



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Hamilton Elementary School

1501 E 8TH ST

Sanford, FL 32771

407-320-6050

[http://www.scps.k12.fl.us/schools/
schoolinfopage.cfm?schoolnumber=0021](http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0021)

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 94%
Alternative/ESE Center No	Charter School No	Minority Rate 82%

School Grades History

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Part I: Current School Status	6
Part II: Expected Improvements	13
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	18
Part III: Coordination and Integration	23
Appendix 1: Professional Development Plan to Support Goals	24
Appendix 2: Budget to Support Goals	26

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
Focus Year 3 or more	2	Wayne Green

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

Current School Status

School Information

School-Level Information

School

Hamilton Elementary School

Principal

Samelia Phillips

School Advisory Council chair

Pattie Reda

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

Name	Title
Samelia Phillips	Principal
Carol Lynn Webb	Assistant Principal
Linda Crawford	Reading Coach
Kay Boehart	Home School Liaison

District-Level Information

District

Seminole

Superintendent

Dr. Walt Griffin

Date of school board approval of SIP

11/11/2013

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

Samelia Phillips - Principal
 Carol Lynn Webb - Assistant Principal
 Pattie Reda - Chairperson
 Deborah Acevedo - Instructional Personnel
 Angela Manuel - Instructional Personnel
 Kay Boehart - Instructional Personnel
 Linda Crawford - Instructional Personnel
 Deanne Alton - Instructional Personnel
 Lynn Lancaster - Non-Instructional Personnel
 Lisa Girardi - Non-Instructional Personnel
 Asma Baker - Parent
 Nikisha Clayton-Golden - Parent
 Samiah Dixon - Parent
 Aja Jones - Parent

Kimberly Acosta - Parent
 Chris Sorensen - Community Person
 Fred Poole - Community Person
 Santos Santiago - Parent
 Sunshine Fernandez - Parent

Involvement of the SAC in the development of the SIP

Five of nineteen SAC members were involved in the development of the draft of this school improvement plan. All members will be invited to discuss items for this school improvement plan on September 26th at 6:00 PM.

Activities of the SAC for the upcoming school year

SAC will meet monthly to discuss various academic areas, at risk and talent development, and progress being made towards reaching school goals. Data from EdInsight, Discovery Education, and Scholastic Reading Inventory will be shared with SAC members.

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

The first SAC meeting of the 2013-2014 school year will be held the week of September 23, 2013. At this time, there are \$0 dollars carryover from the 2012-2013 school year. How funds for the current school year will be allocated will be discussed at this initial SAC meeting.

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:

Samelia Phillips

Principal

Years as Administrator: 15

Years at Current School: 0

Credentials

Elementary Education, Educational Leadership, Early Childhood, Gifted

Performance Record

I was recently appointed Principal of Hamilton Elementary School on August 27, 2013. However, I served as the assistant principal of the school from 1999-2004.

Carol Lynn Webb		
Asst Principal	Years as Administrator: 0	Years at Current School: 0
Credentials	Educational Leadership, Elementary Education K-6, Reading Certification, ESOL Endorsment	
Performance Record	Received Highly Effective Ratings as Reading Coach at Geneva Elementary during the 2011-2012 & 2012-2013 school year.	

Instructional Coaches

# of instructional coaches	1	
# receiving effective rating or higher (not entered because basis is < 10)		
Instructional Coach Information:		
Linda Crawford		
Full-time / School-based	Years as Coach: 9	Years at Current School: 20
Areas	Reading/Literacy, Data, RtI/MTSS	
Credentials	Elementary Education 1-6, Reading Masters K-12	
Performance Record	Ms. Crawford has effective ratings for the 2011-2012 & 2012-2013 school years.	

