

Hamilton County School District

Hamilton County Elementary School



2017-18 School Improvement Plan

Hamilton County Elementary School

5686 US HIGHWAY 129 S, Jasper, FL 32052

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Elementary School PK-6	Yes	100%
Primary Service Type (per MSID File)	Charter School	2016-17 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	62%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	D	D	D*	C

**Informational Baseline School Grade*

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

School Board Approval

This plan is pending approval by the Hamilton County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridaCIMS.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	9
Effective Leadership	9
Public and Collaborative Teaching	13
Ambitious Instruction and Learning	14
8-Step Planning and Problem Solving Implementation	18
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	22
Appendix 1: Implementation Timeline	37
Appendix 2: Professional Development and Technical Assistance Outlines	39
Professional Development Opportunities	39
Technical Assistance Items	42
Appendix 3: Budget to Support Goals	42

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Hamilton County Elementary School

DA Region and RED	DA Category and Turnaround Status
Northwest - Wallace Selph	Comprehensive Support & Improvement - Dmt

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

At Hamilton County Elementary School we believe that all students can and will learn. To achieve this mission, we will provide a quality education and empower students with the tools necessary to learn. Achieving our mission will increase student academic achievement and create lifelong learners.

b. Provide the school's vision statement

At Hamilton County Elementary School, our vision is creating a learning environment where all students can excel academically, focus on positive behavior, and foster social and emotional development.

2. School Environment

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

During preplanning all teachers were introduced to the growth mindset. The leadership team received training on how to implement and monitor the implementation of a growth mindset versus a fixed mindset. The book study will be conducted throughout the year during TEAM Talk meetings, allowing for teachers to share their strategies in implementing the growth mindset process.

At the beginning of the school year, a "Meet your Teacher" event is scheduled to establish an initial relationship between the teacher, student, and parent. Informational booths are setup to provide information to the parents regarding health, transportation, extra curricular activities, and programs offered.

The expectation is that all teachers schedule parent teacher conferences within the first nine week period to help foster a parent teacher relationship. Throughout the year, conferences, meetings, and activities are scheduled to maintain an ongoing relationship.

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

The positive behavior support system (PBS) is implemented at Hamilton County Elementary School. At the beginning of the school year, all school staff worked collaboratively to create school-wide expectations. The expectations are created to ensure each student is safe and respected within their learning environment.

It is the expectation that all staff warmly greet the students every morning. Safety Patrol was established to create student leaders and to assist with monitoring throughout the school. Safety Patrol students assist with monitoring designated areas and assisting others when needed.

Hamilton County Elementary School is a secure facility during operational hours. The perimeter of the school is secure during the instructional day. All visitors must report to the office with an appropriate identification to gain access to the school campus. Each visitor scans their drivers license through the Raptor System to ensure the visitor can safely enter the campus. All staff, students, and board approved volunteers will have a current school issued identification card visible.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

With the Positive Behavior Support (PBS) system, school staff create school-wide expectations for behavior and procedures in the common areas. Using the school-wide expectations as a reference, teachers and students create expectations for individual classrooms. The school-wide and classroom expectations are created, taught, modeled, and implemented during the first two weeks of school. A review of these expectations take place throughout the school year as needed. During the school year, each nine weeks, students receive a stamp card. If a student meets or exceeds expectations, a stamp is earned for that day. At the end of each nine week period, each student who earned 35 stamps will be eligible to participate in the "PBS Celebration Day". The first celebration is planned by the leadership team. For the next celebrations, a survey is conducted with students, staff, and parents soliciting their input for the selection of the remaining celebrations. For students not meeting the expectations, corrective measures are employed by reinforcing positive behavior, to include reviewing the school-wide and classroom expectations. The PBS system is evaluated and tweaked if needed each year. New staff is trained yearly by the mentor teacher. A review of the program is conducted during preplanning each school year.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Hamilton County Elementary schools utilize the Multi-Tiered System of Supports (MTSS) including both Response to Intervention (RtI) and Positive Behavior Supports (PBS). RtI/PBS is a problem solving method of developing and implementing instruction and intervention on a three tiered model. The RtI/PBS Tier 1 model integrates research based core instruction to every student, Tier 2, provides supplemental instruction/interventions, and Tier 3, consists of more intensive interventions.

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

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

Tier 3 interventions represent specific individualized instruction to approximately 5% of the students who are not meeting established baseline goals and standards identified in Tiers 1 and 2. Students at this level receive more intensive instructional interventions, which are provided in addition to and

aligned with the core instruction and Tier 2 interventions. Behavioral interventions may include classroom observations by qualified individuals or rating scales. A request for a formal Functional Behavior Assessment may be initiated. Interventions at this Tier are more intense, frequent, and of longer duration than Tier 2 interventions. These interventions occur a minimum of 30 minutes a day, 5 days a week for a period of 9 to 12 weeks. Progress monitoring may occur a minimum of once per week if the school based leadership team decides it is necessary. After comparing the progress monitoring data to the goal(s) for the student, the team will recommend:

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

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

The early warning system is monitored by the administration and guidance. Attendance is tracked via a daily attendance report as well as a monthly attendance report to identify any students with a pattern of non-attendance and/or attendance below 90 percent. The principal and assistant principal monitors discipline utilizing Skyward data reports. The school leadership team progress monitors reports and report cards to identify any students whose performance indicates potential course failure in ELA and/or Mathematics. The principal analyzes the statewide, standardized assessments in ELA and/or Mathematics to identify any students who score a Level 1. Teachers are shown how to analyze the data with the identification of four students groupings in above proficiency, proficient, just below proficiency, intensive.

