

Hamilton Elementary School



2014-15 School Improvement Plan

Hamilton Elementary School

1501 E 8TH ST, Sanford, FL 32771

<http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0021>

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
94%

Alternative/ESE Center
No

Charter School
No

Minority
82%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	F	D	C	C

School Board Approval

This plan was approved by the Seminole County School Board on 11/18/2014.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Priority	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

In a safe and caring environment, home school and community will work together to challenge all students to achieve their maximum potential, enabling them to SOAR toward bright tomorrows!

Provide the school's vision statement

Our vision statement will be aligned with the district's, where every student will perform at their highest levels, graduate from high school prepared for the future as a lifelong learner and be a responsible citizen in a democratic society.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Hamilton Elementary School of Engineering and Technology learns about students' cultures and builds relationships between teachers and students. We implement Positive Behavior Intervention and Support to encourage a positive school climate. We are instituting a new PBS initiative this school year that employs a token economy and our new acronym for positive behavior. Our new acronym is GEAR. Grateful, Eager to learn, Always safe, Respectful. We will be putting posters with this acronym throughout the school and teaching to those expectations. Our token economy will be used for students to gain points for positive behavior and then be able to cash those points in for various prizes either in the classroom or our school store or both.

Positive Behavior Support (PBS) aims to build learning environments in which positive behavior is taught, emphasized, and recognized. PBS incorporates a proactive approach to address disruptive behaviors and replace them with appropriate behaviors using reinforcement system to strengthen and increase pro-social skills. We here at Hamilton will focus on building personal relationships with our students based on mutual respect and identifying and building upon students' strengths.

Our staff will work as a collaborative team to implement school-wide expectations that are consistent throughout the school. We use data, effective listening skills, a positive approach, and evidence-based strategies to build effective environments, solve problems, and celebrate success.

Our students will be taught to the school expectations (GEAR) in order to focus on learning and academic success. We will model, role-play, and promote positive interactions within our school community.

Describe how the school creates an environment where students feel safe and respected before, during and after school

At Hamilton Elementary School of Engineering and Technology, an environment is created where students feel safe and respected before, during, and after school. There are many opportunities during the school year to develop a connection with families and the community during school hours as well as during our evening events. Our parent and community liaison and the administrators work closely with individuals and organizations to come up with a plan that is in the best interests of our students.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

School-wide expectations provide the foundation for all positive school-wide behavior systems. These school-wide expectations are applied in all areas of the school- classroom & non-classroom settings and at all times-before, after and during the school day. Our school-wide rules and expectations are reviewed and considered for consistency and fairness. Teachers are encouraged to teach, practice and reinforce these expectations in their classrooms as needed.

These school-wide rules and expectations will be observed during the beginning weeks of school. The school-wide rules and expectations will be created using Seminole County School's Code of Student Conduct.

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

Our school ensures that the social-emotional needs of all students are being met by implementing the following plan:

- Operational school based team that meets weekly to discuss students with barriers to academic and social success;
- Mentors assigned to students identified with behavioral/academic concerns;
- Instruction and various campus activities that address social/emotional needs of students;
- Connect students to agencies who have Cooperative Agreements or are on campus (Counseling, Care- Giving Youth, etc);
- Develop and implement a comprehensive school counseling program with dedicated time to: (1) Assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making), (2) Identify interventions that the research suggests works to remove the barrier to success (Evidence-Based Intervention), and (3) Evaluate your intervention and evolve (Evaluation).
- Engage with identified staff (i.e. school counselor, school-based team leaders, administration) to provide a differentiated delivery of services based on student/school need. Include core (classroom guidance, workshop, assembly), supplemental (solution focused small group counseling), and intensive supports (individual counseling/advisement, referral to community resources). Utilize data-based decision making to close academic, and social gaps by connecting all students with the services they need.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Teachers and administrators use multiple strategies to contact families, including but not limited to, (1) contacting families prior to the start of school to welcome the students to the new school year, (2) inviting families to curriculum nights and open house meetings to meet teachers and school staff and