Classroom Teachers

# of classroom teachers	56
# receiving effective rating or higher	0%
# Highly Qualified Teachers	98%
# certified in-field	55, 98%
# ESOL endorsed	39, 70%
# reading endorsed	10, 18%
# with advanced degrees	22, 39%

National Board Certified

1, 2%

first-year teachers

6, 11%

with 1-5 years of experience

12, 21%

with 6-14 years of experience

22, 39%

with 15 or more years of experience

16, 29%

Education Paraprofessionals**# of paraprofessionals**

5

Highly Qualified

5, 100%

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

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

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

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

Our school has a school-wide mentor, who works with administration to coordinate all mentoring activities on our campus. This school-wide mentor was trained by our county's new teacher facilitator and given materials and agendas to support the new teachers during this calendar year. Before school began, our new teachers spent a day with our school-wide mentor and were given a campus tour and oriented to important procedures and policies that will affect them as they begin the school year. Once school begins, these new teachers meet regularly with the mentor(s) who best fits their needs and follow an agenda of recommended topics that are appropriate for each teacher's given situation. Whether the new teacher is working with a school-wide mentor, peer teacher, or alternative

certification mentor, he or she is working with an individual who has been trained by our county to support the teacher's various needs. Each of these mentor roles are fine-tuned each year based on the feedback from our new teachers the year before.

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 has a core Multi-Tiered System of Supports (MTSS) problem solving team, comprised of members with expertise in academic and behavioral domains. The MTSS team utilizes the continuous problem solving process to identify students who are at-risk in academics and/or behavior and determines why the problem is occurring. The MTSS team designs and implements research-based interventions and regularly monitors student progress/response to interventions. The school utilizes the online MTSS module to document all interventions, meetings, and parent involvement in the process.

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

Based on academic data gathered, the Reading Coach and Administrators will input data into EdInsight for placement on the Tiers until a guidance counselor is hired. Classroom teachers, resource teachers, and paraprofessionals will deliver intervention and/or enrichment instruction. They will also assess students to determine individual academic areas of need. This will relate to the SIP for student proficiency and learning gains.

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

Grade level classroom teachers, along with the Reading Coach, will use academic data to determine need for Tier II and Tier III interventions. Based on current at-risk academic levels all Hamilton students will receive Tier II intervention and/or enrichment based on assessment data through the Walk To Success model. The Administrators will input data until a guidance counselor is hired.

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

Academic data sources used are Discovery Education, Scholastic Reading Inventory, Reading Street, and PASI or PSI. Also, academic computer programs, such as Successmaker and Fast ForWord have reports useful in tracking data. Behavior Infraction Forms are used for tracking at-risk behaviors and Skyward and/or EdInsight will be used to track at-risk attendance and/ tardies. All data, academic and/or behavior, will be documented into EdInsight for tracking.

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

The MTSS process was discussed at grade level PLC's during the month of September. The process for moving students through the Tiers was covered along with how data will be collected. Information is shared with parents during parent/teacher conferences, at MTSS meetings, and at SST meetings.

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: 9,720

Teachers and support staff, such as paraprofessionals, special area teachers, and resource teachers will provide reading instruction using the district identified core reading curriculum, Scott Foresman's Reading Street. In addition, Voyager Passport materials are being used with 3rd grade students. Other research based materials being used include, Comprehension Toolkit, SIPPS and programs in the computer labs. The computer programs are Successmaker, FastForWord, and IStation.

Strategy Purpose(s)

- Instruction in core academic subjects

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

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

Who is responsible for monitoring implementation of this strategy?

Administration is providing guidance in instructional materials to be used based on District approved curriculum. Walk-throughs are being conducted by Administration, school based Reading Coach, and District personnel.

Literacy Leadership Team (LLT)

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

Name	Title
Samelia Phillips	Principal
Carol Lynn Webb	Assistant Principal
Linda Crawford	Reading Coach
Deborah Partridge	Title I Reading Support

How the school-based LLT functions

Hamilton's Literacy Leadership Team's function is to identify school-wide literacy needs based on student assessment data and the SIP. The team will meet twice a month to review data and develop strategies to meet the needs of identified students and teachers.

