

Hampton Elementary School

10501 HAMPTON AVE, Hampton, FL 32044

www.bradfordschools.org/schools/hampton-elementary-school/

School Demographics

| | | |
|--------------------|-------------------------------|---|
| School Type | 2014-15 Title I School | 2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2) |
| Elementary | Yes | 100% |

| | | |
|-------------------------------|-----------------------|---|
| Alternative/ESE Center | Charter School | 2015-16 Minority Rate (Reported as Non-white on Survey 2) |
| No | No | 0% |

School Grades History

| | | | | |
|--------------|----------------|----------------|----------------|----------------|
| Year | 2014-15 | 2013-14 | 2012-13 | 2011-12 |
| Grade | C* | A | C | B |

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Bradford County School Board on 10/12/2015.

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 DA Category and Statuses

| DA Category | Region | RED |
|-------------|-------------------|-----------------------------|
| Not In DA | 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

Hampton Elementary School is committed to meeting each child's academic, physical, social, and emotional needs, so that all students can become successful and motivated learners. This will require a cooperative effort from the District, parents, staff, and the community.

Provide the school's vision statement

Hampton Elementary School is a community that collaborates to establish a professional collegial learning environment. We work together to help each member progress towards their maximum potential and improve the academic, social, and moral values of each student, so they may become successful members of our society.

School Environment

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

When any child enrolls at Hampton Elementary School (HES) the Data Entry Clerk informs the principal of those students who are of a minority or ethnic groups. Every parent completes the Title I Migrant Program Occupational Survey and the Home Language Survey. Support is offered through Minority Liaison, Delia Sandquist and Alachua Multi-County Migrant Education Program, Victoria Gomez de la Torre.

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

As a part of the School-Wide Positive Behavior Support Program (SWPBS) students are encouraged to:

Respect Yourself, Respect Others, and Respect Property

Be Safe, Be Responsible, Be Respectful

Respect Relationships and Respect Responsibilities

Students are educated through the "Speak Up and Be Safe" curriculum sponsored through The Monique Barr Foundation on bullying, abuse, and safety in and out of school.

The Transferring A Little Knowledge Systematically(TALKS) Leadership Program has been designed to strengthen a child's unique potential by involvement in a mentoring relationship, Pastor Byron Ramseur.

Florida Sheriffs Youth Ranches, Inc. which provides community based services, family counseling, with on site school counseling programs for 3rd-5th grades, and camp programs.

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

HES uses School-Wide Positive Behavior Support (SWPBS) as a Tier I strategy for students. HES SWPBS includes a classroom management plan that reinforces rules and procedures; "be safe," "be responsible," and "be respectful." A token system of Hornet Tickets is in place to reward students that

demonstrate specific behaviors that are part of the Twelve (12) Step Classroom Management Plan and CHAMPS program.

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

All Students receive classroom guidance weekly from the school counselor where social-emotional needs are addressed and taught. Students who require additional services are given one-on-one counseling and, or small group counseling through the school counselor, Meridian Behavioral Services, or TALKS mentoring Program.

Early Warning Systems

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

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Attendance below 90%, regardless of whether absence is excused or a result of out-of-school suspension.

One or more suspensions, whether in school or out of school

Course failure in English Language Arts (Florida Standard Assessment).

A level 1 score on the statewide, standardized assessment (FSA) in English Language Arts

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

| Indicator | Grade Level | | | | Total |
|---------------------------------|-------------|---|---|---|-------|
| | K | 1 | 3 | 4 | |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | |
| One or more suspensions | 0 | 1 | 0 | 3 | 4 |
| Course failure in ELA or Math | 1 | 1 | 0 | 0 | 2 |
| Level 1 on statewide assessment | 0 | 0 | 7 | 0 | 7 |
| | 0 | 0 | 0 | 0 | |
| | 0 | 0 | 0 | 0 | |

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

| Indicator | Grade Level | | | | | | Total |
|--|-------------|---|---|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | |
| Students exhibiting two or more indicators | 2 | 1 | 1 | 7 | 3 | 2 | 16 |

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

After school tutoring for third (3rd), fourth (4th), and fifth (5th) grade students beginning January 2016, MtSS/RtI data tracking, student self checking, SWPBS, Achieve 3000, Collins Writing, i-Ready Reading, and Systematic Instruction in Phonological Awareness Phonics and Sight Words (SIPPS). Reading Eggs, i-Ready Math, Great Leaps, and Reading Horizons Phonics are used in grades Kindergarten-second (2nd).