to learn about the curriculum, (3) providing access to school grades, progress monitoring data and other relevant achievement information through the SPCS Parent Information Network, (4) ensuring students show evidence of “owning their data” and scheduling student led conferences as applicable, (5) inviting families to participate in SAC and PTA Boards, (6) inviting families to attend PTA meetings and participate in school related events, (7) using multiple genres of social networking, as well as sending electronic/paper-based newsletters to families on a regular basis, (8) advertising events on school marquees, (9) and numerous other out-reach strategies developed by school staff.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Teachers and administrators are continually involved in local events and often invited to participate in their community’s celebrations. Administrators and teachers reach out to local businesses for participation in the school’s business partners programs. As applicable, administrators serve on local rotary clubs, chambers, etc. In addition, faith-based leaders are invited to form relationships with local schools.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Phillips, Samelia	Principal
Burgess, Sheleen	Assistant Principal
Webb, Jessica	Assistant Principal

Duties

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

*Samelia Phillips, Principal

As a second year site-based principal and instructional leader, I have the distinct pleasure of leading Hamilton Elementary School of Engineering and Technology, promoting academic excellence. My function as the instructional leader is to narrow the achievement gap by promoting growth in student learning within all subgroups. I strive to set clear goals, allocate resources for instruction, manage the discipline so effective instruction is evident, help teachers to unpack the standards, monitor lessons/ lesson plans, provide professional development opportunities, give feedback/praise to promote effective teaching, allot time, use data to focus attention on improving instruction and evaluate teachers. As a 21st century administrator, I embrace collaboration and shared decision making; for everyone to own our results and to work together to ensure success for all of our students.

*Sheleen Burgess, Assistant Principal

As a third year assistant principal and servant leader, I make an effort to help enforce the mission of leading by design and not by chance. In addition to the traditional school leadership duties such as teacher evaluation, scheduling, and a deep involvement with specific aspects of teaching and learning, I'm consistently involved in curricular, instructional, and behavioral issues that directly impact student achievement. A few shared decision making elements I deal with on a regular basis are prioritizing what's most important, staying informed on best practices, remaining focused on the

alignment of curriculum, instruction, assessment, and standards, and analyzing data to assess performance and inform instruction. Without a doubt, we have the great task of educating the minds of our youth and together we can help make our future bright!

*Jessica Webb, Assistant Principal,

As a fourth year assistant principal, my role as an instructional leader at Hamilton Elementary School of Engineering and Technology is to create a STEM magnet program with the goals of increasing student achievement and decreasing minority group isolation.

With this said, in order for the magnet to be successful, the foundation of the school needs to be solid. So, I also must focus on the overall achievement of the school in order to layer on a successful magnet program. This is where the shared decision making comes into play.

Together, we must find ways to increase student achievement in ELA and math so that the magnet can be successful and continue to increase student achievement.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Hamilton Elementary School of Engineering and Technology annually reviews budgets and expenditures as well as student and teacher data to ensure schools are adequately staffed to meet student achievement needs. For Title I schools, data are reviewed and funds are primarily used to support improved instruction and interventions. Hamilton Elementary School will coordinate Title I and Supplemental Academic Instruction funds to provide additional academic tutorial and/or intervention time for students in need of remediation. These funding sources are coordinated to maximize the number of students and the amount of services available for academic interventions. Titles I and II are coordinated to ensure district professional learning and intensive instructional coaching is provided to schools. In addition, the school district coordinates IDEA and Title I funds to provide our school additional paraprofessionals that facilitate small group instruction during the school day. The coordination and integration of these funds and services ensure students are provided the time and support needed to master the standards and improve academic achievement.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Samelia Phillips	Principal
Fred Poole	Business/Community
Pattie Reda	Parent
Kay Boehart	Teacher
Eric Kolva	Teacher
Lynn Lancaster	Education Support Employee
Melissa Nettles	Parent
Oeilma Mosales	Parent
Sasha Darsan	Parent
Shana Acevedo	Parent
Eric Bass	Parent
Carrie Kolva	Parent
Karin Wilson	Parent
Sarah Jones Bass	Parent
Robert Nowell	Parent
Shavondra Bradford	Parent
Samiah Dixon	Parent
Angela Manuel	Teacher

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

Last year's school improvement plan was completed and submitted.

