B.1. iObservation					
	<table border="1"> <tr> <td>Mathematics Goal #5B: In grades 3 -5, the percentage of white students and black students not making satisfactory progress in mathematics will decrease by 4 percent.</td> <td>2012 Current Level of Performance:*</td> <td>2013 Expected Level of Performance:*</td> </tr> <tr> <td></td> <td>White: 21% Black: 58% are not making progress in mathematics as measured by FCAT 2.0</td> <td>White: 17% Black: 54%, a decrease of 4 percent of students not making satisfactory progress in mathematics.</td> </tr> </table>	Mathematics Goal #5B: In grades 3 -5, the percentage of white students and black students not making satisfactory progress in mathematics will decrease by 4 percent.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*		White: 21% Black: 58% are not making progress in mathematics as measured by FCAT 2.0	White: 17% Black: 54%, a decrease of 4 percent of students not making satisfactory progress in mathematics.			
Mathematics Goal #5B: In grades 3 -5, the percentage of white students and black students not making satisfactory progress in mathematics will decrease by 4 percent.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*								
	White: 21% Black: 58% are not making progress in mathematics as measured by FCAT 2.0	White: 17% Black: 54%, a decrease of 4 percent of students not making satisfactory progress in mathematics.								

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		5B.2. Lack of student motivation.	5B.2. Provide opportunities for cooperative learning.	5B.2. Teachers, Principal, Assistant Principals	5B.2. Classroom observations and walkthroughs, evidence of collaboration documented in lesson plans	5B.2. Go Math Assessments
		5B.3. Students have low educational expectations of themselves.	5B.3. Have students set individual learning goals; Include students in the tracking of their learning.	5B.3. Teachers Principal Assistant Principal	5B.3. Progress monitoring of student growth.	5B.3. Go Math Assessments
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.		5C.1. Lack of motivation.	5C.1. Have students set individual learning goals; Include students in the tracking of their learning.	5C.1. ESOL Team Teachers Administration	5C.1. Progress monitoring of student growth.	5C.1. Go Math Assessments
<u>Mathematics Goal</u> #5C: The percentage of ELL Students taking the FCAT 2.0 Mathematics Assessment with a previous year score will demonstrate one year of growth.	<u>2012 Current Level of Performance:*</u> N/A	<u>2013 Expected Level of Performance:*</u> N/A				
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.		5D.1. Lack of student interest and/or attention to academic tasks.	5D.1. Provide high interest mathematic activities.	5D.1. Principal Assistant Principal	5D.1. Classroom observations and walkthroughs, evidence of manipulatives used in lesson plans	5D.1. iObservation
<u>Mathematics Goal</u> #5D: Students with disabilities proficient in reading will increase by 1 percent.	<u>2012 Current Level of Performance:*</u> 81% of students with disabilities are not proficient in Mathematics, as measured by the FCAT 2.0 Mathematics Assessment.	<u>2013 Expected Level of Performance:*</u> 20% of students with disabilities will be proficient in Mathematics, as measured by the FCAT 2.0 Mathematics Assessment.				
		5D.2. Lack of student motivation.	5D.2. Provide opportunities for cooperative learning.	5D.2. Principal Assistant Principal	5D.2. Classroom observations and walkthroughs, evidence of collaboration documented in lesson plans.	5D.2. iObservation

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		5D.3 Students have low expectations of themselves.	5D.3 Have students set individual learning goals; Include students in the tracking of their learning.	5D.3 Progress monitoring of student growth	5D.3 Go Math assessments Success Maker 5	5D.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in mathematics. <u>Mathematics Goal</u> #5E: The percentage of economically disadvantaged students proficient in mathematics will increase from 47% to 60%.	<u>2012</u> Current Level of Performance :*	<u>2013</u> Expected Level of Performance e:*	5E.1. Home connections	5E.1. Collaboration with local agencies and community groups to provide school supplies, vision referrals, and mentoring.	5E.1. Guidance counselor, school Social Worker	5E.1. Teacher referrals for student needs
	47%	60%	5E.2 Lack of student motivation	5E.2 Provide high interest mathematic activities (Gizmos, group mathematics-based projects)	5E.2 Principal Assistant Principal	5E.2 Classroom observations and walkthroughs, evidence of manipulatives used in lesson plans.
			5E.3 Low educational expectations (students of themselves)	5E.3 Have students set individual learning goals; Include students in the tracking of their learning gains	5E.3 Teachers, Principal, Assistant Principals	5E.3 Progress monitoring of student growth

End of Elementary School Mathematics Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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Mathematics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: \$0.00