Students with three (3) or more tardies/early checkouts during a 4 week period will receive a letter

from the principal reviewing the District Attendance Policy, including a lowering of grades with a possible lock out from MIS.

Students with three (3) or unexcused absences during a grading period risk having their grades flagged, receiving a 59%, failure.

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?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/50159>.

Description

A PIP has been uploaded for this school or district - see the link above.

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

HES works in conjunction with Parent Teacher Organization (PTO) and The School Advisory Council, Kiwanis (Terrific Kid), Local Law Enforcement (Shop With A Cop), Student Government (Thanksgiving Baskets), Bradford County Library (Bookmobile) Griffin/Dar Pro Industries, Career Day in which local community helpers coming into the school.

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:

| Name | Title |
|-------------------|-----------|
| Donaldson, Brenda | Principal |

Duties

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

Stephanie Loper: Curriculum Resource Teacher
Sallye Scoggins: ESE Teacher
Claudette Frees: First (1st) Grade Teacher
Erin Waters: Fifth (5th) Grade Teacher
Brenda T. Donaldson, Principal
Brenda Cornish, Guidance Counselor

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

The Student Success Team attends monthly Multi Tier System Student Support MTSS/Rtl meetings to discuss and monitor the program and events.

The Principal has the following responsibilities:

- oversees the entire process
- ensures that the Student Success Team is implementing MTSS/Rtl with fidelity
- completes process checks to ensure implementation of intervention support and documentation
- ensures that there is adequate professional development to support MTSS/Rtl implementation
- communicates with parents regarding school-based MTSS/Rtl plans and activities. The Classroom Teachers (Primary and Intermediate) have the following responsibilities:

- provide information about core instruction
- participate in student data collection
- deliver Tier 1 instruction and intervention
- collaborate with other staff to implement Tier 2 interventions
- integrate Tier 1 materials and instruction with Tier 2 and 3 activities. Exceptional Student Education (ESE) Teachers assist by:

- participating in student data collection
- integrating core instructional activities and materials into Tier 3 instruction
- collaborating with general education teachers through activities such as co-teaching. The Classroom Resource Teacher's responsibilities include:

- working with the principal to provide support for the implementation of MTSS/Rtl
- facilitating and supports data collection activities
- assisting in data analysis
- providing professional development and technical assistance to teachers regarding data-based instructional planning
- supporting the implementation of Tier 1, Tier 2, and Tier 3 Intervention plans. The School Psychologist assists by:

- participating in the collection, interpretation, and analysis of data
- facilitating development of intervention plan
- providing support for intervention fidelity and documentation
- providing assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation
- facilitating data-based decision making activities. The Speech Language Pathologist responsibilities include:

- educating the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design
- assisting in the selection of screening measures
- helping identify systemic patterns of student need with respect to language skills. The Guidance Counselor will assist by:

- providing support services for students, teachers, and classrooms with identified needs in PBS
- working with the team to interpret data and devise plans for students and teachers
- assisting with professional development
- provides individual and small group counseling for students. The Positive Behavior Support Team assists by:

- coordinating the implementation of School Wide Positive Behavior Support (SWPBS). The District Reading Coach's responsibilities include:

- providing guidance on the K-12 Reading plan
- providing professional development

- providing support for intervention fidelity

Title I, Part A: Title I, Part A provides computer-assisted instruction, paraprofessionals, material & supplies to support the academic achievement of students. After-school programs and summer school services are provided to eligible students to provide additional remediation. Professional development funds are utilized to ensure teachers receive professional development based on the goals and objectives in the Title I, Part A plan.

Title I, Part C - Migrant: Bradford partners with a migrant liaison in Alachua County. The liaison works closely with the Title I director to ensure that migrant needs are met.

Title II: District receives supplemental funds for improving academic achievement. Bradford utilizes these funds to support reading at the secondary schools.

Title III: Services are provided through the district for educational materials to support the ELL liaison.