The district will provide social worker support for students and parents. Also, the district is purchasing an early warning system from Performance Matters to better monitor this data. A resource teacher will provide interventions for students identified through the early warning system.

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	19	6	14	12	15	11	0	0	0	0	0	0	77
One or more suspensions	0	1	1	4	4	7	13	0	0	0	0	0	0	30
Course failure in ELA or Math	0	23	13	15	5	4	6	0	0	0	0	0	0	66
Level 1 on statewide assessment	0	0	0	73	83	68	55	0	0	0	0	0	0	279

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	21	16	53	62	44	38	0	0	0	0	0	0	234

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

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

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Hamilton County Elementary School is actively recruiting volunteers. The school district has established a relationship with former educators and pastoral leaders and members to assist with volunteering and supporting in the school. The United Way has partnered with HCES to train volunteers to work with Kindergarten students weekly in English Language Arts skills. Hamilton County Elementary School also has built a partnership with community leaders, community organizations, and community churches who help provide food, clothing, school supplies, and basic care items. The school actively recruits the community partnerships to assist with support and donations for students.

C. Effective Leadership

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Hasty, Peggy	Principal
Griffin, Kathy	Assistant Principal
Crowder, Kimberly	Teacher, K-12
McCoy, Erica	Teacher, K-12
Byrd, Michelana	Instructional Media
Lewis, Camille	Guidance Counselor
Combass, Dawn	Teacher, PreK
Combass, Leeann	Teacher, K-12
Mickler, Penny	Teacher, K-12
Land, Regina	Teacher, K-12
Law, David	Teacher, K-12
Claridy, Charles	Teacher, K-12
Cromartie, Allison	Guidance Counselor
Snyder, Shannon	Teacher, ESE
Norris, Leighann	Teacher, K-12
Marcellus, Karen	Teacher, PreK

b. Duties

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

Peggy Hasty, Principal, and Kathy Griffin, Assistant Principal, are responsible for gathering and analyzing school-wide data. The collected data is used to drive the instruction, interventions, and programs. The Principal and Assistant Principal provides the support needed for the classroom teachers to be able to ensure student learning with growth and achievement. The leadership team at Hamilton County Elementary School consists of team leaders from each grade level. Monthly leadership team meetings are scheduled to discuss school-wide progress. Camille Lewis and Allison Cromartie, Guidance Counselors, provides support to the school with RtI/MTSS, attendance, ELL assessments, ESE support, and ELL plans.

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

The school leadership team consists of administration, guidance, ESE director and teacher, and grade level teachers. The leadership team carries out the mission and vision of the school. The team monitors and reflects the practices and procedures to ensure academic and behavioral success. As a team, they plan, implement, and monitor the progress of school improvement. The leadership team meets monthly to review and analyze data, be reflective of practices, and to progress monitor student achievement school-wide.

Hamilton County Elementary School is a Title I school. 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 school site. In addition, a migrant student program is implemented at Hamilton County Elementary School to include pull-out tutorial services, in classroom support, and child-find personnel. Title II funds are used to provide professional development to assist with obtaining Highly Qualified status. Title III funds are used to provide support and resources for English Language Learner (ELL) students. Title X Homeless funds are used to provide resources and personnel support for identified homeless students. The resources include school supplies, tutors, and service referrals. The district offers a non-violence, anti-bullying, and anti-drug program to students that incorporates counseling. Red Ribbon Week activities are also supported through these programs. All Hamilton County students are eligible for free breakfast and lunch. The school-based nurses also provide wellness and preventive programs to support students and faculty. Head Start and any day care offering VPK services are located off-site yet eligible students participate in Kindergarten Spring Orientation at each elementary school. The orientation program includes classroom visits, campus tour, and lunch in the cafeteria.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Peggy Hasty	Principal
Kathy Griffin	Principal
Kelinda Hughes	Education Support Employee
Lynda Bates	Education Support Employee
Erica McCoy	Teacher
Leeann Combass	Teacher
Joanna Floyd	Parent
Elizabeth Mitchell	Parent
Latasha Morgan	Parent
Hilda Harrington	Parent
Yolanda Chaney	Parent
Anthony Williams	Business/Community
Sarah Higginbotham	Business/Community
Sally Bristol	Education Support Employee

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

The SAC committee reviews the previous years plan and all pertinent data and makes suggestions for the current School Improvement Plan. A reflective measure is taken to evaluate need for improvement.

b. Development of this school improvement plan

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

c. Preparation of the school's annual budget and plan

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

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

Hamilton County Elementary School did not receive school improvement funds.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Byrd, Michelana	Instructional Media
Hasty, Peggy	Principal
Griffin, Kathy	Assistant Principal
Law, David	Teacher, K-12
Moffses, Tammy	Teacher, K-12
Crowder, Kimberly	Teacher, K-12
Land, Regina	Teacher, K-12
Combass, Leeann	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

The major initiative of the LLT will be to guide and to support the faculty in achieving the goals for student achievement and growth by aligning instruction to the state standards. To encourage our students to become prolific readers, we have a schoolwide reading initiative where students are motivated to read within their reading range to achieve their goal. Students reading progress is monitored and those achieving their goal are celebrated. HCES has a Character Day in October for students to showcase their favorite authors. We celebrate our favorite books and authors throughout the year (Black History Month, Women in History, etc.). We celebrate Florida Literacy Week with schoolwide events to promote a love for reading. We also participate in the Read for the Record event. We have a Sunshine State Young Readers award program at our school. Our students are encouraged to read throughout the summer.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Hamilton County Elementary School has TEAM Talks (PLC) every week during the teachers' planning period. The meetings are led by administration or team leaders. Topics for the meetings is based on the grade level needs and student performance. All our grade levels are housed in the same area of the building for geographical convenience. Hamilton County School District has scheduled professional days for the purpose of professional development, PLCs, motivational presentations, etc. in which all school staff participates.