Development of this school improvement plan

The development of the School Improvement Plan will be reviewed by SAC members and input will be documented for consideration. During meetings, all members will be invited to discuss items from the school improvement plan draft.

Preparation of the school's annual budget and plan

The preparation of the school's plan and budget was discussed with SAC members on ways to reward students for improved student achievement and improve behavior.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

The first SAC meeting of the 2014-2015 school year will be held the week of September 8, 2014. Allocated funds will be spent on monthly school-wide incentives to increase attendance, positive behavior and student achievement.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

No

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

The measures implemented this school year is that we started recruitment in May 2014 @ parent engagement activities. Also, we recruited during Open House, Title I/Curriculum Night as well as increased the number of members in order to meet the requirements this school year.

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Phillips, Samelia	Principal
Burgess, Sheleen	Assistant Principal
Webb, Jessica	Assistant Principal
Barber, Lynn	Instructional Coach
Crawford, Linda	Instructional Coach
Gehron, Elizabeth	Instructional Coach
Hayward, Kimberlee	Administrative Support

Duties

Describe how the LLT promotes literacy within the school

There are three major initiatives for the 2014-2015 Literacy Leadership Team. The first is to ensure that teachers are teaching Florida Common Core Standards through standards-based instruction. The second is to schedule a writer's workshop block of time to teach text dependent writing. The third is the incorporate the Gradual Release Model to meet the needs of all learners, with interventions and enrichment. These three initiatives will support all students in making learning gains.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

A variety of strategies are used to encourage positive working relationships between teachers at Hamilton Elementary School of Engineering and Technology. Grade levels conduct weekly PLC's to focus on collaborative planning and standards-based instruction. A leadership team representative attends and supports the PLC's. We in the process of finalizing data meetings in order to disaggregate data and continue the collaboration process. Staff meetings are held monthly, and professional development activities are held on Wednesdays. In addition, grade level teams focus on a specific, instructional strategy during the Deliberate Practice process. They work together to practice and refine this instructional strategy. Hamilton supports new teachers through the Mentor/Mentee program. Mentees receive support from a certified teacher through this program. Teachers who are new to Hamilton meet regularly, with their mentor, to learn about our school and ask questions as necessary.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Seminole County Public Schools is always looking for highly qualified, certified teachers to teach our students. The method of recruitment is defined based on the need. Seminole County Public Schools' reputation of being an "A" school district brings to us thousands of highly qualified applicants. One of our recruitment strategies is our partnership with State and private colleges and universities. We welcome university and college interns and field study students to our district, not only from the State or Florida university system, but also out of State. Annually our district participates in many university job fairs and minority and veteran job fairs. This year we have gone out of the United States and are bringing on board a few teachers from Spain to teach the dual language classes.

The district supports all teachers, but especially new teachers with mentoring programs. We also provide in-services and workshops. New teachers with zero years of experience are assigned a one on one mentor. This support is provided beyond the first year.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Our school has a school-wide mentor who works with administration to coordinate all mentoring activities on our campus. This school-wide mentor is trained by our county's new teacher facilitator and is given materials and agendas to support the new teachers during this calendar year. Before school begins, our school-wide mentor meets the new teachers at our school and gives a campus tour while orienting our new teachers to important procedures and policies that will affect them as they begin the school year. Once school begins, our new teachers meet regularly with the mentor(s) who best fits their needs and follow an agenda of recommended topics that are appropriate for their given situations. Whether the new teacher is working with a school-wide mentor, peer teacher, or alternative certification mentor, he or she is working with an individual who has been trained by our county to support the teacher's various needs. Each of these mentor roles are fine-tuned each year based on the feedback from our new teachers the year before.