Title VI: Provides funds to support a drop out prevention teacher, and support for implementation of educational technology through Performance Matters.

Title X - Homeless: Title I supplements the funds that are provided through Title X to support homeless students. Funds are used for student and school support. District homeless coordinator works with schools to identify and provide the necessary resources.

Supplemental Academic Instruction (SAI): SAI dollars are coordinated with Title I to provide highly qualified 3rd-grade teachers and to support summer school.

Violence Prevention Programs: Bullying Prevention Education Programs (TRA – Take Responsibility for your Actions) and Character Education Programs (Character Counts, Positive Action) are implemented to help with positive behaviors and decrease discipline referrals.

Nutrition Programs: The Family Nutrition Program (FNP) is offered through the University of Florida Institute of Food and Agricultural Sciences (UF/IFAS) Extension Family and Consumer Sciences Program in Bradford County. The goal of FNP is to improve diet quality and increase physical activity among Florida students eligible for Supplemental Nutrition Assistance Program (SNAP) in order to maintain a healthy weight and to reduce the risk of chronic disease. Lesson topics include, but are not limited to:

Handwashing

Fruit and Vegetables

Whole Grains

Physical Activity

My Plate

Dairy Foods

Protein Foods

Food Safety

Housing Programs: N/A

Head Start: Bullying Prevention Education Programs (TRA – Take Responsibility for your Actions) and Character Education Programs (Character Counts, Positive Action) are implemented to help with positive behaviors and decrease discipline referrals.

Adult Education: The Career Tech Center addresses adult education needs in Bradford County. It provides increased opportunities for training in specific fields such as nursing, cosmetology, masonry, carpentry, welding, commercial truck driving, and computer technology.

Career and Technical Education: The Career Tech Center addresses adult education needs in Bradford County in partnership with Bradford High School. It provides increased opportunities for training in specific fields such as nursing, cosmetology, masonry, carpentry, welding, commercial truck driving, and computer technology. Through the GED Exit option, students at risk of not graduating are given the opportunity to learn and grow in a nontraditional secondary environment.

Job Training: N/A

Other: IDEA and Title I work together to ensure that the educational goals of the district are aligned to meet the needs of all students. Funds are coordinated to provide services and professional development.

School Advisory Council (SAC)

Membership:

| Name | Stakeholder Group |
|----------------------------------|----------------------------|
| Bruce Buschman, SAC Chairperson | Parent |
| Kim Murphy, SAC Vice-Chairperson | Parent |
| Brenda T. Donaldson | Principal |
| Chuck Kramer | Business/Community |
| Layne Stone | Education Support Employee |
| Shyrel Crawford | Education Support Employee |
| Tammy Delashmet | Teacher |
| Stacy McGregor | Parent |
| Sallye Scoggins | Teacher |
| Carrie Reaves, SAC/PTO Secretary | Parent |
| Rachel Hinson | Business/Community |

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 plan focused on Writing across the curriculum and test scores have not been released from the State of Florida as of October 2015.

Development of this school improvement plan

The School Advisory Council's function is to help develop and oversee the implementation of the School Improvement Plan (SIP). This will enable the shareholders to have an opportunity to be an active participant in the needs, priorities, and identification as well as the use of resources based on needs from parent surveys done annually.

Preparation of the school's annual budget and plan

The School's annual budget and plans are discussed at the Spring Title 1 Meeting in May. The following items are discussed: purchases of agendas for grades K-5, Parent Involvement night (Book Bingo, Family Book Fair Night, Dads Take Your Child to School Day, FSA Night, PTO/SAC, etc.).

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

The SAC will purchase agendas for all students, K-5 (\$700.00), Book Bingo Nights (Pizza and drinks), twice per year \$250.00.

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

Yes

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

Literacy Leadership Team (LLT)

Membership:

| Name | Title |
|-------------------|------------------------|
| Loper, Stephanie | Instructional Coach |
| Alvarez, Sherree | Administrative Support |
| Donaldson, Brenda | Principal |

Duties

Describe how the LLT promotes literacy within the school

The major initiative will be to increase student reading scores through Making Meaning, Junior Great Books (comprehension strategies), i-Ready resources (Language Arts), Reading Eggs, Achieve 3000, Common Core (resources and activities) Read Coast to Coast, Accelerated Reader, Book Fair twice a year, Bradford County Public Library (Book mobile), and National Literacy Week in January of 2016.