End of Mathematics Goals

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Elementary and Middle School Science Goals

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

Elementary and Middle Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1a. FCAT 2.0: Students scoring at Achievement Level 3 in science.			1a.1. Students have limited background knowledge in the area of science.	1a.1. Teachers will assess background knowledge before introducing new concepts and offer inquiry-based activities to build background knowledge.	1a.1. Teachers Administrators	1a.1. Progress monitoring Grade level meetings	1a.1. Lesson Assessments Unit Assessments DA Baseline and Midyear Assessments FOCUS Benchmark Assessments
Science Goal #1a:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of 5th grade students achieving at level 3 on the FCAT 2.0 Science Assessment will increase 5 percent.	25% (15)	30%					
			1a.2. The science textbooks do not provide enough information for students to gain a full understanding of the concept.	1a.2. Teachers will be given instructional techniques and strategies for teaching science at their grade levels. The core science curriculum will also be supplemented through the use of AIMS, GEMS, BrainPOP, Snap Shots, and Gizmos.	1a.2. Teachers Administrators	1a.2. Classroom walkthroughs Grade level meetings Progress monitoring	1a.2. Teacher lesson plans Lesson Assessments Unit Assessments DA Baseline and Midyear Assessments FOCUS Benchmark Assessments
			1a.3. Students lack the skills that enable them to recognize errors in logic or reasoning.	1a.3. Teachers will provide students with techniques that will help them to critique the validity of their own logic and reasoning or the logic and reasoning of others.	1a.3. Teachers Administrators	1a.3. Classroom walkthroughs Grade level meetings	1a.3. Lesson Assessments Unit Assessments DA Baseline and Midyear Assessments FOCUS Benchmark Assessments
1b. Florida Alternate Assessment: Students scoring at Level 4, 5, and 6 in science.			1b.1. Students have limited background knowledge in the area of science.	1b.1. Teachers will assess background knowledge before introducing new concepts and offer inquiry-based activities to	1b.1. Teachers Administrators	1b.1. Progress monitoring ESE team meetings	1b.1. Student portfolio
Science Goal #1b:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Fifth grade students							

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achieving at level 4, 5, or 6 on the Florida Alternate Science Assessment will remain at 100% of students scoring at the proficient level but make gains appropriate to their individual learning targets.	100%	100%		build background knowledge.			
			1b.2.	1b.2.	1b.2.	1b.2.	1b.2.
			1b.3.	1b.3.	1b.3.	1b.3.	1b.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.			2a.1. Lack of inquiry-based instruction	2a.1. Teachers will be given instructional techniques and strategies for the implementation of inquiry-based instruction in their classrooms.	2a.1. Teachers Administrators	2a.1. Classroom walkthroughs Grade level meetings Progress monitoring	2a.1. Teacher lesson plans Lesson Assessments Unit Assessments DA Baseline and Midyear Assessments FOCUS Benchmark Assessments
Science Goal #2a: Students achieving a level 4 or 5 on the FCAT 2.0 Science Assessment will increase 4 percent.	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	25% (15)	29%					
				2a.2. The science textbooks do not provide enough information for students to gain a full understanding of the concept.	2a.2. Teachers will be given instructional techniques and strategies for teaching science at their grade levels. The core science curriculum will also be supplemented through the use of AIMS, GEMS, BrainPOP, Snap Shots, and Gizmos.	2a.2. Teachers Administrators	2a.2. Classroom walkthroughs Grade level meetings Progress monitoring
2a.3. Students have limited background knowledge in the area of science.				2a.3. Teachers will assess background knowledge before introducing new concepts and offer inquiry-based activities to build background knowledge.	2a.3. Teachers Administrators	2a.3. Progress monitoring Grade level meetings	2a.3. Lesson Assessments Unit Assessments DA Baseline and Midyear Assessments FOCUS Benchmark Assessments
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2b.1. Students have limited background	2b.1. Teachers will assess background knowledge	2b.1. Teachers	2b.1. Progress monitoring	2b.1. Student portfolio

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Science Goal #2b: The percentage of 5 th grade students achieving a level 7, 8, or 9 on the Florida Alternate Assessment will remain at 100%	2012 Current Level of Performance: *	2013 Expected Level of Performance: *	knowledge in the area of science.	before introducing new concepts and offer inquiry-based activities to build background knowledge.	Administrators	ESE team meetings	
	100% (2)	100%					
			2b.2.	2b.2.	2b.2.	2b.2.	2b.2.
			2b.3	2b.3	2b.3	2b.3	2b.3