Major initiatives of the LLT

There are two major initiatives for the 2013-2014 Literacy Leadership Team. The first is to ensure that the core curriculum, Scott Foresman's Reading Street, is being implemented with fidelity. The second is to implement a school-wide Walk To Success program to meet the needs of all learners, intervention and enrichment. These two initiatives will support all students in making learning gains.

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

To assist preschool children in the transition to Kindergarten, each incoming student will be assessed using the FLKRS materials. This will give the classroom teacher immediate knowledge in the learning levels and needs of their students. Also, within the first month of school, Kindergarten students will be administered the PASI assessment to determine placement for instruction within the Walk To Success model.

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%	36%	No	60%
American Indian				
Asian				
Black/African American	48%	28%	No	54%
Hispanic	52%	38%	No	57%
White	67%	58%	No	70%
English language learners	50%	12%	No	55%
Students with disabilities	46%	7%	No	51%
Economically disadvantaged	52%	34%	No	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	54	19%	60%
Students scoring at or above Achievement Level 4	45	16%	21%

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>		
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	80	49%	60%
Students in lowest 25% making learning gains (FCAT 2.0)	24	56%	61%

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)	25	53%	58%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	14	29%	34%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	12	25%	30%

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	22	26%	80%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		

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	50%	53%	Yes	55%
American Indian				
Asian				
Black/African American	44%	49%	Yes	50%
Hispanic	52%	60%	Yes	57%
White	59%	64%	Yes	63%
English language learners	44%	35%	No	50%
Students with disabilities	38%	16%	No	45%
Economically disadvantaged	48%	52%	Yes	53%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	92	32%	55%
Students scoring at or above Achievement Level 4	59	21%	26%

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>		
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	101	62%	67%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	28	67%	72%

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	29	38%	43%
Students scoring at or above Achievement Level 4	12	15%	20%

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>		
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		

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)	0		1
Participation in STEM-related experiences provided for students	0		

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	38	6%	5%
Students retained, pursuant to s. 1008.25, F.S.	41	7%	5%
Students who are not proficient in reading by third grade	65	62%	50%
Students who receive two or more behavior referrals	72	11%	8%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	58	9%	6%

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

We will reflect our Parental Involvement Statement: Hamilton Elementary School believes that positive and continuous parent/family involvement is essential to students achievement and our students becoming productive citizens in the 21st Century. We will offer more family engagement activities to inform and educate parents as well as build strong relationships to improve their child's academic achievement. A welcoming atmosphere will be generated for them to serve as dividends, mentors and participate in more parent/teacher conferences. The methods of communication between home and school will be increased to enhance the families' awareness of their child's academic performance, attendance, test scores, missing assignments, our school information and the events occurring on campus.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Number of families who enter Skyward's Family Portal	39	6%	11%

Goals Summary

- G1.** Teachers will deliver high quality differentiated instruction which is data driven, student specific, and highly engaging, to increase student proficiency in all academic areas.

Goals Detail

G1. Teachers will deliver high quality differentiated instruction which is data driven, student specific, and highly engaging, to increase student proficiency in all academic areas.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Science - Elementary School

Resources Available to Support the Goal

- Highly Qualified Staff School-Based Coaches School Based paraprofessionals District Support Personnel Research Based Materials One hour of additional instructional time

Targeted Barriers to Achieving the Goal

- Lack of familiarity with Instructional materials
- Many teachers and paraprofessionals that are new to Hamilton and/or are beginning teacher.

Plan to Monitor Progress Toward the Goal

School and district will work collaboratively during grade level PLC time, to unpack instructional materials.

Person or Persons Responsible

Principal, Assistant Principal, School-Based Coaches, District Staff

Target Dates or Schedule:

September 2013 - April 2014

Evidence of Completion:

K-2 grade students will increase reading, and math proficiency as measured by the April, test C, Discovery Education Assessment. 3-5 grade students increase reading, and math proficiency as measured by the 2013-2014 FCAT 2.0 Assessment.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Teachers will deliver high quality differentiated instruction which is data driven, student specific, and highly engaging, to increase student proficiency in all academic areas.

