



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

South Hamilton Elementary School

16693 SPRINGS ST
White Springs, FL 32096
386-397-4400
<http://she.hamiltonfl.com/>

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 54%
Alternative/ESE Center No	Charter School No	Minority Rate 54%

School Grades History

2013-14 C	2012-13 C	2011-12 B	2010-11 A
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SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

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 two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

South Hamilton Elementary School

Principal

Lee Zamora

School Advisory Council chair

Mike Williams

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Lee Wetherington-Zamora	Principal
Allison Scott	Assistant Principal
Tammy Moffses	Reading Coach
Menieca Kennedy	Math Coach
Annie Pinello	Guidance Counselor, Tech. Coor.

District-Level Information

District

Hamilton

Superintendent

Mr. Thomas P Moffses Jr.

Date of school board approval of SIP

Pending

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The membership of the SAC is composed of the school principal as well as teachers, education support employees, students, parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Council members who represent teachers, education support employees, students, and parents are elected by their respective peer groups at the school while business and community citizens are elected according to procedures established by the district school board. A majority of the members are not employed by the school district. South Hamilton Elementary's SAC membership consists of Lee Wetherington-Zamora (Principal), Allison Scott (Assistant Principal), Mike Williams (SAC Chair/Business Member), Anith Dye (SAC Secretary/School Rep), Racheal Webb (Parent), Danielle Bennett (Student), Cathy Fender (Community Rep), Borie Webb (Parent), Felicia Roberts (Parent), Cathy Jo Foster (Business Member)

Involvement of the SAC in the development of the SIP

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 assist in the preparation of the school budget as well as other functions assigned to it by the district school board.

Activities of the SAC for the upcoming school year

The activities of school advisory councils will be to assist in the evaluation of the school improvement plan and to monitor in the expenditures of the school budget.

Projected use of school improvement funds, including the amount allocated to each project

The SAC does not receive any funds for school improvement.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Lee Zamora

Principal	Years as Administrator: 5	Years at Current School: 0
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Credentials	School Principal (All Levels); MA: Educational Leadership (All Levels); BA: Elementary Education (K-6); ESOL (K-12)
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Performance Record	2012-2013: School Grade D 2011-2012: School Grade C 2010-2011: School Grade A 2009-2010: School Grade C 2008-2009: School Grade B
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Allison Scott		
Asst Principal	Years as Administrator: 0	Years at Current School: 0
Credentials	MA: Educational Leadership (All Levels); BA: Elementary Education (K-6); ESOL Endorsement; Reading Endorsement; Certification in Reading and Guidance Counseling	
Performance Record	First year administrator	

Instructional Coaches

of instructional coaches
2

receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

Tammy Moffses		
Full-time / District-based	Years as Coach: 2	Years at Current School: 0
Areas	Reading/Literacy	
Credentials	BA: Primary Education (K-3); Elementary Education (K-6); ESOL Certified SAE (K-12)	
Performance Record	2012-2013: School Grade D 2011-2012: School Grade C	

Menieca Kennedy		
Full-time / District-based	Years as Coach: 2	Years at Current School: 0
Areas	Mathematics	
Credentials	BA: Primary Education (K-3) ESOL Endorsed	
Performance Record	2012-2013: School Grade D 2011-2012: School Grade C	

Classroom Teachers

of classroom teachers
13

receiving effective rating or higher
11, 85%

Highly Qualified Teachers

92%

certified in-field

12, 92%

ESOL endorsed

4, 31%

reading endorsed

0, 0%

with advanced degrees

2, 15%

National Board Certified

0, 0%

first-year teachers

1, 8%

with 1-5 years of experience

1, 8%

with 6-14 years of experience

3, 23%

with 15 or more years of experience

9, 69%

Education Paraprofessionals**# of paraprofessionals**

4

Highly Qualified

4, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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 does attend 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. These personnel are screening 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.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the 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.