End of Elementary School Science Goals

Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Science Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount

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Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: \$0.00			

End of Science Goals

Writing Goals

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1a. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.			1a.1. Lack of Training: Teachers lack appropriate/ proven teaching methods and strategies Teachers lack collaboration on writing strategies and planning lessons	1a.1. Teachers will participate in professional development on writing methods and strategies. Teachers will participate in professional development on writing with the SRA, Imagine It! Curriculum. Teachers will be provided with a common planning meeting time for collaboration.	1a.1. Teachers Administration Reading Coach	1a.1. Observation of teachers using methods and strategies in classrooms; Teacher reflections during Common Planning Meeting; Evidence in student writing samples	1a.1. Classroom observations Student writing samples Common Planning Meetings
Writing Goal #1a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
The percentage of 4 th grade students scoring at level 3 or higher on the FCAT Writing Assessment will increase from 73 percent to 90 percent.	73% (37)	90%					
			1a.2. Lack of Tools: Classrooms lack requirements for successful writing (curriculum guides, focused instruction, block of time, progress monitoring, supports and scaffolds)	1a.2. Identify a Curriculum Guide/tools, and other writing resources Create time to write more and write better (block of time on schedule and writing station in various subject areas) Teachers conduct conferences, focus lessons	1a.2. Teachers Administration	1a.2. Observation of classroom environment and set-up (writing station, time on schedule, writing resources, content in classroom, traits of writing evidence, lesson plan reviews, evidence of student conferences)	1a.2. Classroom observations Student writing samples Common Planning Meetings

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			and provide writing opportunities				
			1a.3. Lack of Progress Monitoring: Insufficient on-going progress monitoring of writing achievement	1a.3. Teachers/students will use daily writing notebooks that include rubrics, samples of writing, writing topics/prompts, lessons, skills, vocabulary Achievement will be monitored using monthly writing samples	1a.3. Teachers Administration	1a.3. Use of Writing Notebooks Monthly progress monitoring meetings to evaluate writing achievement	1a.3. Classroom observations Student writing samples Common Planning Meetings
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.			1b.1. Lack of Training: Teachers lack appropriate/ proven teaching methods and strategies Teachers lack collaboration on writing strategies and planning lessons	1b.1. Teachers will participate in professional development on writing methods and strategies. Teachers will participate in professional development on writing with the SRA, Imagine It! Curriculum. Teachers will be provided with a common planning meeting time for collaboration.	1b.1. Teachers Administration Reading Coach	1b.1. Observation of teachers using methods and strategies in classrooms; Teacher reflections during Common Planning Meeting; Evidence in student writing samples	1b.1. Classroom observations Student writing samples Common Planning Meetings
Writing Goal #1b: The percentage of identified students scoring at proficient level or higher in writing will remain at 100%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	100%	100%					
			1b.2. Lack of Tools: Classrooms lack requirements for successful writing (curriculum guides, focused instruction, block of time, progress monitoring, supports and scaffolds)	1b.2. Identify a Curriculum Guide/tools, and other writing resources Create time to write more and write better (block of time on schedule and writing station in various subject areas) Teachers conduct conferences, focus lessons and provide writing opportunities	1b.2. Teachers Administration	1b.2. Observation of classroom environment and set-up (writing station, time on schedule, writing resources, content in classroom, traits of writing evidence, lesson plan reviews, evidence of student conferences)	1b.2. Classroom observations Student writing samples Common Planning Meetings
			1b.3. Lack of Progress	1b.3. Teachers/students will use	1b.3. Teachers	1b.3. Use of Writing Notebooks	1b.3. Classroom observations

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		Monitoring: Insufficient on-going progress monitoring of writing achievement	daily writing notebooks that include rubrics, samples of writing, writing topics/prompts, lessons, skills, vocabulary Achievement will be monitored using monthly writing samples	Administration	Monthly progress monitoring meetings to evaluate writing achievement	Student writing samples Common Planning Meetings
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Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing Methods/Strategies	K-5	Curriculum Team Leaders PLC (Kirn) District	All K-5 teachers	On-going	Writing Samples Classrooms Observations PLC participation/sharing	Teachers School Leaders Administration
Writing in Reading Block and CCSS	K-5	Reading Coach SRA Consultant District	All K-5 teachers	Fall 2012	Classroom Observations Writing Samples	Teachers School Leaders Administration
Monitoring Student Progress	K-5	PLC (Ross) Administration District	All K-5 teachers	On-going	Writing Samples Classrooms Observations PLC participation/sharing	Teachers School Leaders Administration