G1.B1 Lack of familiarity with Instructional materials

G1.B1.S1 Hamilton and District Support Staff will work collaboratively during grade level PLC time, to unpack instructional materials and demonstrate how these materials can assist teachers in providing data driven, student specific, and highly engaging lessons .

Action Step 1

School and district will work collaboratively during grade level PLC time, to unpack instructional materials.

Person or Persons Responsible

Principal, Assistant Principal, School-Based Coaches and District Support Staff

Target Dates or Schedule

Monthly

Evidence of Completion

Agenda, materials, PLC planning sheet

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

School and district will work collaboratively during grade level PLC time, to unpack instructional materials.

Person or Persons Responsible

Principal, Assistant Principal, School-Based Coaches, District Staff

Target Dates or Schedule

Daily

Evidence of Completion

Observation of strategies during walk throughs, coaching log on PMRN, and lesson plans

Plan to Monitor Effectiveness of G1.B1.S1

School and district will work collaboratively during grade level PLC time, to unpack instructional materials.

Person or Persons Responsible

Principal, Assistant Principal, School-Based Coaches, District Staff

Target Dates or Schedule

Weekly/Monthly/Trimester

Evidence of Completion

Evidence will be collected using weekly and monthly core reading assessments, monthly with PASI/PSI and SRI progress monitors, and three times a year using Discovery Education assessments.

G1.B2 Many teachers and paraprofessionals that are new to Hamilton and/or are beginning teacher.

G1.B2.S1 School-Based Coaches and District Support Staff will model, side by side teach, and provide feedback to teachers for best practices in instruction using core curriculum materials.

Action Step 1

School-Based Coaches and District Support Staff will model, side by side teach, and provide feedback to teachers for best practices in instruction using core curriculum materials. Additional training will be provided for select teachers and staff.

Person or Persons Responsible

School-Based Coaches and District Support Staff, teacher

Target Dates or Schedule

Weekly and three day training with UF

Evidence of Completion

Lesson plans from classroom teacher and Coach's log from PMRN will be used.

Facilitator:

District and UF staff

Participants:

4th grade teachers

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

School-Based Coaches and District Support Staff will model, side by side teach, and provide feedback to teachers for best practices in instruction using core curriculum materials.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Observations during Walk Throughs, Coach's Log on PMRN, and lesson plans

Plan to Monitor Effectiveness of G1.B2.S1

School-Based Coaches and District Support Staff will model, side by side teach, and provide feedback to teachers for best practices in instruction using core curriculum materials.

Person or Persons Responsible

Administration and School-Based Coaches

Target Dates or Schedule

Weekly/Monthly/Trimester

Evidence of Completion

Evidence will be collected using weekly and monthly assessments, monthly with PASI/PSI & SRI progress monitors, and three times a year using Discovery Education assessments.

G1.B2.S2 District Reading personnel will facilitate a full day PD training for each of 3rd, 4th, and 5th grades on using Reading Street materials and best practices.

Action Step 1

District Reading personnel will facilitate a full day PD training for each of 3rd, 4th and 5th grades on using Reading Street materials and best practices.

Person or Persons Responsible

Shawn Harrold

Target Dates or Schedule

October 2013 - May 2014

Evidence of Completion

During Walk Throughs and observations, Reading Street will be implemented with fidelity for reading instruction with evidence of best practices.

Facilitator:

Shawn Harrold

Participants:

3rd, 4th and 5th grade students

Plan to Monitor Fidelity of Implementation of G1.B2.S2

District Reading personnel will facilitate a full day PD training for each of 3rd, 4th and 5th grades on using Reading Street materials and best practices.

Person or Persons Responsible

Administration, Reading Coach, District Personnel

Target Dates or Schedule

October 2013

Evidence of Completion

During Walk Throughs and observations, Reading Street will be implemented with fidelity for reading instruction with evidence of best practices.