Additionally, our school arranges for each new teacher to be accompanied by a well-chosen mentor for visits to classrooms of highly effective teachers. Both this mentor and the new teacher utilize a classroom visitation sheet to guide their post-visit discussions around our county's instruction model, room arrangements, and classroom management. The goal of these visits is to provide models of instructional practice and time for reflection that will allow the new teacher to fine-tune his or her teaching abilities.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The core curricula of Seminole County Public Schools are comprehensive systems employing research-based best-practices, rigorous content, and instructional materials organized in comprehensive instructional plans. Delivery modes and methods require explicit differentiated instruction to the depth of the Florida Standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Hamilton uses a data-driven approach to differentiated instruction in order to meet the diverse needs of our students. During the first weeks of school, all students are given baseline assessments

in Reading, Math, Writing, and Science. The data provided from these assessments will be used to differentiate instruction based on specific needs. After the initial assessment, teachers will give weekly formative assessments to track students' growth based on specific standards-based learning targets. In addition, summative assessments will be given at the end of each unit to track students' achievement relative to the standards-based learning goal. Small reading and math groups will address students' needs based on grade level expectations. Students who are performing below grade level proficiency will receive intervention specific to their needs. These students will be progress monitored on a regular basis, and groups will be fluid based on student needs. The additional hour will also be used to assist students having difficulty attaining proficiency or advanced levels on state assessments.

Grade levels will meet often to review, discuss, and take action on current student data. Instruction will be modified based on student data. For example, if students display proficiency on a pre-assessment, the teacher will modify the instructional plan to address the standards at an advanced level. Students who do not display proficiency will be addressed in small groups and during intervention. In addition, if students display deficits, the instructional plan will be modified to address foundational learning targets. Students who are proficient will receive advanced instruction in small groups.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 10,800

Teachers and support staff, such as paraprofessionals, special area teachers, and resource teachers will provide instruction using the district's core content curriculum. The computer programs are FastForWord, IStation, Lexia/Reading Plus, iReady Math, etc.

Strategy Rationale

The rationale is to provide additional core instruction across the content areas.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Phillips, Samelia, samelia_phillips@scps.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

District wide assessments such as Discovery Education, Scholastic Reading Inventory, and PASI/PSI are being used to determine progress, along with Core unit assessments.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

Students in the Voluntary Pre-K (VPK) Program visit the kindergarten classrooms at the end of the school year to learn about what to expect in kindergarten. During the summer, students entering kindergarten in selected Title I Schools can attend Ready Set Learn to help prepare them for success in kindergarten. Schools offer an Open House before school starts and kindergarten teachers are available for individual conferences. The VPK Assessment Grant was used to provide private and faith based kindergartens transition in elementary catchment areas.

College and Career Readiness

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

NA

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

NA

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

NA

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

NA

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If we increase the effectiveness of standards-based instruction through best practices, we will increase the percentage of students meeting proficiency and making learning gains between 2014-2015.
- G2.** If we practice and enforce safety and reporting procedures amongst staff, parents, and students before, during and after school hours, then we will decrease the amount of behavioral infractions between 2014-2015.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. If we increase the effectiveness of standards-based instruction through best practices, we will increase the percentage of students meeting proficiency and making learning gains between 2014-2015. 1a

G056044

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	50.0
ELA/Reading Lowest 25% Gains	60.0
FCAT 2.0 Science Proficiency	50.0
ELA/Reading Gains	60.0

Resources Available to Support the Goal 2

- Florida Standards
- Lexia/Reading Plus
- iReady Math

Targeted Barriers to Achieving the Goal 3

- Less than 50% of the students are responding to core instruction.
- Core instruction is inadequate to meet student needs

Plan to Monitor Progress Toward G1. 8

The progress towards meeting the goal include district and school based assessments.

