

Hamilton County School District

Central Hamilton Elementary School



2015-16 School Improvement Plan

Central Hamilton Elementary School

553 CHAN BRIDGE DR, Jasper, FL 32052

<http://che.hamiltonfl.com>

School Demographics

| | | |
|--------------------|-------------------------------|---|
| School Type | 2014-15 Title I School | 2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2) |
| Elementary | Yes | 75% |

| | | |
|-------------------------------|-----------------------|---|
| Alternative/ESE Center | Charter School | 2015-16 Minority Rate (Reported as Non-white on Survey 2) |
| No | No | 66% |

School Grades History

| | | | | |
|--------------|----------------|----------------|----------------|----------------|
| Year | 2014-15 | 2013-14 | 2012-13 | 2011-12 |
| Grade | D* | F | D | C |

**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 Hamilton 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 |
|-------------|-------------------|-----------------------------|
| 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

Central Hamilton Elementary's mission is to provide each student with a quality education that will have a life-long positive impact.

Provide the school's vision statement

Graduation for ALL Students.

School Environment

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

Hamilton County Elementary schools participated in a book study discussion of "If She Only Knew Me". The discussions allowed for exploration of staff's preconceived notions of students' cultures as well as an exploration of how adult behavior can positively or negatively impact a child's motivation to learn and be successful in life.

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

Hamilton County Elementary schools implement the Positive Behavior Support (PBS) system. PBS allows for a school-wide support system in which all school stakeholders are aware of school expectations and classroom expectations for appropriate, respectful behavior.

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

With the Positive Behavior Support (PBS) system, school staff create school-wide expectations for behavior and procedures in the common areas. Using the school-wide expectations as a reference, teachers and students create expectations for individual classrooms. The school-wide and classroom expectations are created, taught, modeled, and implemented during the first two weeks of school. As the school year continues, students will receive a "Reward Stamp" on their stamp card for meeting behavior expectations. Once a student receives 15 stamps, the teacher provides recognition for the achievement. At the end of each nine weeks, all students who have received 35 reward stamps will be eligible to participate in the "PBS Celebration Day". The first Celebration Day was planned by the Leadership Team. For the next Celebration Days, a survey will be conducted with students, staff, and parents soliciting their input for the selections of the rewards. For students not meeting expectations, the program includes a flow chart for steps to be taken for any disciplinary action. Each year, the program is evaluated and tweaked as/if needed. Training for new personnel is a responsibility of the person's assigned mentor.

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

Hamilton County Elementary schools utilize the Multi-Tiered System of Supports (MTSS) including both Response to Intervention (RtI) and Positive Behavior Supports (PBS). RtI/PBS is a problem

solving method of developing and implementing instruction and intervention on a three tiered model. The RtI/PBS Tier 1 model integrates research based core instruction to every student, Tier 2, provides supplemental instruction/interventions, and Tier 3, consists of more intensive interventions. Every student in Hamilton County is exposed to core instruction which is research and evidence-based. Within Florida's MTSS/RtI/PBS framework, this core represents Tier1, and includes differentiated instruction and behavioral support. To assess student learning and proficiency in Tier 1, and to inform instructional decisions, the District analyzes Tier 1 information at regular intervals through universal screening and progress monitoring. Universal screenings are standard assessments given to all students which are used to identify proficiency in different subject areas and allow for the analysis of group and individual performance. Universal screening occurs three (3) to four (4) times a year. The effectiveness of instruction is also analyzed through classroom based progress monitoring. Progress monitoring uses data from sources such as curriculum based measurements, focus lesson assessments, and STAR. It is estimated that approximately 80% of students will demonstrate mastery of established benchmarks. The school based leadership team meets to analyze data and uses a decision matrix to determine movement to Tier 2 and/or modification of Tier 1 activities and supports.

Tier 2 represents supplemental instruction for the 15 to 20% of the class who has academic/behavioral concerns that are not being addressed by the core curriculum. Tier 2 interventions target skill deficits and are provided in addition to and aligned with the core curriculum. Tier 2 instruction includes at least 30 minutes of supplemental intervention 2 to 3 days per week over a 7 to 10 week period. Progress monitoring occurs every two weeks and includes a minimum of three data points. The data is presented in graph form to be analyzed by the teacher and school based leadership team. The school based leadership team uses a decision matrix to determine movement to Tier 3 and/or modification of Tier 2 activities and supports.