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

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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 FCAT tested benchmarks in Reading, Mathematics, and Science. STAR Reading assessment data will be used to set ZPD for individual students for independent reading. 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 with a focus on 4th grade skills. Attendance and behavior data will be progress monitored utilizing Skyward.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Administration, guidance counselor, and instructional coaches will monitor the fidelity of the school's MTSS and the SIP. 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.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The MTSS Leadership Team will meet monthly to monitor the progress of each identified student and to complete required paperwork. The team will also meet with classroom teachers of potential students whose performance data from FAIR, Performance Matters, STAR Reading/Math, RtI-B, and/or classroom performance indicates abnormal progression. The team will identify specific areas of concern on individual students, gather information, and analyze specific data, map objectives, develop an educational monitoring plan for each student in need of intervention. With the monitoring of the MTSS process and the implementation of effective interventions for identified students will have a positive impact on the school goals as defined in the School Improvement Plan.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

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 FCAT tested benchmarks in Reading, Mathematics, and Science. STAR Reading assessment data will be used to set ZPD for individual students for independent reading. 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 with a focus on 4th grade skills. Attendance and behavior data will be progress monitored utilizing Skyward.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The Exceptional Student Education Services department developed a Problem-Solving Guidelines handbook. The handbook provides school staff detailed information for the policy and procedures for MTSS and the building of capacity for data-based problem solving for staff and parents is embedded in the process.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Extended Day for All Students

Minutes added to school year: 14,250

School times are 7:35-2:05 for 390 instructional minutes resulting an extended day of 81 minutes.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

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 FCAT tested benchmarks in Reading, Mathematics, and Science. STAR Reading assessment data will be used to set ZPD for individual students for independent reading. 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 with a focus on 4th grade skills. Attendance and behavior data will be progress monitored utilizing Skyward.

Who is responsible for monitoring implementation of this strategy?

School Administration

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Lee Wetherington-Zamora	Principal
Allison Scott	Assistant Principal
Tammy Moffses	Reading Coach
Menieca Kennedy	Math Coach
Annie Pinello	Guidance Counselor
Penny Mickler	Teacher

How the school-based LLT functions

The LLT will meet on a quarterly basis to review current school data and to discuss/plan for strategies to improve as well as enrich student performance. The LLT will develop recommendations for goals and strategies to be used by the instructional staff to increase reading and math proficiency of all students. Members of the LLT will act as support teachers to help the staff implement the recommendations.

Major initiatives of the LLT

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

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Since 6th grade is housed at the elementary school sites, this grade level follows the same expectations and requirements of the elementary grade levels. The master schedule includes a 90 minute English Language Arts (ELA) block and the teachers provide instruction following the Comprehensive Instructional Sequence. Each teacher participates in data analysis and tracks the progression of each student's master of reading skills.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

The 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 prekindergarten 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 and the Florida Assessment for Instruction in Reading (FAIR) will be used to assess basic academic skill development and academic school readiness of incoming students. The FAIR assessment will be administered again mid-year and during the spring. Assessment data will be analyzed for instructional and intervention strategies implementation.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	55%	44%	No	60%
American Indian				
Asian				
Black/African American	46%	26%	No	51%
Hispanic				
White	64%	63%	No	68%
English language learners				
Students with disabilities				
Economically disadvantaged	54%	41%	No	59%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	13	22%	55%
Students scoring at or above Achievement Level 4	12	22%	23%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	41	70%	66%
Students in lowest 25% making learning gains (FCAT 2.0)	<i>[data excluded for privacy reasons]</i>		71%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		0%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		0%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		0%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	11	52%	65%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	[data excluded for privacy reasons]		0%

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	58%	32%	No	62%
American Indian				
Asian				
Black/African American	54%	25%	No	59%
Hispanic				
White	61%	37%	No	65%
English language learners				
Students with disabilities				
Economically disadvantaged	58%	29%	No	62%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	15	25%	57%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		25%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		[data excluded for privacy reasons]	0%
Students scoring at or above Level 7		[data excluded for privacy reasons]	0%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	29	49%	59%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		[data excluded for privacy reasons]	58%

Area 4: Science**Elementary School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		[data excluded for privacy reasons]	50%
Students scoring at or above Achievement Level 4		[data excluded for privacy reasons]	25%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		[data excluded for privacy reasons]	0%
Students scoring at or above Level 7		[data excluded for privacy reasons]	0%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	2		4
Participation in STEM-related experiences provided for students	168	100%	100%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	29	16%	10%
Students retained, pursuant to s. 1008.25, F.S.	7	5%	2%
Students who are not proficient in reading by third grade	5	3%	0%
Students who receive two or more behavior referrals	3	2%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	3	2%	0%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

The school will use the Parent Involvement Plan to meet this requirement.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** All teachers will provide to all students effective instruction aligned to Common Core State Standards for the long term and to Next Generation Sunshine State Standards for this school year.