Person Responsible

Samelia Phillips


Schedule

Weekly, from 8/11/2014 to 5/29/2015

Evidence of Completion

Discovery Education, Lexia/Reading Plus and iReady, Common Assessments, College and Career Readiness Assessments, Florida Standards Assessments, SRI

G2. If we practice and enforce safety and reporting procedures amongst staff, parents, and students before, during and after school hours, then we will decrease the amount of behavioral infractions between 2014-2015. **1a**

 G056045

Targets Supported **1b**

Indicator	Annual Target
2+ Behavior Referrals	

Resources Available to Support the Goal **2**

- Behavior Specialist Interventionist and Analyst
- Positive Behavior Support
- UCF Counseling Support (Guidance Counselor, Mentors)

Targeted Barriers to Achieving the Goal **3**

- A significant percentage of students lack the understanding and motivation to follow appropriate rules and procedures.

Plan to Monitor Progress Toward G2. **8**

The PBS team will meet monthly to review discipline data.

Person Responsible

Jessica Webb

Schedule

Monthly, from 8/11/2014 to 5/29/2015

Evidence of Completion

EdInsight data

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key


G1. If we increase the effectiveness of standards-based instruction through best practices, we will increase the percentage of students meeting proficiency and making learning gains between 2014-2015. **1**

 G056044

G1.B1 Less than 50% of the students are responding to core instruction. **2**

 B141366

G1.B1.S1 Ensure that teachers are using a research based instructional delivery model. **4**

 S153654

Strategy Rationale

To improve core instructional practices ensuring effective delivery to improve student achievement.

Action Step 1 **5**

All teachers will be trained on the Gradual Release Model.

Person Responsible

Samelia Phillips

Schedule

On 8/8/2014

Evidence of Completion

Sign in sheets

Action Step 2 5

All teachers will be trained on the use of small group and differentiated instruction.

Person Responsible

Sheleen Burgess

Schedule

On 10/29/2014

Evidence of Completion

Sign in sheets

Action Step 3 5

All teachers will be trained in cooperative grouping strategies.

Person Responsible

Samelia Phillips

Schedule

On 10/15/2014

Evidence of Completion

Sign-in sheet

Action Step 4 5

Coaches will support teachers in the Gradual Release Model through the Intensive Coaching Cycle.

Person Responsible

Samelia Phillips

Schedule

On 5/29/2015

Evidence of Completion

Coaching Forms

Action Step 5 5

Model classrooms will be used to support effective instructional practice.

Person Responsible

Samelia Phillips

Schedule

Monthly, from 8/22/2014 to 5/29/2015

Evidence of Completion

Instructional Rounds Form

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

The fidelity of implementation will be monitored by scheduled and nonscheduled classroom walkthroughs, iObservation, data chats, Instructional calendars and plans, and the PD schedule.

Person Responsible

Samelia Phillips

Schedule

Weekly, from 8/11/2014 to 5/29/2015

Evidence of Completion

Tracking data sheets, teacher lesson plans, iObservation, teacher feedback, PD materials, Grade level PLC minutes

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Increased student achievement as documented by assessment data will determine the effectiveness of the strategies.

Person Responsible

Samelia Phillips


Schedule

Biweekly, from 8/11/2014 to 5/29/2015

Evidence of Completion

Data sheets

G1.B1.S2 Teachers will routinely engage in an effective planning process. 4

 S153655

Strategy Rationale

Teachers will be able to plan rigorous and engaging lessons to improve student achievement.

Action Step 1 5

Create a master schedule including departmentalization and increased PLC time.

Person Responsible

Samelia Phillips

Schedule

Weekly, from 8/11/2014 to 5/29/2015

Evidence of Completion

Master schedule, Grade level Instructional Schedules

Action Step 2 5

PLC procedures (Data analysis, Lesson planning, unpacking standards) and expectations were established

Person Responsible

Samelia Phillips

Schedule

Weekly, from 8/11/2014 to 5/29/2015

Evidence of Completion

Non-negotiables and Daily expectations

Action Step 3 5

Aligned content with specific meeting days

Person Responsible

Samelia Phillips

Schedule

Weekly, from 8/11/2014 to 5/29/2015

Evidence of Completion

Meeting agenda; Student Data

Action Step 4 5

Instructional Coaches facilitate with Admin present to support grade level PLCs

Person Responsible

Samelia Phillips

Schedule

Weekly, from 8/11/2014 to 5/29/2015

Evidence of Completion

Sign-in sheets, lesson plans, data sheets, PLC minutes

Action Step 5 5

Instructional coaches will be available to work with teachers, during planning time, at teacher request.