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

Grade level meeting, data meeting, Lesson Study, Guided Planning, and common planning times with instructional support.

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

All are highly qualified - Principal responsible and Human Resource Director, Randy Whytsell. Annual teacher recruitment through Northeast Florida Educational Consortium (NEFEC), Florida A & M University Career Fair, outreach through local colleges and universities, and a booth at The Bradford County Fair. Continuing to provide professional development opportunities designed to fulfill our Vision and Mission goals.

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

Teachers with a Temporary Teaching Certificate are required to complete the Professional Education Competency (PEC) Program in order to apply for a Professional Certificate when the 3-Year Temporary Certificate expires. New hires to the District who have not completed the PEC Program yet are assigned a mentor and required to complete the PEC Program during the first year of employment with the Bradford County School District. PEC Program candidates must complete a notebook portfolio of required activities during the program with the support of the HR Dept., school administration, and the mentor. Mentors must have completed Clinical Educator training to be a mentor. Mentors are paired with mentees by collaboration between school administration and the HR Director. Priority is given to pairing mentors and mentees with those from the same discipline, grade level, and/or department to facilitate a more successful mentorship.

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

Curriculum maps, Florida Standards, summer planning with other grade level instructors to complete the Pacing Guides. Instructional materials are aligned with approved State Adoption List.

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

Continuous monitoring through i-Ready Reading & Math, STAR (Reading), Achieves 3000, reteach, fluency, quick checks, and rubrics. Universal Designs for Learning (UDL) will be used to remove barriers from within the classroom setting that may hinder academic gains/achievement.

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: 3,960

January-April 2016 students in grades 3rd-5th will participate in after school tutoring for 180 minutes per week.

Strategy Rationale

Continue academic support and differentiation of instruction.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Donaldson, Brenda, donaldson.brenda@mybradford.us

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

Pre/Post i-Ready Reading and Math, STAR (Reading), Collins Writings, District Writing Assessments, Achieve 3000, Math Facts in a Flash, and Performance Matters.

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

Pre-K instructors and Kindergarten instructors meet once per semester to converse about curriculum expectations. Pre-K students will visit Kindergarten classes and Kindergarten teachers will visit the Pre-K Classes.

Fifth (5th) grade students in the Spring will visit Bradford Middle School to explore the curriculum,

resource classes, and after school activities. The Principal from BMS will speak with Hampton Elementary students and parents at fifth (5th) graduation about expectations for in coming 6th graders.

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

Career Day for all students K-5th during the Spring. The Bradford Union Technical Center (BUTC) visits and gives student information about career choices for their future. Business partners, Law Enforcement (Fire and Rescue), and Florida National Guard.

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

Fifth graders are introduced those areas of certification when BUTC comes in for Career Day in May each year. During the summer students are encouraged to participate in College for Kids (Santa Fe College). The range of courses are vocational skills and interest, jewelry design, yoga, photography, culinary arts, and stage/theater production.

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

Integration of hands on activities through science labs (Dr. Chew), annual assembly with Steve Wilson (The Science Guy), Devin Wheeler (The Reptile Guy) Herpetologist, and Kenneth Wainwright, Wild Life Conservation. The Lego robotics program is used in 3rd- 5th grade.

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

Students working through Achieve 3000 will have an opportunity to gain those skills necessary to become College and Career Ready.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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.** When all teachers collaboratively establish expectations for high quality writing instruction and student feedback in all content areas, and student consistently meet those expectations, then Hampton Elementary School will place in the 35th percentile.

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. When all teachers collaboratively establish expectations for high quality writing instruction and student feedback in all content areas, and student consistently meet those expectations, then Hampton Elementary School will place in the 35th percentile. **1a**

 G073103

Targets Supported **1b**

| Indicator | Annual Target |
|------------------------------|---------------|
| FCAT 2.0 Writing Proficiency | 35.0 |

Resources Available to Support the Goal **2**

- Professional development, Being A Writer, Collin Writing, Achieve 3000, i-Ready Reading, Performance Matters, STAR (Reading), Highly effective teachers, Curriculum Resource Teacher, Math Facts in a Flash, Cool Math, Sum Dog Math, Rocket Math, Reflex Math, Mathseeds, Reading Eggs, Brain Pop/Brain Pop Jr., Discovery Education, Discovery Science, Social Studies Weekly, The Science Guy etc..