Goals Detail

G1. All teachers will provide to all students effective instruction aligned to Common Core State Standards for the long term and to Next Generation Sunshine State Standards for this school year.

Targets Supported

Resources Available to Support the Goal

- *Procedures and expectations alignment across the elementary schools
- *Common lesson planning across grade levels and across elementary schools
- *Instructional Coaches
- *District Reading Specialist
- *Professional development days
- *Differentiated Accountability (DA) Support Team
- *Title 1 funding
- *Most personnel are open to the numerous initiatives
- *Gradual Release model is built into the lesson plan format
- *Parental and community involvement

Targeted Barriers to Achieving the Goal

- *Vertical alignment with grade levels
- *Interventions identification/implementation for Bottom Quartile students

Plan to Monitor Progress Toward the Goal

Effective instruction aligned to CCCSS and NGSS

Person or Persons Responsible

Leadership Team

Target Dates or Schedule:

Monthly

Evidence of Completion:

Improved student growth and achievement

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. All teachers will provide to all students effective instruction aligned to Common Core State Standards for the long term and to Next Generation Sunshine State Standards for this school year.

G1.B1 *Vertical alignment with grade levels

G1.B1.S1 District and School personnel will meet monthly to collaboratively plan with school staff to develop professional development activities to support vertical alignment and to support alignment of instruction to CCSS and NGSS.

Action Step 1

Deliver professional development to staff on district-wide PD day

Person or Persons Responsible

Instructional coaches and District staff

Target Dates or Schedule

October 4, 2013

Evidence of Completion

Agenda, sign-in log, follow-up activities

Facilitator:

Title II Coordinator

Participants:

All personnel

Action Step 2

School-based leadership will collaborate with District to design professional development for all grade levels in reading to include effective instruction, data-based problem solving, gradual release model for instruction, and differentiated instruction and tasks.

Person or Persons Responsible

School administration, District Reading Specialist, Title I Coordinator, and Title II Coordinator

Target Dates or Schedule

August 29, 2013

Evidence of Completion

PD Plan, Agenda

Facilitator:

Title II Coordinator

Participants:

School administration, District Reading Specialist, Title I Coordinator

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

Design and deliver PD to support vertical alignment and to support alignment of instruction to CCSS and NGSS

Person or Persons Responsible

Administration

Target Dates or Schedule

District-wide PD days: October 4, 2013, December 6, 2013

Evidence of Completion

Individual Professional Development Plans (IPDPs)

Plan to Monitor Effectiveness of G1.B1.S1

Implement ongoing support for teachers through the Professional Learning Communities (PLC)

Person or Persons Responsible

Administration, Instructional Coaches, and District Reading Specialist

Target Dates or Schedule

Tuesdays

Evidence of Completion

PLC agenda and minutes, classroom walkthroughs, data analysis, coaching logs, IPDPs

G1.B1.S2 District and School personnel will plan weekly to collaboratively design instruction focuses and academic activities to support vertical alignment and to support alignment of instruction to CCSS and NGSS.

Action Step 1

Inform the faculty of the structure for the weekly meetings, data collection, and expectations

Person or Persons Responsible

Principal

Target Dates or Schedule

August 13, 2013

Evidence of Completion

Sign-in log

Facilitator:

Principal

Participants:

All personnel

Action Step 2

Establish guidelines to facilitate PLCs and to establish norms

Person or Persons Responsible

Administration, Instructional Coaches, and District Reading Specialist

Target Dates or Schedule

August 27, 2013

Evidence of Completion

Agenda

Facilitator:

District Reading Specialist

Participants:

All instructional staff

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

Establish model classroom(s) at each grade band

Person or Persons Responsible

Instructional Coaches and identified teachers

Target Dates or Schedule

December, 2013

Evidence of Completion

Model classroom at each grade band

Plan to Monitor Effectiveness of G1.B1.S2

Progress Monitoring Assessment goals: December: 30% of all students will score at or above proficiency level, February: 37% of all students will score at or above proficiency level, April: 42% of all students will score at or above proficiency level.

Person or Persons Responsible

Leadership Team will collect, chart, and analyze data after progress monitoring assessments. The Leadership Team will use the problem solving process to determine implementation effectiveness. Data will be compared to proficiency goals and instruction practices as well as lesson planning will be closely monitored.