Tier 3 interventions represent specific individualized instruction to approximately 5% of the students who are not meeting established baseline goals and standards identified in Tiers 1 and 2. Students at this level receive more intensive instructional interventions, which are provided in addition to and aligned with the core instruction and Tier 2 interventions. Behavioral interventions may include classroom observations by qualified individuals or rating scales. A request for a formal Functional Behavior Assessment may be initiated. Interventions at this Tier are more intense, frequent, and of longer duration than Tier 2 interventions. These interventions occur a minimum of 30 minutes a day, 5 days a week for a period of 9 to 12 weeks. Progress monitoring may occur a minimum of once per week if the school based leadership team decides it is necessary. After comparing the progress monitoring data to the goal(s) for the student, the team will recommend:

1. continuation of current interventions and progress monitor,
2. discontinue interventions and implement alternative interventions and progress monitor
3. recommend alternative intervention and progress monitor. The school based leadership team may consider possible referral to Exceptional Education Services (ESE). The problem solving process will continue if the student does or does not qualify for ESE services.

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

The guidance counselor progress monitors the early warning system. Attendance is tracked via a daily attendance report as well as a 20-day attendance report to identify any students with a pattern of non-attendance and/or attendance below 90 percent. The dean and assistant principal progress monitors discipline utilizing Skyward data reports. The school leadership team progress monitors progress reports and report cards to identify any students whose performance indicates potential course failure in ELA and/or Mathematics. The principal analyzes the statewide, standardized assessments in ELA and/or Mathematics to identify any students who score a Level 1. Teachers are

shown how to analyze the data with identification of four students groupings in above proficiency, proficient, just below proficiency, intensive.

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 | 2 | 3 | 4 | 5 | 6 | |
| Attendance below 90 percent | 13 | 5 | 4 | 6 | 3 | 7 | 7 | 45 |
| One or more suspensions | 0 | 0 | 2 | 2 | 7 | 5 | 5 | 21 |
| Course failure in ELA or Math | 0 | 4 | 3 | 5 | 5 | 2 | 0 | 19 |
| Level 1 on statewide assessment | 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 |
|--|-------------|---|---|---|---|---|-------|
| | 1 | 2 | 3 | 4 | 5 | 6 | |
| Students exhibiting two or more indicators | 4 | 2 | 5 | 5 | 5 | 5 | 26 |

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

Central Hamilton Elementary utilizes the Multi-Tied Support System as an intervention program for all students identified by the early warning system.

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/24361>.

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

Hamilton Elementary schools builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support our school and student achievement via outreach and networking activities. The local community donates various items and monetary donations for students' reward and recognition. The local community is invited to participate in all parental involvement events to support the building of partnerships.

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 |
|-------------------|---------------------|
| Zamora, Lee | Principal |
| Crowder, Kimberly | Instructional Coach |
| Griffin, Kathy | Teacher, K-12 |
| Kennedy, Menieca | Instructional Coach |
| Lumpkin, Woodrow | Dean |
| Moffses, Tammy | Instructional Coach |
| Pinello, Annie | Guidance Counselor |
| Hill, Kim | Assistant Principal |
| Law, David | Instructional Coach |

Duties

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

Administration, guidance counselor, and instructional coaches will monitor the fidelity of the school's MTSS and the CIMS. The MTSS resource teacher, support resource teachers, and classroom teachers will be responsible for implementing the standard-based instruction, data analysis of students, and planning for interventions for identified students as well as enrichment activities for identified students.

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 school will utilize reading data from FAIR assessments to progress monitor comprehension, word analysis, and word maze. Performance Matters assessment and data program will be used to progress monitor AMO subgroups on FSA tested benchmarks in Reading, Mathematics, and NGSSS Science. STAR Math assessment data will be used to identify developmental areas for specific content skills. The MyWrite component of the core reading curriculum "Journeys" will be used to progress monitor writing data for all grade levels. Attendance and behavior data will be progress monitored utilizing Skyward.

All Hamilton County schools are school-wide Title I schools. Title I, Part C Migrant funds provide for a Migrant Liaison to oversee services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met. The migrant liaison is available daily at the North Hamilton Elementary school site. In addition, a migrant student program is implemented at North Hamilton Elementary to include pull-out tutorial services and child-find personnel. Title II funds are used to provide professional development to assist with obtaining Highly Qualified status. Title III funds are used to provide support and resources for English Language Learner (ELL) students. Title X Homeless funds are used to provide resources and personnel support for identified homeless students. The resources include school supplies, tutors, and service referrals. The district offers a

non-violence, anti-bullying, and anti-drug program to students that incorporates counseling. Red Ribbon Week activities are also supported through these programs. All Hamilton County students are eligible for free breakfast and lunch. The school-based nurses also provide wellness and preventive programs to support students and faculty. Head Start and any day care offering VPK services are located off-site yet eligible students participate in Kindergarten Spring Orientation at each elementary school. The orientation program includes classroom visits, campus tour, and lunch in the cafeteria.