Targeted Barriers to Achieving the Goal **3**

- Professional Development

Plan to Monitor Progress Toward G1. **8**

District wide assessments that are scheduled every nine (9) weeks.

Person Responsible

Stephanie Loper

Schedule

On 6/8/2016

Evidence of Completion

Student artifacts, rubrics, and scores. First writing assessment average 3.1 on a 10 point scale.

Plan to Monitor Progress Toward G1. **8**

Monitor implementation of Being A Writer in the classroom

Person Responsible

Brenda Donaldson

Schedule

Biweekly, from 9/14/2015 to 6/8/2016

Evidence of Completion

Principal's Classroom Walk-Throughs, Informal Observations, and/or Formal Observations (Marzano).

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. When all teachers collaboratively establish expectations for high quality writing instruction and student feedback in all content areas, and student consistently meet those expectations, then Hampton Elementary School will place in the 35th percentile. **1**

 G073103

G1.B1 Professional Development **2**

 B190916

G1.B1.S1 Provide professional development for the writing curriculum. **4**

 S202398

Strategy Rationale

To deepen and extend teacher knowledge of the new writing standards.

Action Step 1 **5**

Curriculum Resource Teacher (CRT) will model

Person Responsible

Stephanie Loper

Schedule

Quarterly, from 8/17/2015 to 6/8/2016

Evidence of Completion

CRT Log of daily activities and meetings.

Action Step 2 5

Teachers conduct peer observation.

Person Responsible

Stephanie Loper

Schedule

Monthly, from 8/17/2015 to 6/8/2016

Evidence of Completion

Teachers will email a brief summary (one paragraph) of what they liked/disliked in the writing lesson they observed along with what they can take back to their room and use. The email summary will be emailed to the CRT by the end of the work day following the peer observation.

Action Step 3 5

Seeking and scheduling professional development training for teachers.

Person Responsible

Stephanie Loper

Schedule

Annually, from 8/17/2015 to 6/8/2016

Evidence of Completion

Professional Development calendar

Action Step 4 5

Teachers attend Collins Writing professional development

Person Responsible

Brenda Donaldson

Schedule

Annually, from 8/17/2015 to 6/8/2016

Evidence of Completion

Collection of sign in sheet/or agenda to show the teacher attended.

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

Creation of Survey

Person Responsible

Brenda Donaldson

Schedule

Annually, from 8/17/2015 to 6/8/2016

Evidence of Completion

Hard copy of survey

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

Disaggregation of data

Person Responsible

Brenda Donaldson

Schedule

On 6/8/2016

Evidence of Completion

E-mail to principal.

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

Seeking and scheduling professional development training for teachers

Person Responsible

Brenda Donaldson

Schedule

On 6/8/2016

Evidence of Completion

Leave form for professional development.

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

Teachers attend Collins Writing Professional Development

Person Responsible

Brenda Donaldson

Schedule

On 6/8/2016

Evidence of Completion

Follow conversation with District Reading Coach and Curriculum Resource Teacher.

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

Teachers will sign off that they have been trained on Collins Writing.

Person Responsible

Stephanie Loper

Schedule

On 6/8/2016

Evidence of Completion

All teachers attending the training will be validated with sign in sheet.

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

Principal will monitor the improvement of from the baseline, mid-year, and final District writing prompts.

