



**Pam Stewart, Commissioner**

## **2013-2014 SCHOOL IMPROVEMENT PLAN**

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### **Central Hamilton Elementary School**

553 CHAN BRIDGE DR

Jasper, FL 32052

386-792-8000

<http://che.hamiltonfl.com>

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## School Demographics

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<b>School Type</b> Elementary School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> 63%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 65%

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## School Grades History

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<b>2013-14</b> F	<b>2012-13</b> D	<b>2011-12</b> C	<b>2010-11</b> F	<b>2009-10</b> F
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## SIP Authority and Template

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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**

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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**

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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**

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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**

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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**

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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**

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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

Central Hamilton Elem. School

##### Principal

Lee Wetherington Zamora

##### School Advisory Council chair

Sarah Higginbotham

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

Name	Title
Charles Claridy	Assistant Principal
Annie Pinello	Guidance Counselor
Meneica Kennedy	Math Instructional Coach
Tammy Moffses	Reading Instructional Coach
Kathy Griffin	Instructional Staff

#### District-Level Information

##### District

Hamilton

##### Superintendent

Mr. Thomas P Moffses Jr.

##### Date of school board approval of SIP

11/12/2013

### 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

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. Central Hamilton Elementary's SAC membership consists of Lee Wetherington-Zamora (principal), Charles Claridy (assistant principal), Mario Drayton (teacher), Sarah Higginbotham (Chairperson and community member), Eunice White (parent), Mykelti White (student), Michelle Kersey (parent), Noah Kersey (student), and Pam Brown (parent).

#### 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**

n/a

**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 Wetherington Zamora**

Principal	Years as Administrator: 5	Years at Current School: 2
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**Credentials** School Principal (All Levels); MA: Educational Leadership (All Levels); BA: Elementary Education (K-6); ESOL (K-12)

**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

**Charles Claridy**

Asst Principal

Years as Administrator: 1

Years at Current School: 14

**Credentials**

MA: Education Leadership (All Levels); BA: Elementary Education (K-6); ESOL Endorsed (K-12)

**Performance Record**2012-2013: School Grade D  
2011-2012: School Grade C**Instructional Coaches****# of instructional coaches**

2

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Instructional Coach Information:****Tammy Moffses**

Full-time / District-based

Years as Coach: 2

Years at Current School: 2

**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: 2

**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**

18

**# receiving effective rating or higher**

15, 83%

**# Highly Qualified Teachers**

100%



**# certified in-field**

15, 83%

**# ESOL endorsed**

12, 67%

**# reading endorsed**

5, 28%

**# with advanced degrees**

2, 11%

**# National Board Certified**

0, 0%

**# first-year teachers**

3, 17%

**# with 1-5 years of experience**

5, 28%

**# with 6-14 years of experience**

3, 17%

**# with 15 or more years of experience**

7, 39%

**Education Paraprofessionals****# of paraprofessionals**

5

**# Highly Qualified**

5, 100%

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

8

**# receiving effective rating or higher**

(not entered because basis is &lt; 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
Charles Claridy	Assistant Principal
Tammy Moffses	Reading Coach
Menieca Kennedy	Math Coach
Annie Pinello	Guidance Counselor
Jerri Mitchell	MTSS Resource Teacher
Kathy Griffin	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 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 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.

### College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

n/a

#### How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

n/a

#### Strategies for improving student readiness for the public postsecondary level

n/a

## 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	42%	42%	Yes	48%
American Indian				
Asian				
Black/African American	36%	38%	Yes	42%
Hispanic				
White	58%	68%	Yes	63%
English language learners				
Students with disabilities	35%	16%	No	42%
Economically disadvantaged	41%	54%	Yes	47%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	29	42%	48%
Students scoring at or above Achievement Level 4	27	16%	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>		100%
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)	102	60%	62%
Students in lowest 25% making learning gains (FCAT 2.0)	17	55%	57%

**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]		50%
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]		50%
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]		50%

**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	14	35%	40%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	[data excluded for privacy reasons]		100%

**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	36%	43%	Yes	42%
American Indian				
Asian				
Black/African American	30%	38%	Yes	37%
Hispanic				
White	48%	63%	Yes	54%
English language learners				
Students with disabilities	35%	42%	Yes	42%
Economically disadvantaged	35%	51%	Yes	42%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	73	43%	48%
Students scoring at or above Achievement Level 4	17	10%	15%



**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>	100%
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	112	66%	68%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	19	64%	66%

**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	13	41%	46%
Students scoring at or above Achievement Level 4		<i>[data excluded for privacy reasons]</i>	25%

**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>	100%

**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)	4		6
Participation in STEM-related experiences provided for students	119	33%	50%

**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	16	4%	3%
Students retained, pursuant to s. 1008.25, F.S.	8	2%	1%
Students who are not proficient in reading by third grade	20	47%	25%
Students who receive two or more behavior referrals	28	7%	5%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	13	3%	2%

**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 Florida Readiness 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 Florida Readiness 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 Florida Readiness State Standards for the long term and to Next Generation Sunshine State Standards for this school year.

**G1.B6** \*Vertical alignment with grade levels

**G1.B6.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.B6.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.B6.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.B6.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.B6.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.B6.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.B6.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.B6.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.B6.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.B7 \*Interventions identification/implementation for Bottom Quartile students**

**G1.B7.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.B7.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.B7.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 Florida Readiness State Standards for the long term and to Next Generation Sunshine State Standards for this school year.

### **G1.B6** \*Vertical alignment with grade levels

**G1.B6.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.B6.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.B6.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.B7** \*Interventions identification/implementation for Bottom Quartile students

**G1.B7.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

### Budget Summary by Goal

Goal	Description	Total
	Total	\$0

### Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
		\$0
Total		\$0

### Budget Details

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

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

**G1.B6** \*Vertical alignment with grade levels

**G1.B6.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 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.

#### Resource Type

Evidence-Based Program

#### Resource

#### Funding Source

#### Amount Needed