Writing Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district -funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount

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Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Writing Goals

Attendance Goal(s)

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data, and reference to “Guiding Questions”, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Attendance			1.1. Lack of transportation for out of zone students	1.1. Recognition each nine-week period for attendance. On-going parent-school communication	1.1. Attendance Coordinator Assistant Principal	1.1. Decrease in absences on the Genesis Attendance Report	1.1. Genesis Attendance Report Pinpoint Report
Attendance Goal #1:	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					
	96%	98%					
The Attendance Rate at Hartsfield Elementary School will improve from 96% of the students in daily attendance to 98% of the students in daily attendance.	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
	15	10					
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
	30	20					
			1.2. Parent contact information not being	1.2. Send home quarterly request for updated	1.2. Registrar Administrators	1.2. Monthly Intervention Assistance Team meetings	1.2. Compare monthly attendance reports

2012-2013 School Improvement Plan (SIP)-Form SIP-1

		updated and entered into Genesis system.	information.	Attendance Coordinator	for attendance issues	
		1.3. Attendance not being recorded properly by staff	1.3. Teacher training at faculty meetings to ensure proper attendance tracking practices.	1.3. Teachers Office Staff Administrators	1.3. Monitor Teacher Attendance reports daily	1.3. Teacher attendance reports Student attendance reports

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Attendance Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: \$0.00			

End of Attendance Goals

Suspension Goal(s)

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to “Guiding Questions”, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension			1.1.	1.1.	1.1.	1.1.	1.1.
Suspension Goal #1:	<u>2012 Total Number of In – School Suspensions</u>	<u>2013 Expected Number of In- School Suspensions</u>	1.1. Factors in a student’s home life that affect their behavior at school	1.1. Implement the Positive Behavior Support program Student/Parent handbook activity to share school expectations.	1.1. Positive Behavior Support Team	1.1. Educator’s Handbook discipline data	1.1. A decrease in the number of incidents reflected in a comparison of the 2011/2012 Educator’s Handbook discipline data with data from 2012/2013
<i>The number of in-school and out-of-school suspensions will decrease by 10 percent in each area as a result of teachers continuing to implement the Positive Behavior Support Program with fidelity.</i>	<i>38 referrals during the 2011-2012 school year</i>	<i>34 referrals during the 2012-2013 school year</i>					
	<u>2012 Total Number of Students Suspended In-School</u>	<u>2013 Expected Number of Students Suspended In-School</u>					
	<i>10 students</i>	<i>9 students</i>					
	<u>2012 Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					
	<i>5 referrals during the 2011-2012 school year</i>	<i>3 out of school suspensions</i>					
	<u>2012 Total Number of Students Suspended Out- of- School</u>	<u>2013 Expected Number of Students Suspended Out- of-School</u>					
	<i>5 students</i>	<i>4 students</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.

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		Lack of self-control on the part of the student	Implement the Positive Behavior Support program	Positive Behavior Support Team	Educators Handbook Discipline Data	A decrease in the number of incidents reflected in a comparison of the 2011/2012 Educator's Handbook discipline data with data from 2012/2013.
		1.3. Staff members not finding solutions with discipline problems prior to writing a referral.	1.3. Implement PBS strategies and make sure expectations are clear to all stakeholders. Implement PBS strategies to reward positive behaviors and take the focus away from the negative behaviors.	1.3. All staff including administrators.	1.3. Monitoring PBS Review of grade level/classroom discipline plans for consistency.	1.3. A decrease in the number of incidents reflected in a comparison of the 2011-2012 Educator's Handbook discipline data with data from 2012-2013

Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Positive Support Behavior System	K-5	PBS Team	One teacher from each grade level (PBS Team) Administrator	Ongoing	School PBS team will meet each month School PBS Coach will meet monthly with District PBS Coordinator at monthly meetings	PBS Team Administration
Educators Handbook	K-5	Administration		Ongoing	Behavior Data is shared during grade level meetings and PBS meetings.	PBS Team Administration

Suspension Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.
Evidence-based Program(s)/Materials(s)

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Strategy	Description of Resources	Funding Source	Amount
Positive Behavior Support Program	Incentives for PBS Store/program or assemblies	School Budget	\$200.00
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Computer Based Discipline /Referral System	Educators Handbook	District Funded	Computer Based Discipline /Referral System
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Positive Behavior Support Program	Positive Behavior Support Program	School Based PLC	
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: \$200.00			

End of Suspension Goals

Parent Involvement Goal(s)

Upload Option-For schools completing the Parental Involvement Policy/Plan (PIP) please include a copy for this section.