Person Responsible

Brenda Donaldson

Schedule

Monthly, from 8/17/2015 to 6/8/2016

Evidence of Completion

The writing prompts,(baseline, mid-year, & end-of-year) rubric, max score 10 pts and the improvement between the Florida State Assessment (FSA) 2015/2016 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 | Curriculum Resource Teacher (CRT) will model | Loper, Stephanie | 8/17/2015 | CRT Log of daily activities and meetings. | 6/8/2016 quarterly |
| G1.B1.S1.A2 | Teachers conduct peer observation. | Loper, Stephanie | 8/17/2015 | Teachers will email a brief summary (one paragraph) of what they liked/ disliked in the writing lesson they observed along with what they can take back to their room and use. The email summary will be emailed to the CRT by the end of the work day following the peer observation. | 6/8/2016 monthly |
| G1.B1.S1.A3 | Seeking and scheduling professional development training for teachers. | Loper, Stephanie | 8/17/2015 | Professional Development calendar | 6/8/2016 annually |
| G1.B1.S1.A4 | Teachers attend Collins Writing professional development | Donaldson, Brenda | 8/17/2015 | Collection of sign in sheet/or agenda to show the teacher attended. | 6/8/2016 annually |
| G1.MA1 | District wide assessments that are scheduled every nine (9) weeks. | Loper, Stephanie | 8/17/2015 | Student artifacts, rubrics, and scores. First writing assessment average 3.1 on a 10 point scale. | 6/8/2016 one-time |
| G1.MA2 | Monitor implementation of Being A Writer in the classroom | Donaldson, Brenda | 9/14/2015 | Principal's Classroom Walk-Throughs, Informal Observations, and/or Formal Observations (Marzano). | 6/8/2016 biweekly |
| G1.B1.S1.MA1 | Teachers will sign off that they have been trained on Collins Writing. | Loper, Stephanie | 8/17/2015 | All teachers attending the training will be validated with sign in sheet. | 6/8/2016 one-time |
| G1.B1.S1.MA6 | Principal will monitor the improvement of from the baseline, mid-year, and final District writing prompts. | Donaldson, Brenda | 8/17/2015 | The writing prompts,(baseline, mid-year, & end-of-year) rubric, max score 10 pts and the improvement between the Florida State Assessment (FSA) 2015/ 2016 data. | 6/8/2016 monthly |
| G1.B1.S1.MA1 | Creation of Survey | Donaldson, Brenda | 8/17/2015 | Hard copy of survey | 6/8/2016 annually |
| G1.B1.S1.MA2 | Disaggregation of data | Donaldson, Brenda | 8/17/2015 | E-mail to principal. | 6/8/2016 one-time |
| G1.B1.S1.MA3 | Seeking and scheduling professional development training for teachers | Donaldson, Brenda | 8/17/2015 | Leave form for professional development. | 6/8/2016 one-time |
| G1.B1.S1.MA4 | Teachers attend Collins Writing Professional Development | Donaldson, Brenda | 8/17/2015 | Follow conversation with District Reading Coach and Curriculum Resource Teacher. | 6/8/2016 one-time |

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. When all teachers collaboratively establish expectations for high quality writing instruction and student feedback in all content areas, and student consistently meet those expectations, then Hampton Elementary School will place in the 35th percentile.

G1.B1 Professional Development

G1.B1.S1 Provide professional development for the writing curriculum.

PD Opportunity 1

Curriculum Resource Teacher (CRT) will model

Facilitator

Participants

Schedule

Quarterly, from 8/17/2015 to 6/8/2016

PD Opportunity 2

Teachers conduct peer observation.

Facilitator

Stephanie Loper, CRT

Participants

Teachers

Schedule

Monthly, from 8/17/2015 to 6/8/2016

PD Opportunity 3

Teachers attend Collins Writing professional development

Facilitator

Collins Writing Representative

Participants

Hampton Elementary School Teachers

Schedule

Annually, from 8/17/2015 to 6/8/2016

Technical Assistance Items

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

Budget

| Budget Data | | | | | | |
|--------------------|--------------------|---|---------------|----------------|---------------|-----------------|
| 1 | G1.B1.S1.A1 | Curriculum Resource Teacher (CRT) will model | | | | \$0.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2015-16 |
| | | | District-Wide | Title I Part A | | \$0.00 |
| 2 | G1.B1.S1.A2 | Teachers conduct peer observation. | | | | \$0.00 |
| 3 | G1.B1.S1.A3 | Seeking and scheduling professional development training for teachers. | | | | \$0.00 |
| 4 | G1.B1.S1.A4 | Teachers attend Collins Writing professional development | | | | \$800.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2015-16 |
| | | | District-Wide | Title I Part A | | \$800.00 |
| | | | | | Total: | \$800.00 |