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

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

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

New teachers are assigned a mentor teacher by the principal. Mentors are paid a supplement for their expertise. Teachers are chosen 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. New Teacher Orientation is scheduled prior to the school year to help ease the start of the school year.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Hamilton County Elementary school has mapped out the Florida State Standards for reading and math. The core instructional programs, supplemental materials, and any educational resources are selected for instructional lesson planning and delivery based on the standard maps. The grade level teams met at the beginning of the year to plan instruction aligned to the Florida State Standards.

Administration meets with teachers in grade level/content area during TEAM Talk (PLC) time to review data reports and analyze results with the intent of planning instruction to differentiate, intervene, re-teaching, and innovate to improve student mastery of the standards. The same information is used to review curriculum maps and instructional materials/resources as to their effectiveness in promoting standards based instruction and learning.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Hamilton County Elementary School staff participates in data analysis at the beginning of each school year for reflective data as well as on-going for progress monitoring data. The initial analysis is a reflective activity in which the staff groups students into four categories for ELA and Math: above proficiency, proficient, just below proficiency, and intensive. The teachers are asked to complete the reflective data for current students to determine instructional needs of each group and/or individual students. An additional step in the data analysis process asks teachers to complete the reflective data for last year's students they taught. With this activity, teachers are able to identify possible instructional practices that could be supported with professional development. The data reflections lead to conversations about current teaching practices and problem solving sessions to identify barriers and resources for student achievement. Teachers and Administration meet monthly in which progress monitoring data is analyzed and instructional decisions are discussed. The master schedule reflects the extended day strategy that allows for time set aside for iii (immediate intensive intervention) and enrichment instructional time.

An external partner will be utilized to facilitate teaching and learning with targeted staff members to help increase rigorous instructional delivery.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 21,120

School times are 8:00-3:10 for with the student school day being 420 minutes. The instructional minutes equal 360 minutes which result in an extended day of 120 minutes.

Strategy Rationale

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

Strategy Purpose(s)

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

Person(s) responsible for monitoring implementation of the strategy

Hasty, Peggy, peggy.hasty@hamiltonfl.com

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

Performance Matters assessment, i-Ready, and STAR will be utilized to progress monitor. iReady data will be used to progress monitor comprehension and progression toward mastery of ELA Florida State Standards. STAR 360, STAR Early Literacy, and STAR Math assessment data will be used to identify developmental areas for specific content skills. The MyWrite component of the core reading curriculum "Journeys" will be used to progress monitor writing data for all grade levels. Attendance and behavior data will be progress monitored utilizing Skyward.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Hamilton County Elementary schools act as site hosts for the the Florida Diagnostic Learning Resource Services (FDLRS) to conduct the screenings of potential pre-kindergarten students. The pre-kindergarten is accredited by the National Academy of Early Childhood Program. Our on-site pre-kindergarten students participate in school educational resources and scheduled events. PK students are transported by school's buses, utilize meal services of on-site cafeteria, visit the media center weekly, participate in physical education activities, participate in school safety/emergency drills, attend school assemblies, and take home parental information grades Kdg-6th grades receive. This extensive participation allows for a seamless transition from the pre-kindergarten program to the elementary program. All incoming Kindergarten students are assessed within the first 30 days of schools. The Florida Kindergarten Readiness Skills (FKLRS) assessment will be used to assess basic academic skill development and academic school readiness of incoming students. Assessment data will be analyzed for instructional and intervention strategies implementation.

Hamilton County Elementary schools partner with Hamilton County High school to support the sixth grade students housed at the elementary schools. Through-out the school year, a variety of opportunities are planned at the high school for our sixth grade students to participate at the high school's campus. Support events are planned as well for the high school students (sport teams, various clubs, etc.) to visit on the elementary campuses for positive interactions with elementary students. These activities cumulate in the annual Sixth Grade Orientation hosted by the high school's guidance team which includes upper level students.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

N/A

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

N/A

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

N/A

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

N/A

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Hamilton County Elementary School will increase the number of students making learning gains in Math.
- G2.** Hamilton County Elementary School will increase the number of students making learning gains in ELA.
- G3.** Hamilton County Elementary School will increase the number of proficient students in Reading and Math by providing explicit instruction in foundational reading and math skills and academic strategies.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Hamilton County Elementary School will increase the number of students making learning gains in Math. **1a**

G094601

Targets Supported **1b**

Indicator	Annual Target
Math Gains District Assessment	50.0

Targeted Barriers to Achieving the Goal **3**

- Teachers understanding the connection of using data and assessment to drive standards based instruction.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- NEFEC support to Math teachers. Curriculum and materials provided that are standard based and aligned to curriculum map. Data provided aligned to state standards.

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

STAR Math data and district benchmark data will be analyzed.

Person Responsible

Peggy Hasty

Schedule

Monthly, from 9/1/2017 to 8/1/2018

Evidence of Completion

*Data from Math assessments

G2. Hamilton County Elementary School will increase the number of students making learning gains in ELA.

1a

G094602

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains District Assessment	50.0

Targeted Barriers to Achieving the Goal 3

- Teachers understanding the connection of using data and assessment to drive standards based instruction.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Data from multiple assessments including: iReady, STAR, benchmark assessments, and weekly classroom assessments.