Online Template- For schools completing the PIP a link will be provided that will direct you to this plan.

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

Parent Involvement Goal(s)	Problem-solving Process to Parent Involvement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p>1. Parent Involvement</p> <p>Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i></p>	1.1. High number of work hours	1.1. Design a flexible meeting schedule that will accommodate parental needs	1.1. Parent Liaison and Teachers	1.1. Sign-in sheets	1.1. Parent surveys

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80% of the parents at Hartsfield Elementary School will participate in a parent activity.	2012 Current level of Parent Involvement:*	2013 Expected level of Parent Involvement:*					
	75% of parents participated in a school activity.	80% of the parents at Hartsfield Elementary School will participate in a parent activity.					
			1.2. Large number of siblings	1.2. Referrals for glasses, medical, and dental services through the Community in Schools partnership	1.2. CIS site-based coordinator	1.2. Number of completed referrals	1.2. Parent surveys
		1.3. Lack of childcare	1.3. Childcare will be provided for all parent involvement activities held after school	1.3. Parent Liaison	1.3. Sign-in sheets	1.3. Parent surveys	

Parent Involvement Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Literacy/Language Arts Parent Night	Reading	Reading and Writing Learning Community	PK-5 th grade parents	Oct. 30, 2012	Parent Feedback from Workshop	Parent Liaison
Math Parent Night	Math	Math Learning Community	PK-5 th grade parents	Fall 2012	Parent Feedback from Workshop	Parent Liaison
Science Night	Science	Science Learning Community	PK-5 th grade parents	Sept. 18, 2012	Parent Feedback from Workshop	Parent Liaison

Parent Involvement Budget

April 2012
 Rule 6A-1.099811
 Revised April 29, 2011

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Literacy Night	Materials for Parents	Title I	\$200.00
Math Night	Materials for Parents	Title I	\$200.00
Science Night	Materials for Parents	Title I	\$200.00
			Subtotal: \$600.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: \$600.00

Materials f

End of Parent Involvement Goal(s)

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
STEM Goal #1: Hartsfield Elementary School 100% of students will receive instruction through the use of units that integrate science, technology, engineering, and math.	1.1. Lack of instructional techniques required to successfully integrate science, technology, engineering, and math	1.1. Teachers will be given instructional techniques to successfully integrate science, technology, engineering, and math through the use of ongoing professional development.	1.1. Administrators	1.1. Classroom walkthroughs Grade level meetings Progress monitoring	1.1. Teacher lesson plans Lesson Assessments Unit Assessments
	1.2.	1.2.	1.2.	1.2.	1.2.

STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
STEM Integration	K-5	Designee	School-wide	Initial training in the fall, ongoing afterwards	Teachers will design units in grade level team meetings, and share ideas for implementations during faculty meetings.	Teachers Administrators

STEM Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.
Evidence-based Program(s)/Materials(s)

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: \$0.00

End of STEM Goal(s)

Final Budget (Insert rows as needed)

April 2012
 Rule 6A-1.099811
 Revised April 29, 2011

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Please provide the total budget from each section.	
Reading Budget	Total: \$5,000.00
Mathematics Budget	Total: \$0.00
Science Budget	Total: \$0.00
Writing Budget	Total: \$0.00
Attendance Budget	Total: \$200.00
Suspension Budget	Total: \$0.00
Dropout Prevention Budget	Total: \$600.00
Parent Involvement Budget	Total: \$0.00
Additional Goals	Total: \$0.00
	Grand Total: \$5,800.00

Differentiated Accountability

April 2012
 Rule 6A-1.099811
 Revised April 29, 2011

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School-level Differentiated Accountability (DA) Compliance

Please choose the school's DA Status. (To activate the checkbox: 1. double click the desired box; 2. when the menu pops up, select "checked" under "Default Value" header; 3. Select "OK", this will place an "x" in the box.)

School Differentiated Accountability Status		
<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent

- Upload a copy of the Differentiated Accountability Checklist in the designated upload link on the "Upload" page

School Advisory Council (SAC)

SAC Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community members who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

Yes No

If No, describe the measures being taken to comply with SAC requirements.

Describe the activities of the SAC for the upcoming school year.

The School Advisory Council is active in school events. They monitor the implementation of the School Improvement Plan. Some activities the School Advisory Council are involved with include Open House, Wellness and Community Involvement, Professional Learning Communities and School Carnival.

Describe the projected use of SAC funds.

Schools did not receive funds for SAC

Amount

\$0.00