School Advisory Council (SAC)

Membership:

| Name | Stakeholder Group |
|-------------------------|----------------------------|
| Lee Wetherington-Zamora | Principal |
| Kali Carter | Teacher |
| Kim Hill | Education Support Employee |
| Sarah Higginbotham | Business/Community |
| Barbara Daniels | Business/Community |
| Janet Daniels | Parent |
| Jonquay Andrews | Student |
| Jaquavion Lanier | Student |
| Rebecca Ward | Student |
| Benjamin Hawkins | Teacher |
| Woodrow Lumpkin | Education Support Employee |

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

During the 2015 May's meeting the school advisory council members were given the opportunity to give feedback on last year's SIP.

Development of this school improvement plan

The responsibility of the school advisory council is to provide parents, community members, faculty, staff, and students an opportunity to participate in the development of educational priorities, assessment of a school's needs, and identification of local resources. The functions of school advisory councils are to assist in the preparation and evaluation of the school improvement plan and to decide how the Title I parental involvement funds will be utilized as well as other functions assigned to it by the district school board.

Preparation of the school's annual budget and plan

The school advisory council does not participate in the preparation of the school's annual budget.

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

The SAC does not receive any funds for school improvement.

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 |
|-------------------|------------------------|
| Hill, Kim | Assistant Principal |
| Crowder, Kimberly | Instructional Coach |
| Griffin, Kathy | Administrative Support |
| Kennedy, Menieca | Instructional Coach |
| Moffses, Tammy | Instructional Coach |
| Zamora, Lee | Principal |
| Law, David | Instructional Coach |

Duties

Describe how the LLT promotes literacy within the school

The major initiative of the LLT will be to guide and to support the faculty in achieving the goals for student achievement and growth by aligning instruction to the New Generation State Standards and to support vertical alignment school-wide and as a feeder school for Hamilton County High School.

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

Hamilton County Elementary schools participate in Professional Learning Communities every Tuesday during the teachers' planning period. The meetings are conducted via the Cisco teleconferencing system. Topics for the meetings are solicited from the participating teachers and an agenda is sent out by Monday. Hamilton County School District sets aside five calendar days for the purpose of professional development, PLCs, motivational presentations, etc. in which all school staff participates.

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

The recruitment process includes several items. When an opening in a school becomes available the principal notifies the district human resource (HR) office. The HR department advertises for specific job openings. The district attends recruiting events through NEFEC and career fairs at nearby colleges and universities during the year. Resumes and applications are accepted until the closing date. Applications are screened by the principal, human resource director and administrative assistant. Potential personnel is then screened for appropriate certification and number of years experience. The human resource administrative assistant calls the possible candidates for interviews and sets the calendar date of interviews. The administrative assistant invites a panel of interviewers to determine the minimum 3-4 personnel panel. The panel consist of principals, assistant principals, district office personnel and other appropriate staff members. Interviews are conducted using exact questioning for all applicants with an

equity coordinator leading the interview. Panel members ask the questions. A scoring rubric is used to determine the highest qualified applicant. The equity coordinator completes and ranks the rubrics after all interviews. The principal confers with the superintendent before a job offer is made. The superintendent or the principal calls and offers the job. A applicant accepts and the superintendent approves. The final process is the Board of Education for Hamilton County approves the superintendents recommendation.

Retention is the responsibility of the district and principal. The district is very competent in providing plenty of training and staff development for teachers. The issues in Hamilton relate to the majority of new teachers commute to Jasper and so if they find a job in nearby Live Oak, Madison or Valdosta they take that job. Also, many new teachers use Hamilton as a "stepping stone" to get their first year under their belt. The principal implements creative strategies to support the retention of teachers, i.e.: increased planning time, improved master schedule, improved work time schedule, and social activities to show staff appreciation for their dedication thus building a supportive school climate.

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

New teachers are assigned a mentor teacher by the principal. Mentors are paid a supplement for their expertise. They are teachers of the same subject and same grade level if possible. The mentor teacher must have a minimum of 5 years experience in teaching and must be highly qualified in their area. The new teacher must complete, during the year, a portfolio of documentation that includes a log of meetings with the mentor, documentation of samples of teacher and student work, lesson plans, and assessments. Weekly meetings with school administration, grade level team, and mentor teacher include discussions focused on data analysis, curriculum/instruction delivery, teaching, assessment, progress monitoring, positive behavior system, school procedures, classroom observations with debrief sessions. The new teacher must observe other teacher teach at least twice a year. The rationale for pairings is based on mentor teachers' performance and teaching experience. The District's New Teacher Orientation is the avenue for introducing district personnel, policies, and procedures.