Plan to Monitor Progress Toward G2. 8

iReady, STAR, and benchmark data will be analyzed to record learning gains.

Person Responsible

Peggy Hasty

Schedule

Quarterly, from 9/1/2017 to 8/31/2018

Evidence of Completion

Evidence of iii skills and students will be documented. Data from the assessment sources will be analyzed monthly at the monthly data meetings.

G3. Hamilton County Elementary School will increase the number of proficient students in Reading and Math by providing explicit instruction in foundational reading and math skills and academic strategies. 1a

G094603

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	40.0
ELA Achievement District Assessment	50.0

Targeted Barriers to Achieving the Goal 3

- Staff development in relation to Florida State Standards instructional rigor.
- Lack of consistency of instruction and implementation of specific programs/plans/structures due to high teacher turnover.
- Students lack social-emotional attributes to achieve success in schools.
- Lack in consistency in instruction and alignment

Resources Available to Help Reduce or Eliminate the Barriers 2

- *Renaissance Learning (STAR, AR, AM, English in a Flash, and Math Facts) *Curriculum maps *Curriculum resources- Journeys, Go Math, Eureka, Reading A-Z,, CPalms *Scheduled Intervention time with resources (LLI, Journeys, Performance Matters, etc.) *NEFEC Support and trainings

Plan to Monitor Progress Toward G3. 8

Improvement of student achievement in Reading and Math

Person Responsible

Peggy Hasty

Schedule

Quarterly, from 9/1/2017 to 8/31/2018

Evidence of Completion

Performance Matters data and state assessment reports

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Hamilton County Elementary School will increase the number of students making learning gains in Math.

1

 G094601

G1.B1 Teachers understanding the connection of using data and assessment to drive standards based instruction. **2**

 B254304

G1.B1.S1 Monthly data meetings to analyze student growth. **4**

 S268539

Strategy Rationale

Monthly data meetings will be held to analyze and discuss student data. Teachers will be reflective and plan iii time and instructional time for Math remediation and instruction.

Action Step 1 **5**

NEFEC and external partner will provide professional development to Math teachers.

Person Responsible

Peggy Hasty

Schedule

Monthly, from 9/1/2017 to 6/1/2018

Evidence of Completion

*Evidence of professional development and/or meetings. *Lesson plans

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

Administration will monitor Math instruction and iii time.

Person Responsible

Peggy Hasty

Schedule

Monthly, from 9/1/2017 to 6/1/2018

Evidence of Completion

*Walkthrough summary *iii plans/lesson plans

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

Routine monitoring of instruction and data analysis.

Person Responsible

Peggy Hasty


Schedule

Monthly, from 9/1/2017 to 6/1/2018

Evidence of Completion

*Walkthrough summary *Lesson plans/iii plans *Math data/ Data meeting sign in sheets

G1.B1.S2 Tutors will provide support for targeted skills **4**

 S268540

Strategy Rationale

Tutors will provide additional support on targeted skills to increase student learning.

Action Step 1 **5**

Provide qualified individuals to tutor elementary students.

Person Responsible

Peggy Hasty

Schedule

On 6/1/2018

Evidence of Completion

Board minutes

Plan to Monitor Fidelity of Implementation of G1.B1.S2 **6**

Log of tutoring activities and skills addressed.

Person Responsible

Peggy Hasty

Schedule

Monthly, from 9/1/2017 to 6/1/2018

Evidence of Completion

Tutoring Payroll Report

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Review of benchmark assessment data.

Person Responsible

Peggy Hasty

Schedule

Quarterly, from 9/1/2017 to 8/31/2018

Evidence of Completion

Benchmark Data Reports

G2. Hamilton County Elementary School will increase the number of students making learning gains in ELA.

1

G094602

G2.B1 Teachers understanding the connection of using data and assessment to drive standards based instruction. 2

B254305

G2.B1.S1 Monthly data meetings will be held to analyze data. 4

S268541

Strategy Rationale

During these meetings, student weakness and strengths will be identified and discussions will take place about planning lessons accordingly.

Action Step 1 5

NEFEC and external partner support will be provided. Professional development opportunities will be offered. Data analysis will occur monthly.

Person Responsible

Peggy Hasty

Schedule

Monthly, from 9/1/2017 to 6/1/2018

Evidence of Completion

*NEFEC documentation *Evidence of professional development. *Data collected and sign in sheets for monthly data meetings.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Routine monitoring of iii time will be conducted by administration. Grade level iii plans will be developed.

Person Responsible

Peggy Hasty

Schedule

Monthly, from 9/1/2017 to 6/1/2018

Evidence of Completion

*Walkthrough summary sheets *Grade Level iii plans submitted

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Routine walkthroughs will be conducted by administration. Feedback will be provided. iii plans will be submitted by grade level teachers to include learning focus, students and skill taught.

Person Responsible

Peggy Hasty

Schedule

Monthly, from 9/1/2017 to 6/1/2018

Evidence of Completion

*Walkthrough summary *iii plans

G2.B1.S2 Tutors will provide support for targeted skills **4**

 S268542

Strategy Rationale

Tutors will provide additional support on targeted skills to increase student learning.

Action Step 1 **5**

Provide qualified individuals to tutor elementary students.