Target Dates or Schedule

December 2013, February 2014, April 2014

Evidence of Completion

Progress Monitoring Assessment results

G1.B1.S3 Establish model classroom(s) at each grade band and schedule of observations.

Action Step 1

Leadership Team will select teachers from each grade band who have created a model classroom.

Person or Persons Responsible

Leadership Team and selected teachers

Target Dates or Schedule

By November 1, 2013

Evidence of Completion

Classroom observations and walk throughs as well as establishment of additional model classrooms

Facilitator:

Reading Coach, Math Coach, and District Reading Specialist

Participants:

Selected Teachers

Plan to Monitor Fidelity of Implementation of G1.B1.S3

Move more teachers to establish model classrooms in which effective instruction is provided to all students and is aligned to CCSS and NGSS.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Increase in the number of model classrooms

Plan to Monitor Effectiveness of G1.B1.S3

Establishment of model classrooms

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Increase in the number of model classrooms

G1.B2 *Interventions identification/implementation for Bottom Quartile students

G1.B2.S1 District and School personnel will plan weekly to collaboratively design instruction focuses and academic interventions to support the academic growth of the Bottom Quartile students.

Action Step 1

Weekly planning meetings

Person or Persons Responsible

District and School personnel

Target Dates or Schedule

Every Tuesday

Evidence of Completion

Sign-in logs and minutes of meetings

Facilitator:

District Reading Specialist, Reading Coach, Math Coach

Participants:

Leadership Team and Teachers

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

Lesson plans for instruction focuses and academic interventions that are designed to support the academic growth of the Bottom Quartile students

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Weekly Lesson Plans

Plan to Monitor Effectiveness of G1.B2.S1

Lesson Plans

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Effective implementation of interventions

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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. Supplemental Academic Instruction (SAI) funds are used to support summer programs as well for teachers' salaries to meet class size requirements. 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 is 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.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. All teachers will provide to all students effective instruction aligned to Common Core State Standards for the long term and to Next Generation Sunshine State Standards for this school year.

G1.B1 *Vertical alignment with grade levels

G1.B1.S1 District and School personnel will meet monthly to collaboratively plan with school staff to develop professional development activities to support vertical alignment and to support alignment of instruction to CCSS and NGSS.

PD Opportunity 1

Deliver professional development to staff on district-wide PD day

Facilitator

Title II Coordinator

Participants

All personnel

Target Dates or Schedule

October 4, 2013

Evidence of Completion

Agenda, sign-in log, follow-up activities

PD Opportunity 2

School-based leadership will collaborate with District to design professional development for all grade levels in reading to include effective instruction, data-based problem solving, gradual release model for instruction, and differentiated instruction and tasks.

Facilitator

Title II Coordinator

Participants

School administration, District Reading Specialist, Title I Coordinator

Target Dates or Schedule

August 29, 2013

Evidence of Completion

PD Plan, Agenda

G1.B1.S2 District and School personnel will plan weekly to collaboratively design instruction focuses and academic activities to support vertical alignment and to support alignment of instruction to CCSS and NGSS.

PD Opportunity 1

Inform the faculty of the structure for the weekly meetings, data collection, and expectations

Facilitator

Principal

Participants

All personnel

Target Dates or Schedule

August 13, 2013

Evidence of Completion

Sign-in log

PD Opportunity 2

Establish guidelines to facilitate PLCs and to establish norms

Facilitator

District Reading Specialist

Participants

All instructional staff

Target Dates or Schedule

August 27, 2013

Evidence of Completion

Agenda

G1.B1.S3 Establish model classroom(s) at each grade band and schedule of observations.

PD Opportunity 1

Leadership Team will select teachers from each grade band who have created a model classroom.

Facilitator

Reading Coach, Math Coach, and District Reading Specialist

Participants

Selected Teachers

Target Dates or Schedule

By November 1, 2013

Evidence of Completion

Classroom observations and walk throughs as well as establishment of additional model classrooms

G1.B2 *Interventions identification/implementation for Bottom Quartile students

G1.B2.S1 District and School personnel will plan weekly to collaboratively design instruction focuses and academic interventions to support the academic growth of the Bottom Quartile students.

PD Opportunity 1

Weekly planning meetings

Facilitator

District Reading Specialist, Reading Coach, Math Coach

Participants

Leadership Team and Teachers

Target Dates or Schedule

Every Tuesday

Evidence of Completion

Sign-in logs and minutes of meetings

Appendix 2: Budget to Support School Improvement Goals