Person Responsible

Samelia Phillips

Schedule

Weekly, from 8/11/2014 to 5/29/2015

Evidence of Completion

Tracking spreadsheets

Action Step 6 5

Additional planning days and extended PLC time will be offered periodically.

Person Responsible

Sheleen Burgess

Schedule

Quarterly, from 8/11/2014 to 5/29/2015

Evidence of Completion

Tracking spreadsheets, lesson plans


Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Person Responsible

Schedule

Evidence of Completion

G1.B2 Core instruction is inadequate to meet student needs 2

 B141367

G1.B2.S1 A comprehensive intervention structure will be put in place to meet student needs. 4

 S153656

Strategy Rationale

A necessary component to MTSS.

Action Step 1 5

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Person Responsible

Schedule

Evidence of Completion

G2. If we practice and enforce safety and reporting procedures amongst staff, parents, and students before, during and after school hours, then we will decrease the amount of behavioral infractions between 2014-2015.

1

G056045

G2.B1 A significant percentage of students lack the understanding and motivation to follow appropriate rules and procedures. 2

B141368

G2.B1.S1 Ensure that teachers have established rules and procedures in order to decrease classroom disruptions. 4

S153657

Strategy Rationale

Classroom disruptions are impeding student learning.

Action Step 1 5

Analyze behavioral infractions by students for trends.

Person Responsible

Sheleen Burgess

Schedule

Monthly, from 8/11/2014 to 5/29/2015

Evidence of Completion

The evidence will include but not limited to behavior infraction forms, referrals, student reporting forms, and observation checklists, DisTrack System

Action Step 2 5

DisTrack will be utilized to track student discipline data.

Person Responsible

Sheleen Burgess

Schedule

On 10/22/2014

Evidence of Completion

Sign-In sheets

Action Step 3 5

A school-wide Positive Behavior Support team will be established.

Person Responsible

Jessica Webb

Schedule

Daily, from 8/11/2014 to 5/29/2015

Evidence of Completion

sign-in sheets, PBS minutes

Action Step 4 5

A school-wide Positive Behavior Support plan will be developed and implemented.

Person Responsible

Jessica Webb

Schedule

Daily, from 8/11/2014 to 5/29/2015

Evidence of Completion

Poster, Token Economy, PBS Benchmarks of Quality

Action Step 5 5

A school-based team will develop a comprehensive discipline plan.

Person Responsible

Sheleen Burgess

Schedule

Annually, from 8/11/2014 to 5/29/2015

Evidence of Completion

Poster/chart of rules, procedures, rewards, and consequences

Action Step 6 5

Provide training to teachers on the Comprehensive Discipline Plan.

Person Responsible

Sheleen Burgess

Schedule

On 8/7/2014

Evidence of Completion

PowerPoint, Sign-in sheets

Action Step 7 5

Teachers will implement the Comprehensive Discipline Plan in individual classrooms.

Person Responsible

Sheleen Burgess

Schedule

Daily, from 8/11/2014 to 5/29/2015

Evidence of Completion

Classroom walkthrough forms, rules and procedures, infraction forms, rewards, and consequences.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Weekly updates and reports will be shared to monitor and support the fidelity of the implementation.

Person Responsible

Sheleen Burgess

Schedule

Monthly, from 8/11/2014 to 5/29/2015

Evidence of Completion

The evidence will include but not limited to behavior infraction forms, referrals, student reporting forms, and observation checklists.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

The effectiveness of this strategy will help reduce the number of infractions and increased student engagement.