Person Responsible

Peggy Hasty

Schedule

On 6/1/2018

Evidence of Completion

Board minutes

Plan to Monitor Fidelity of Implementation of G2.B1.S2 **6**

Log of tutoring activities and sills addresses

Person Responsible

Peggy Hasty

Schedule

Monthly, from 9/1/2017 to 6/1/2018

Evidence of Completion

Tutoring payroll reports

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Review of benchmark data reports

Person Responsible

Peggy Hasty

Schedule

Quarterly, from 9/1/2017 to 6/1/2018

Evidence of Completion

Benchmark data reports

G3. Hamilton County Elementary School will increase the number of proficient students in Reading and Math by providing explicit instruction in foundational reading and math skills and academic strategies. 1

G094603

G3.B1 Staff development in relation to Florida State Standards instructional rigor. 2

B254306

G3.B1.S1 Monitor progression of student proficiency by benchmark assessments given quarterly. 4

S268543

Strategy Rationale

Monthly data meetings and individual student data chats will ensure adequate monitoring of student progression towards mastery.

Action Step 1 5

iReady, STAR, and benchmark assessment will be given quarterly and reviewed by administration and teachers.

Person Responsible

Peggy Hasty

Schedule

Monthly, from 9/1/2017 to 6/1/2018

Evidence of Completion

Students will demonstrate an increased proficiency.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Quarterly data will be reviewed by administration and teachers. Monthly data meetings will be held. Student data chats will be conducted by teachers. Regular walkthroughs will be conducted to ensure grade level standard based instruction is evident.

Person Responsible

Peggy Hasty

Schedule

Quarterly, from 9/1/2017 to 6/1/2018

Evidence of Completion

Teachers will submit weekly lesson plans indicating standard of focus. Routine walkthroughs by administration will occur. Data will be closely monitored to identify strengths and weaknesses.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Routine walkthroughs will be conducted. Teachers will submit lesson plans for review. Data will be reviewed and action plans will be made to increase proficiency.

Person Responsible

Peggy Hasty

Schedule

Quarterly, from 9/1/2017 to 6/1/2018

Evidence of Completion

*Walkthrough summary *Lesson Plans *Quarterly Data

G3.B2 Lack of consistency of instruction and implementation of specific programs/plans/structures due to high teacher turnover. 2

B254307

G3.B2.S1 Provide a recruitment and retention bonus to attract and retain effective and highly effective instructional staff in areas in which there is a state administered assessment. 4

S268544

Strategy Rationale

Difficult in small and rural community to recruit and retain highly effective staff.

Action Step 1 5

District will negotiate Memorandum of Understanding with Hamilton County Education Association and obtain School Board approval to provide a bonus for recruitment and retention.

Person Responsible

Peggy Hasty

Schedule

On 8/31/2018

Evidence of Completion

MOU with School Board approval

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Identification of individuals eligible for bonus after receipt of Spring testing results.

Person Responsible

Peggy Hasty

Schedule

On 8/31/2018

Evidence of Completion

List of eligible teachers based on parameters identified in the MOU.

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Teachers receive payment of bonus.

Person Responsible

Peggy Hasty

Schedule

On 8/31/2018

Evidence of Completion

Payroll records

G3.B2.S2 Contract with qualified individuals/organizations to provide instructional coaching support for elementary staff to increase student engagement and academic performance. 4

 S268545

Strategy Rationale

Increase quality of teacher instructional delivery to impact student growth and achievement.

Action Step 1 5

Identify and contract with consultants to provide weekly job-embedded coaching support.

Person Responsible

Peggy Hasty

Schedule

Weekly, from 9/1/2017 to 8/31/2018

Evidence of Completion

Coaching Logs

Plan to Monitor Fidelity of Implementation of G3.B2.S2 6

Review of Coaching logs and classroom performance data

Person Responsible

Peggy Hasty

Schedule

Monthly, from 9/1/2017 to 6/1/2018

Evidence of Completion

Coaching logs and student data reports

Plan to Monitor Effectiveness of Implementation of G3.B2.S2 7

Classroom Walk-throughs will be used to monitor implementation of instructional strategies.

Person Responsible

Peggy Hasty

Schedule

Monthly, from 9/1/2017 to 6/1/2018


Evidence of Completion

Classroom walkthrough data

G3.B3 Students lack social-emotional attributes to achieve success in schools. **2**

 B254308

G3.B3.S1 Provide a qualified Social Worker to support students in developing the social and emotional skills for academic and behavioral success. **4**

 S268546

Strategy Rationale

Children in poverty lack the social emotional development which allow them to deal with rigorous academic and behavioral expectations.

Action Step 1 **5**

Provide a Social Worker to work with students, teacher and families

Person Responsible

Peggy Hasty

Schedule

On 8/31/2018

Evidence of Completion

Contract

Action Step 2 **5**

Purchase the Early Warning System (EWS) component of Performance Matters

Person Responsible

Peggy Hasty

Schedule

On 8/31/2018

Evidence of Completion

Invoice

Action Step 3 5

Purchase intervention materials for students identified through the Early Warning System

Person Responsible

Peggy Hasty

Schedule

Evidence of Completion

Invoice

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Increased performance in benchmark assessments

Person Responsible

Peggy Hasty

Schedule

Quarterly, from 9/1/2017 to 8/31/2018

Evidence of Completion

Benchmark data reports

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Review attendance, behavior and benchmark assessment data.

Person Responsible

Peggy Hasty


Schedule

Quarterly, from 9/1/2017 to 8/31/2018

Evidence of Completion

Quarterly reports (attendance, discipline, benchmark assessments)

G3.B4 Lack in consistency in instruction and alignment **2**

 B254309

G3.B4.S1 Align .core curriculum maps and guides to ensure standards based instruction with relevant rigor **4**

 S268547

Strategy Rationale

Inconsistency in performance of students from grade level to grade level.

Action Step 1 **5**

Establish and implement grade level/content area PLCs to impact an increase in student achievement.