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

Hamilton County Elementary schools, with the support of the DA team, have mapped the FSS for reading and math. The core instructional programs, supplemental materials, and any educational resources are selected for instructional lesson planning and delivery based on the standard maps.

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

Central Hamilton Elementary staff participates in data analysis at the beginning of each school year for reflective data as well as on-going for progress monitoring data. The initial analysis is a reflective activity in which the staff groups students into four categories for ELA and Math: above proficiency, proficient, just below proficiency, and intensive. The teachers are asked to complete the reflective data for current students to determine instructional needs of each group and/or individual students. An additional step in the data analysis process asks teachers to complete the reflective data for last year's students they taught. With this activity, teachers are able to identify possible instructional

practices that could be supported with professional development. The data reflections lead to conversations about current teaching practices and problem solving sessions to identify barriers and resources for student achievement. Teachers, Instructional Coaches, and Administration meet every Tuesday in which progress monitoring data is analyzed and instructional decisions are discussed. The master schedule reflects the extended day strategy that allows for time set aside for iii (immediate intensive intervention) and enrichment instructional time.

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: 20,125

School times are 7:35-2:30 for 415 instructional minutes resulting an extended day of 115 minutes.

Strategy Rationale

With iii/Enrichment having a separate scheduled time in this year's master schedule, the full 90 minute ELA block can be dedicated to grade-level core instruction. Science and Social Studies have also been included in the master schedule in dedicated time slots to allow for instructional focus in content area.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Hill, Kim, kim.hill@hamiltonfl.com

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

The school will utilize reading data from FAIR assessments to progress monitor students' reading progression. Performance Matters assessment and data program will be used to progress monitor AMO subgroups on FSA tested benchmarks in Reading, Mathematics, and FCAT 2.0 Science. iStation data will be used to progress monitor comprehension and progression toward mastery of ELA New Generation State Standards. STAR Math assessment data will be used to identify developmental areas for specific content skills. The MyWrite component of the core reading curriculum "Journeys" will be used to progress monitor writing data for all grade levels. Attendance and behavior data will be progress monitored utilizing Skyward.

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

Hamilton County Elementary schools act as site hosts for the the Florida Diagnostic Learning Resource Services (FDLRS) to conduct the screenings of potential pre-kindergarten students. The pre-kindergarten is accredited by the National Academy of Early Childhood Program. Our on-site pre-kindergarten students participate in school educational resources and scheduled events. PK students

are transported by school's buses, utilize meal services of on-site cafeteria, visit the media center weekly, participate in physical education activities, participate in school safety/emergency drills, attend school assemblies, and take home parental information grades Kgn-6th grades receive. This extensive participation allows for a seamless transition from the pre-kindergarten program to the elementary program. All incoming Kindergarten students are assessed within the first 30 days of schools. The Florida Kindergarten Readiness Skills (FKLRS) assessment will be used to assess basic academic skill development and academic school readiness of incoming students. Assessment data will be analyzed for instructional and intervention strategies implementation. Hamilton County Elementary schools partner with Hamilton County High school to support the sixth grade students housed at the elementary schools. Through-out the school year, a variety of opportunities are planned at the high school for our sixth grade students to participate at the high school's campus. Support events are planned as well for the high school students (sport teams, various clubs, etc.) to visit on the elementary campuses for positive interactions with elementary students. These activities cumulate in the annual Sixth Grade Orientation hosted by the high school's guidance team which includes upper level students.

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

n/a

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

n/a

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

n/a

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

n/a

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:

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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.** If all teachers provide all students standards-based core instruction aligned to the New Generation State Standards using the Gradual Release Model while including the five high impact instructional strategies as identified by the Learning Focused System, then 100% of our students will make learning gains in ELA and in Mathematics.