Person Responsible

Sheleen Burgess

Schedule

Monthly, from 8/11/2014 to 5/29/2015

Evidence of Completion

Behavior infraction forms, referrals, student reporting forms, observation checklists, DisTrack data.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	All teachers will be trained on the Gradual Release Model.	Phillips, Samelia	8/8/2014	Sign in sheets	8/8/2014 one-time
G1.B1.S2.A1	Create a master schedule including departmentalization and increased PLC time.	Phillips, Samelia	8/11/2014	Master schedule, Grade level Instructional Schedules	5/29/2015 weekly
G1.B2.S1.A1	[no content entered]			one-time	
G2.B1.S1.A1	Analyze behavioral infractions by students for trends.	Burgess, Sheleen	8/11/2014	The evidence will include but not limited to behavior infraction forms, referrals, student reporting forms, and observation checklists, DisTrack System	5/29/2015 monthly
G1.B1.S1.A2	All teachers will be trained on the use of small group and differentiated instruction.	Burgess, Sheleen	10/29/2014	Sign in sheets	10/29/2014 one-time
G1.B1.S2.A2	PLC procedures (Data analysis, Lesson planning, unpacking standards) and expectations were established	Phillips, Samelia	8/11/2014	Non-negotiables and Daily expectations	5/29/2015 weekly
G2.B1.S1.A2	DisTrack will be utilized to track student discipline data.	Burgess, Sheleen	10/22/2014	Sign-In sheets	10/22/2014 one-time
G1.B1.S1.A3	All teachers will be trained in cooperative grouping strategies.	Phillips, Samelia	10/15/2014	Sign-in sheet	10/15/2014 one-time
G1.B1.S2.A3	Aligned content with specific meeting days	Phillips, Samelia	8/11/2014	Meeting agenda; Student Data	5/29/2015 weekly
G2.B1.S1.A3	A school-wide Positive Behavior Support team will be established.	Webb, Jessica	8/11/2014	sign-in sheets, PBS minutes	5/29/2015 daily
G1.B1.S1.A4	Coaches will support teachers in the Gradual Release Model through the Intensive Coaching Cycle.	Phillips, Samelia	8/11/2014	Coaching Forms	5/29/2015 one-time
G1.B1.S2.A4	Instructional Coaches facilitate with Admin present to support grade level PLCs	Phillips, Samelia	8/11/2014	Sign-in sheets, lesson plans, data sheets, PLC minutes	5/29/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A4	A school-wide Positive Behavior Support plan will be developed and implemented.	Webb, Jessica	8/11/2014	Poster, Token Economy, PBS Benchmarks of Quality	5/29/2015 daily
G1.B1.S1.A5	Model classrooms will be used to support effective instructional practice.	Phillips, Samelia	8/22/2014	Instructional Rounds Form	5/29/2015 monthly
G1.B1.S2.A5	Instructional coaches will be available to work with teachers, during planning time, at teacher request.	Phillips, Samelia	8/11/2014	Tracking spreadsheets	5/29/2015 weekly
G2.B1.S1.A5	A school-based team will develop a comprehensive discipline plan.	Burgess, Sheleen	8/11/2014	Poster/chart of rules, procedures, rewards, and consequences	5/29/2015 annually
G1.B1.S2.A6	Additional planning days and extended PLC time will be offered periodically.	Burgess, Sheleen	8/11/2014	Tracking spreadsheets, lesson plans	5/29/2015 quarterly
G2.B1.S1.A6	Provide training to teachers on the Comprehensive Discipline Plan.	Burgess, Sheleen	8/7/2014	PowerPoint, Sign-in sheets	8/7/2014 one-time
G2.B1.S1.A7	Teachers will implement the Comprehensive Discipline Plan in individual classrooms.	Burgess, Sheleen	8/11/2014	Classroom walkthrough forms, rules and procedures, infraction forms, rewards, and consequences.	5/29/2015 daily
G1.MA1	The progress towards meeting the goal include district and school based assessments.	Phillips, Samelia	8/11/2014	Discovery Education, Lexia/Reading Plus and iReady, Common Assessments, College and Career Readiness Assessments, Florida Standards Assessments, SRI	5/29/2015 weekly
G1.B1.S1.MA1	Increased student achievement as documented by assessment data will determine the effectiveness of the strategies.	Phillips, Samelia	8/11/2014	Data sheets	5/29/2015 biweekly
G1.B1.S1.MA1	The fidelity of implementation will be monitored by scheduled and nonscheduled classroom walkthroughs, iObservation, data chats, Instructional calendars and plans, and the PD schedule.	Phillips, Samelia	8/11/2014	Tracking data sheets, teacher lesson plans, iObservation, teacher feedback, PD materials, Grade level PLC minutes	5/29/2015 weekly
G1.B2.S1.MA1	[no content entered]			one-time	
G1.B1.S2.MA1	[no content entered]			one-time	
G2.MA1	The PBS team will meet monthly to review discipline data.	Webb, Jessica	8/11/2014	EdInsight data	5/29/2015 monthly
G2.B1.S1.MA1	The effectiveness of this strategy will help reduce the number of infractions and increased student engagement.	Burgess, Sheleen	8/11/2014	Behavior infraction forms, referrals, student reporting forms, observation checklists, DisTrack data.	5/29/2015 monthly
G2.B1.S1.MA1	Weekly updates and reports will be shared to monitor and support the fidelity of the implementation.	Burgess, Sheleen	8/11/2014	The evidence will include but not limited to behavior infraction forms, referrals, student reporting forms, and observation checklists.	5/29/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If we increase the effectiveness of standards-based instruction through best practices, we will increase the percentage of students meeting proficiency and making learning gains between 2014-2015.