Person Responsible

Peggy Hasty

Schedule

Monthly, from 9/1/2017 to 8/31/2018

Evidence of Completion

PLC Agendas and sign in sheets

Plan to Monitor Fidelity of Implementation of G3.B4.S1 **6**

Participation in PLCs will be monitored

Person Responsible

Peggy Hasty

Schedule

Monthly, from 9/1/2017 to 8/31/2018

Evidence of Completion

PLC agendas and sign in sheets

Plan to Monitor Effectiveness of Implementation of G3.B4.S1 7

Review academic benchmark data for impact

Person Responsible

Peggy Hasty

Schedule

Monthly, from 9/1/2017 to 8/31/2018

Evidence of Completion

Benchmark assessment data

Plan to Monitor Effectiveness of Implementation of G3.B4.S1 7

Lesson plans will reflect curriculum map usage and pacing

Person Responsible

Peggy Hasty

Schedule

Monthly, from 9/1/2017 to 8/31/2018

Evidence of Completion

Curriculum maps and lesson plans

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G3.B3.S1.A3 A357970	Purchase intervention materials for students identified through the Early Warning System	Hasty, Peggy	9/1/2017	Invoice	No End Date one-time
G3.B2.S2.MA1 M382434	Review of Coaching logs and classroom performance data	Hasty, Peggy	9/1/2017	Coaching logs and student data reports	6/1/2018 monthly
G3.B2.S2.MA1 M382433	Classroom Walk-throughs will be used to monitor implementation of instructional strategies.	Hasty, Peggy	9/1/2017	Classroom walkthrough data	6/1/2018 monthly
G1.B1.S1.MA1 M382419	Routine monitoring of instruction and data analysis.	Hasty, Peggy	9/1/2017	*Walkthrough summary *Lesson plans/ iii plans *Math data/ Data meeting sign in sheets	6/1/2018 monthly
G1.B1.S1.MA1 M382420	Administration will monitor Math instruction and iii time.	Hasty, Peggy	9/1/2017	*Walkthrough summary *iii plans/lesson plans	6/1/2018 monthly
G1.B1.S1.A1 A357961	NEFEC and external partner will provide professional development to Math teachers.	Hasty, Peggy	9/1/2017	*Evidence of professional development and/or meetings. *Lesson plans	6/1/2018 monthly
G2.B1.S1.MA1 M382424	Routine walkthroughs will be conducted by administration. Feedback will be provided. iii plans will...	Hasty, Peggy	9/1/2017	*Walkthrough summary *iii plans	6/1/2018 monthly
G2.B1.S1.MA1 M382425	Routine monitoring of iii time will be conducted by administration. Grade level iii plans will be...	Hasty, Peggy	9/1/2017	*Walkthrough summary sheets *Grade Level iii plans submitted	6/1/2018 monthly
G2.B1.S1.A1 A357963	NEFEC and external partner support will be provided. Professional development opportunities will be...	Hasty, Peggy	9/1/2017	*NEFEC documentation *Evidence of professional development. *Data collected and sign in sheets for monthly data meetings.	6/1/2018 monthly
G1.B1.S2.MA1 M382422	Log of tutoring activities and skills addressed.	Hasty, Peggy	9/1/2017	Tutoring Payroll Report	6/1/2018 monthly
G3.B1.S1.MA1 M382430	Quarterly data will be reviewed by administration and teachers. Monthly data meetings will be held....	Hasty, Peggy	9/1/2017	Teachers will submit weekly lesson plans indicating standard of focus. Routine walkthroughs by administration will occur. Data will be closely monitored to identify strengths and weaknesses.	6/1/2018 quarterly
G3.B1.S1.A1 A357965	iReady, STAR, and benchmark assessment will be given quarterly and reviewed by administration and...	Hasty, Peggy	9/1/2017	Students will demonstrate an increased proficiency.	6/1/2018 monthly
G2.B1.S2.A1 A357964	Provide qualified individuals to tutor elementary students.	Hasty, Peggy	9/1/2017	Board minutes	6/1/2018 one-time
G2.B1.S2.MA1 M382427	Log of tutoring activities and sills addresses	Hasty, Peggy	9/1/2017	Tutoring payroll reports	6/1/2018 monthly
G2.B1.S2.MA1 M382426	Review of benchmark data reports	Hasty, Peggy	9/1/2017	Benchmark data reports	6/1/2018 quarterly
G1.B1.S2.A1 A357962	Provide qualified individuals to tutor elementary students.	Hasty, Peggy	9/1/2017	Board minutes	6/1/2018 one-time
G3.B1.S1.MA1 M382429	Routine walkthroughs will be conducted. Teachers will submit lesson plans for review. Data will be...	Hasty, Peggy	9/1/2017	*Walkthrough summary *Lesson Plans *Quarterly Data	6/1/2018 quarterly
G1.MA1 M382423	STAR Math data and district benchmark data will be analyzed.	Hasty, Peggy	9/1/2017	*Data from Math assessments	8/1/2018 monthly