Plan to Monitor Effectiveness of G1.B2.S2

District Reading personnel will facilitate a full day PD training for each of 3rd, 4th and 5th grades on using Reading Street materials and best practices.

Person or Persons Responsible

Administration, Reading Coach, District Personnel

Target Dates or Schedule

October 2013 - May 2014

Evidence of Completion

Evidence will be collected during weekly reading assessments, monthly with PASI/PSI & SRI progress monitors, and three times a year using Discovery Education assessments.

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

Hamilton Elementary School will coordinate Title I, Supplemental Academic Instruction and Exceptional Student Education funds to provide additional academic tutorial and/or intervention time for students in need of remediation. These funding sources are coordinated to maximize the number of students and the amount of services available for academic interventions. In addition, the school district coordinates IDEA and Title I funds to provide our school additional paraprofessionals that facilitate small group instruction during the school day. The coordination and integration of these funds and services ensure students are provided the time and support needed to master the standards and improve academic achievement.

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. Teachers will deliver high quality differentiated instruction which is data driven, student specific, and highly engaging, to increase student proficiency in all academic areas.

G1.B2 Many teachers and paraprofessionals that are new to Hamilton and/or are beginning teacher.

G1.B2.S1 School-Based Coaches and District Support Staff will model, side by side teach, and provide feedback to teachers for best practices in instruction using core curriculum materials.

PD Opportunity 1

School-Based Coaches and District Support Staff will model, side by side teach, and provide feedback to teachers for best practices in instruction using core curriculum materials. Additional training will be provided for select teachers and staff.

Facilitator

District and UF staff

Participants

4th grade teachers

Target Dates or Schedule

Weekly and three day training with UF

Evidence of Completion

Lesson plans from classroom teacher and Coach's log from PMRN will be used.

G1.B2.S2 District Reading personnel will facilitate a full day PD training for each of 3rd, 4th, and 5th grades on using Reading Street materials and best practices.

PD Opportunity 1

District Reading personnel will facilitate a full day PD training for each of 3rd, 4th and 5th grades on using Reading Street materials and best practices.

Facilitator

Shawn Harrold

Participants

3rd, 4th and 5th grade students

Target Dates or Schedule

October 2013 - May 2014

Evidence of Completion

During Walk Throughs and observations, Reading Street will be implemented with fidelity for reading instruction with evidence of best practices.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Teachers will deliver high quality differentiated instruction which is data driven, student specific, and highly engaging, to increase student proficiency in all academic areas.	\$4,500
Total		\$4,500

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Personnel	Total
Professional Development Funds and School Improvement Funds.	\$2,000	\$0	\$2,000
Professional Development	\$0	\$2,500	\$2,500
Total	\$2,000	\$2,500	\$4,500

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Teachers will deliver high quality differentiated instruction which is data driven, student specific, and highly engaging, to increase student proficiency in all academic areas.

G1.B2 Many teachers and paraprofessionals that are new to Hamilton and/or are beginning teacher.

G1.B2.S1 School-Based Coaches and District Support Staff will model, side by side teach, and provide feedback to teachers for best practices in instruction using core curriculum materials.

Action Step 1

School-Based Coaches and District Support Staff will model, side by side teach, and provide feedback to teachers for best practices in instruction using core curriculum materials. Additional training will be provided for select teachers and staff.

Resource Type

Evidence-Based Program

Resource

Writing training with a focus on new rubric.

Funding Source

Professional Development Funds and School Improvement Funds.

Amount Needed

\$2,000

G1.B2.S2 District Reading personnel will facilitate a full day PD training for each of 3rd, 4th, and 5th grades on using Reading Street materials and best practices.

Action Step 1

District Reading personnel will facilitate a full day PD training for each of 3rd, 4th and 5th grades on using Reading Street materials and best practices.

Resource Type

Personnel

Resource

Substitute teachers to cover classrooms while teachers participate in on-site training for best instructional practices using Reading Street materials.

Funding Source

Professional Development

Amount Needed

\$2,500