G1.B1 Less than 50% of the students are responding to core instruction.

G1.B1.S1 Ensure that teachers are using a research based instructional delivery model.

PD Opportunity 1

All teachers will be trained on the Gradual Release Model.

Facilitator

Kimberlee Hayward

Participants

Hamilton Faculty

Schedule

On 8/8/2014

PD Opportunity 2

All teachers will be trained on the use of small group and differentiated instruction.

Facilitator

Kimberlee Hayward

Participants

Hamilton Faculty

Schedule

On 10/29/2014

PD Opportunity 3

All teachers will be trained in cooperative grouping strategies.

Facilitator

Linda Crawford, Lynn Barber, & Elizabeth Gehron

Participants

Hamilton Faculty

Schedule

On 10/15/2014

PD Opportunity 4

Coaches will support teachers in the Gradual Release Model through the Intensive Coaching Cycle.

Facilitator

Lynn Barber, Linda Crawford, & Elizabeth Gehron

Participants

Hamilton Faculty

Schedule

On 5/29/2015

PD Opportunity 5

Model classrooms will be used to support effective instructional practice.

Facilitator

Participants

Schedule

Monthly, from 8/22/2014 to 5/29/2015

G2. If we practice and enforce safety and reporting procedures amongst staff, parents, and students before, during and after school hours, then we will decrease the amount of behavioral infractions between 2014-2015.

G2.B1 A significant percentage of students lack the understanding and motivation to follow appropriate rules and procedures.

G2.B1.S1 Ensure that teachers have established rules and procedures in order to decrease classroom disruptions.

PD Opportunity 1

DisTrack will be utilized to track student discipline data.

Facilitator

DisTrack Personnel

Participants

Hamilton Faculty

Schedule

On 10/22/2014

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary

Description	Total
Goal 1: If we increase the effectiveness of standards-based instruction through best practices, we will increase the percentage of students meeting proficiency and making learning gains between 2014-2015.	23,000
Grand Total	23,000

Goal 1: If we increase the effectiveness of standards-based instruction through best practices, we will increase the percentage of students meeting proficiency and making learning gains between 2014-2015.

Description	Source	Total
B1.S1.A3	General Fund	2,000
B1.S1.A3		0
B1.S1.A5	General Fund	1,000
B1.S2.A6	Title I Part A	5,000
B1.S2.A6	Title I Part A	15,000
Total Goal 1		23,000