Hamilton - 0041 - Hamilton County Elementary School - 2017-18 SIP
Hamilton County Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B3.S1.MA1 M382436	Increased performance in benchmark assessments	Hasty, Peggy	9/1/2017	Benchmark data reports	8/31/2018 quarterly
G3.B3.S1.A1 A357968	Provide a Social Worker to work with students, teacher and families	Hasty, Peggy	9/1/2017	Contract	8/31/2018 one-time
G3.B4.S1.MA1 M382437	Review academic benchmark data for impact	Hasty, Peggy	9/1/2017	Benchmark assessment data	8/31/2018 monthly
G3.B4.S1.MA3 M382438	Lesson plans will reflect curriculum map usage and pacing	Hasty, Peggy	9/1/2017	Curriculum maps and lesson plans	8/31/2018 monthly
G3.B4.S1.MA1 M382439	Participation in PLCs will be monitored	Hasty, Peggy	9/1/2017	PLC agendas and sign in sheets	8/31/2018 monthly
G3.B4.S1.A1 A357971	Establish and implement grade level/ content area PLCs to impact an increase in student achievement.	Hasty, Peggy	9/1/2017	PLC Agendas and sign in sheets	8/31/2018 monthly
G1.B1.S2.MA1 M382421	Review of benchmark assessment data.	Hasty, Peggy	9/1/2017	Benchmark Data Reports	8/31/2018 quarterly
G3.B3.S1.A2 A357969	Purchase the Early Warning System (EWS) component of Performance Matters	Hasty, Peggy	9/1/2017	Invoice	8/31/2018 one-time
G3.B3.S1.MA1 M382435	Review attendance, behavior and benchmark assessment data.	Hasty, Peggy	9/1/2017	Quarterly reports (attendance, discipline, benchmark assessments)	8/31/2018 quarterly
G3.B2.S1.A1 A357966	District will negotiate Memorandum of Understanding with Hamilton County Education Association and...	Hasty, Peggy	9/1/2017	MOU with School Board approval	8/31/2018 one-time
G3.B2.S1.MA1 M382432	Identification of individuals eligible for bonus after receipt of Spring testing results.	Hasty, Peggy	9/1/2017	List of eligible teachers based on parameters identified in the MOU.	8/31/2018 one-time
G3.B2.S1.MA1 M382431	Teachers receive payment of bonus.	Hasty, Peggy	9/1/2017	Payroll records	8/31/2018 one-time
G3.MA1 M382440	Improvement of student achievement in Reading and Math	Hasty, Peggy	9/1/2017	Performance Matters data and state assessment reports	8/31/2018 quarterly
G2.MA1 M382428	iReady, STAR, and benchmark data will be analyzed to record learning gains.	Hasty, Peggy	9/1/2017	Evidence of iii skills and students will be documented. Data from the assessment sources will be analyzed monthly at the monthly data meetings.	8/31/2018 quarterly
G3.B2.S2.A1 A357967	Identify and contract with consultants to provide weekly job-embedded coaching support.	Hasty, Peggy	9/1/2017	Coaching Logs	8/31/2018 weekly

V. Professional Development Opportunities

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

G1. Hamilton County Elementary School will increase the number of students making learning gains in Math.

G1.B1 Teachers understanding the connection of using data and assessment to drive standards based instruction.

G1.B1.S1 Monthly data meetings to analyze student growth.

PD Opportunity 1

NEFEC and external partner will provide professional development to Math teachers.

Facilitator

NEFEC and external partner

Participants

Math Teachers

Schedule

Monthly, from 9/1/2017 to 6/1/2018

G2. Hamilton County Elementary School will increase the number of students making learning gains in ELA.

G2.B1 Teachers understanding the connection of using data and assessment to drive standards based instruction.

G2.B1.S1 Monthly data meetings will be held to analyze data.

PD Opportunity 1

NEFEC and external partner support will be provided. Professional development opportunities will be offered. Data analysis will occur monthly.

Facilitator

NEFEC presenters and external partner

Participants

ELA teachers

Schedule

Monthly, from 9/1/2017 to 6/1/2018

G3. Hamilton County Elementary School will increase the number of proficient students in Reading and Math by providing explicit instruction in foundational reading and math skills and academic strategies.

G3.B2 Lack of consistency of instruction and implementation of specific programs/plans/structures due to high teacher turnover.

G3.B2.S2 Contract with qualified individuals/organizations to provide instructional coaching support for elementary staff to increase student engagement and academic performance.

PD Opportunity 1

Identify and contract with consultants to provide weekly job-embedded coaching support.

Facilitator

Consultant

Participants

Elementary staff

Schedule

Weekly, from 9/1/2017 to 8/31/2018

G3.B3 Students lack social-emotional attributes to achieve success in schools.

G3.B3.S1 Provide a qualified Social Worker to support students in developing the social and emotional skills for academic and behavioral success.

PD Opportunity 1

Purchase the Early Warning System (EWS) component of Performance Matters

Facilitator

Performance Matters Consultants; district based trainers

Participants

Instructional and administrative staff

Schedule

On 8/31/2018

G3.B4 Lack in consistency in instruction and alignment

G3.B4.S1 Align .core curriculum maps and guides to ensure standards based instruction with relevant rigor

PD Opportunity 1

Establish and implement grade level/content area PLCs to impact an increase in student achievement.