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 all teachers provide all students standards-based core instruction aligned to the New Generation State Standards using the Gradual Release Model while including the five high impact instructional strategies as identified by the Learning Focused System, then 100% of our students will make learning gains in ELA and in Mathematics. 1a

G074551

Targets Supported 1b

| Indicator | Annual Target |
|---|---------------|
| FSA Mathematics - Achievement | 54.0 |
| FSA English Language Arts - Achievement | 30.0 |

Resources Available to Support the Goal 2

- Professional Development more aligned to needs assessment
- Technology rich
- Instructional Coaches
- Strong understanding of data
- Curriculum resources- Journeys, Go Math, Reading A-Z, curriculum maps, CPalms
- Collaboration among the three elementary schools
- Intervention resources: iStation, Leveled Literacy Intervention Kits, Acaletics, Accelerated Reader, Accelerated Math
- Teachers communicate with parents on a regular basis
- Teacher-student relationships are strong
- Extended school day

Targeted Barriers to Achieving the Goal 3

- Teachers need a more in-depth understanding of the Gradual Release Model and the Learning Focused System

Plan to Monitor Progress Toward G1. 8

ACT Aspire assessments for 3-6th grades; District developed assessments for K-2nd; VPK assessment for PK

Person Responsible

Lee Zamora

Schedule

Every 6 Weeks, from 9/1/2015 to 2/26/2016

Evidence of Completion

Student proficiency by standard

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 all teachers provide all students standards-based core instruction aligned to the New Generation State Standards using the Gradual Release Model while including the five high impact instructional strategies as identified by the Learning Focused System, then 100% of our students will make learning gains in ELA and in Mathematics. **1**

 G074551

G1.B5 Teachers need a more in-depth understanding of the Gradual Release Model and the Learning Focused System **2**

 B194710

G1.B5.S1 Professional Development for teachers and support staff on understanding the implementation of the Gradual Release Model and the Learning Focused System. **4**

 S206275

Strategy Rationale

Data sources indicate teachers need to release the learning to the students.

Action Step 1 **5**

Instructional staff will engage in professional development on understanding the implementation of the Gradual Release Model and the five high impact instructional strategies as identified by the Learning Focused System.

Person Responsible

David Law

Schedule

Every 6 Weeks, from 8/3/2015 to 5/27/2016

Evidence of Completion

Agendas, sign-in logs, classroom walkthrough documentation

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Classroom Walkthroughs by Literacy Leadership Team

Person Responsible

Lee Zamora

Schedule

Weekly, from 9/14/2015 to 5/20/2016

Evidence of Completion

Classroom Walkthroughs documentation

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Progress monitoring of data sources through scheduled data meeting with instructional staff

Person Responsible

Lee Zamora

Schedule

Every 6 Weeks, from 9/21/2015 to 5/20/2016

Evidence of Completion

Data meetings documentation

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.B5.S1.A1 | Instructional staff will engage in professional development on understanding the implementation of the Gradual Release Model and the five high impact instructional strategies as identified by the Learning Focused System. | Law, David | 8/3/2015 | Agendas, sign-in logs, classroom walkthrough documentation | 5/27/2016 every-6-weeks |
| G1.MA1 | ACT Aspire assessments for 3-6th grades; District developed assessments for K-2nd; VPK assessment for PK | Zamora, Lee | 9/1/2015 | Student proficiency by standard | 2/26/2016 every-6-weeks |
| G1.B5.S1.MA1 | Progress monitoring of data sources through scheduled data meeting with instructional staff | Zamora, Lee | 9/21/2015 | Data meetings documentation | 5/20/2016 every-6-weeks |
| G1.B5.S1.MA1 | Classroom Walkthroughs by Literacy Leadership Team | Zamora, Lee | 9/14/2015 | Classroom Walkthroughs documentation | 5/20/2016 weekly |

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 all teachers provide all students standards-based core instruction aligned to the New Generation State Standards using the Gradual Release Model while including the five high impact instructional strategies as identified by the Learning Focused System, then 100% of our students will make learning gains in ELA and in Mathematics.

G1.B5 Teachers need a more in-depth understanding of the Gradual Release Model and the Learning Focused System

G1.B5.S1 Professional Development for teachers and support staff on understanding the implementation of the Gradual Release Model and the Learning Focused System.

PD Opportunity 1

Instructional staff will engage in professional development on understanding the implementation of the Gradual Release Model and the five high impact instructional strategies as identified by the Learning Focused System.

Facilitator

David Law

Participants

Instructional staff

Schedule

Every 6 Weeks, from 8/3/2015 to 5/27/2016

Technical Assistance Items

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

Budget

Budget Data

| | | | |
|---------------|-------------|--|---------------|
| 1 | G1.B5.S1.A1 | Instructional staff will engage in professional development on understanding the implementation of the Gradual Release Model and the five high impact instructional strategies as identified by the Learning Focused System. | \$0.00 |
| Total: | | | \$0.00 |