Facilitator

PLC Facilitator

Participants

Instructional and administrative staff

Schedule

Monthly, from 9/1/2017 to 8/31/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	NEFEC and external partner will provide professional development to Math teachers.				\$60,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	310-Professional and Technical Services	0022 - Hamilton County Elementary School	UniSIG		\$60,000.00
			Notes: Funds to contract with NEFEC for up to \$1,000.00 per day for 45 days to include follow up and with external partner (MGT Consulting Group) at a flat rate of \$15,000.00			
2	G1.B1.S2.A1	Provide qualified individuals to tutor elementary students.				\$43,060.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	120-Classroom Teachers	0022 - Hamilton County Elementary School	UniSIG		\$40,000.00
			Notes: Salary for tutors at the elementary school. Projected 10 tutors at \$20.00 per hour for 10 hours per week for up to 20 weeks			
	5100	120-Classroom Teachers	0022 - Hamilton County Elementary School	UniSIG		\$3,060.00
			Notes: FICA and Social Security benefits for tutors (7.65%)			
3	G2.B1.S1.A1	NEFEC and external partner support will be provided. Professional development opportunities will be offered. Data analysis will occur monthly.				\$60,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	310-Professional and Technical Services	0022 - Hamilton County Elementary School	UniSIG		\$60,000.00
			Notes: Funds will be used to contract with NEFEC for \$1,000.00 per day for 45 days to include followup and external partner at flat rate of \$15,000.00			
4	G2.B1.S2.A1	Provide qualified individuals to tutor elementary students.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0022 - Hamilton County Elementary School	UniSIG		\$0.00
			Notes: The funding is included in G1.B1.S2.A1			
5	G3.B1.S1.A1	iReady, STAR, and benchmark assessment will be given quarterly and reviewed by administration and teachers.				\$26,010.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	360-Rentals	0022 - Hamilton County Elementary School	UniSIG		\$26,010.00
			Notes: Licenses for iReady Reading (K-2) and iReady Math (K-6)			

Hamilton - 0041 - Hamilton County Elementary School - 2017-18 SIP
Hamilton County Elementary School

6	G3.B2.S1.A1	District will negotiate Memorandum of Understanding with Hamilton County Education Association and obtain School Board approval to provide a bonus for recruitment and retention.				\$21,530.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	120-Classroom Teachers	0022 - Hamilton County Elementary School	UniSIG		\$20,000.00
			<i>Notes: Funds will be used to pay bonus for recruitment and retention in accordance with the negotiated MOU between the Hamilton Education Association and HCSD (20 projected)</i>			
	5100	220-Social Security	0022 - Hamilton County Elementary School	UniSIG		\$1,530.00
			<i>Notes: Funds will be used to pay Social Security and Medicare on bonuses (7.65%)</i>			
7	G3.B2.S2.A1	Identify and contract with consultants to provide weekly job-embedded coaching support.				\$50,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6300	310-Professional and Technical Services	0022 - Hamilton County Elementary School	UniSIG		\$50,000.00
			<i>Notes: Funds will be used to contract with content area partners to provided up to 50 days at \$1,000.00 per day</i>			
8	G3.B3.S1.A1	Provide a Social Worker to work with students, teacher and families				\$69,942.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6110	130-Other Certified Instructional Personnel	0022 - Hamilton County Elementary School	UniSIG		\$50,000.00
			<i>Notes: Funds will be used for salary for Social Worker to provide support for students, teachers and families</i>			
	6110	220-Social Security	0022 - Hamilton County Elementary School	UniSIG		\$3,825.00
			<i>Notes: Funds will be used to pay Social Security/Medicare (7.65%) for Social Worker</i>			
	6110	230-Group Insurance	0022 - Hamilton County Elementary School	UniSIG		\$4,404.00
			<i>Notes: Funds will be used for group health insurance for Social Worker</i>			
	6110	240-Workers Compensation	0022 - Hamilton County Elementary School	UniSIG		\$375.00
			<i>Notes: Funds will be used for Worker's Compensation for Social Worker</i>			
	6110	330-Travel	0022 - Hamilton County Elementary School	UniSIG		\$2,200.00
			<i>Notes: Funds will be used to support travel for Social Worker to participate in opportunities for conducting family and community outreach activities within the district (mileage at approved state rate)</i>			
	6110	510-Supplies	0022 - Hamilton County Elementary School	UniSIG		\$5,378.00
			<i>Notes: Funds will be used to purchase character education literature, rewards, and incentives for students.</i>			

Hamilton - 0041 - Hamilton County Elementary School - 2017-18 SIP
Hamilton County Elementary School

	6110	210-Retirement	0022 - Hamilton County Elementary School	UniSIG		\$3,760.00
			<i>Notes: Funds will fund retirement for Social Worker</i>			
9	G3.B3.S1.A2	Purchase the Early Warning System (EWS) component of Performance Matters				\$1,250.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	360-Rentals	0022 - Hamilton County Elementary School	UniSIG		\$1,250.00
			<i>Notes: Purchase Early Warning System in Performance Matters</i>			
10	G3.B3.S1.A3	Purchase intervention materials for students identified through the Early Warning System				\$13,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	0022 - Hamilton County Elementary School	UniSIG		\$9,520.00
			<i>Notes: Funds will be used to purchase iReady workbooks for intervention support.</i>			
	5100	360-Rentals	0022 - Hamilton County Elementary School	UniSIG		\$3,480.00
			<i>Notes: Purchase Performance Matters interim benchmark items at \$5.80 for 600 licenses</i>			
11	G3.B4.S1.A1	Establish and implement grade level/content area PLCs to impact an increase in student achievement.				\$33,265.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	120-Classroom Teachers	0022 - Hamilton County Elementary School	UniSIG		\$23,767.00
			<i>Notes: Stipends for Professional Learning Communities for 61 teachers at \$23.61 per hour for 1.5 hours for 11 sessions</i>			
	6400	120-Classroom Teachers	0022 - Hamilton County Elementary School	UniSIG		\$1,818.00
			<i>Notes: Funds will be used to pay Social Security/Medicare benefits on stipends paid for participation in PLCs (7.65%)</i>			
	6400	510-Supplies	0022 - Hamilton County Elementary School	UniSIG		\$7,680.00
			<i>Notes: Funds will be used to purchase post it charts, paper, highlighters, post it notes, notebooks for data, pens, and professional learning resource materials.</i>			
					Total:	\$378,057.00