

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: SOUTH HAMILTON ELEMENTARY SCHOOL

District Name: Hamilton

Principal: Mr. Waylon Bush

SAC Chair: Mrs. Lori Storman

Superintendent: Mrs. Martha Butler

Date of School Board Approval:

Last Modified on: 09-11-2009

Dr. Eric J. Smith, Commissioner  
Florida Department of Education  
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Tallahassee, Florida 32399

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## VISION and MISSION STATEMENTS

The vision of South Hamilton Elementary School is to provide a quality education in a non-threatening environment that inspires all students to become lifelong learners in an increasingly diversified society.

The mission of South Hamilton Elementary School is to address the individual needs of the student with a variety of instructional approaches that actively engages them in the learning process, which will prepare them to become productive, positive, and responsible citizens in our society.

## PART I: CURRENT SCHOOL STATUS

### SCHOOL PROFILE/DEMOGRAPHICS

#### Brief History and Background of the School

In 1936 White Springs High School was erected and served first grade through grade twelve. In 1965, the district built a new high school and consolidated leaving the school with only grades 1-8. The school's name was changed to South Hamilton Elementary School (SHES) although it still served seventh and eighth grades. Kindergarten and pre-kindergarten was added over the years. In 2000, after the district replaced the consolidated high school with a new school, South Hamilton's seventh and eighth grade students were assigned to the high school. South Hamilton is a combination school including grades Pre-Kindergarten through sixth grade.

In 2005-2006 and 2006-2007, the school achieved AYP and a school grade of an "A" and "B" respectively. As a result, the school became a school of choice and over the next two years, approximately 60 students transferred to SHES. The school's math coach was not replaced, the reading coach was assigned to the classroom, and the school was denied eligibility for SES due to its AYP achievement. In 2007-2008 and 2008-2009, the school failed to make AYP and the school grade fell to a "C". In 2009-2010 was designated by the district as an opportunity scholarship school and approximately 30 more students elected to attend school at SHES.

#### Unique School Strengths for Next Year

The school scored 488 accountability points which is 11 points higher than 2007-2008 and 72% of the students made gains in math which was a 15 point gain over 2007-2008.

The school has a full-time technology coordinator for the first time. A Reading Leader has been hired along with four new teachers, which positively impacts the class size amendment requirement.

#### Unique School Weaknesses for Next Year

Students that did not make gains in reading was 44% as compared to 35% in 2007-2008. Economically disadvantaged students did not meet reading proficiency and the black student population did not meet math or reading proficiency.

#### Student Demographics

The school serves 236 primarily black and white students. Only two students belong to an ethnicity other than black or white. Seventy-six percent of the students are economically disadvantaged. Also, only .02% represent students with disabilities.

#### Student Attendance Rates

2008-2009: 94.2  
2007-2008 93.35  
2006-2007 94.15

#### Student Mobility

Office of School Improvement, Jessica Taylor said omit this information.

#### Student Suspension Rates

2008-2009 ISS/OSS: 4/12  
 2007-2008 ISS/OSS: 1/8  
 2006-2007 ISS/OSS: 8/7

#### Student Retention Rates

2008-2009: 3%  
 2007-2008: 5%

#### Class Size

2008-2009 PK-3 15.39/14.27  
 4-8 20.0/21.80

#### Academic Performance of Feeder Pattern

N/A

#### Partnerships and Grants

The school has a business partnership with PotashCorp which is located nearby. PotashCorp has partnered with South Hamilton Elementary School and provides, financial, material, and human resources.

### STUDENT ACHIEVEMENT DATA

*Note: The following links will open in a separate browser window.*

[School Grades Trend Data](#)

[Adequate Yearly Progress \(AYP\) Trend Data](#)

[Florida Comprehensive Assessment Test \(FCAT\) Trend Data](#)

### HIGHLY QUALIFIED ADMINISTRATORS

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record *
Principal	Waylon Bush	BS- Sec.Ed./Soc.St. MS- Guidance/Counseling EDL Certification	4	7	2005-2006: Met AYP School Grade A 2006-2007 Met AYP School Grade B 2007-2008 90% AYP School Grade C 2008-2009 Met 90% AYP School Grade C

\* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

### HIGHLY QUALIFIED INSTRUCTIONAL COACHES

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as a Coach	Prior Performance Record *
Reading	Elva Joan Radford	BS English MS Science/Technology Reading Endorsed ESOL Endorsed	6	6	2008-2009 School Grade B 90% AYP Black and Economically Disadvantaged not met

\* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

### HIGHLY QUALIFIED TEACHERS

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
N/A	N/A	N/A	District is responsible for recruiting and retaining teachers.

### Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified

N/A	N/A	N/A	N/A
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Staff Demographics

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed
16	18.75	25	43.75	0.06	18.75	100	0.06	0	50

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
N/A	N/A	N/A	N/A

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Title I, Part A

Title I, Part A ensures that students at risk are provided remedial instruction in after school tutoring.

Title I, Part C- Migrant

The assigned Migrant Liaison ensures students receive services through coordination with Title I.

Title I, Part D

N/A

Title II

Provides for staff development and technology support through the Northeast Florida Educational Consortium.

Title III

N/A

Title X- Homeless

District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

SAI funds will be coordinated with Title I funds to provide summer school for level 1 and 2 math and reading students.

Violence Prevention Programs

The school offers a non-violence and anti-drug program.

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

The district provides classroom computers, computer lab, equipment, software, and support for student achievement,

remediation, and enrichment.

Job Training

N/A

Other

N/A

### Response to Instruction/Intervention (RtI)

#### School-based RtI Team

Identify the school-based RtI Leadership Team.

The Principal, School counselor, Grade level teacher (3rd grade), and the Exceptional Student Education (ESE) Teacher.  
Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.  
Select General Education Teachers (Primary and Intermediate): Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.  
Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.  
Guidance Counselor : Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Describe how the school-based RtI Leadership Team functions (e.g. meeting processes and roles/functions).

The school based RtI team is engaged in ongoing training and meets bi-monthly. The team meets monthly with the entire faculty to identify students, review data, and plan school achievement and behavioral improvement.

Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan

The RtI team is in the initial phase of development and did not play a major role in the development of the plan. However, the team was involved by virtue of individual job responsibilities. As the RtI team matures, it's role of implementing and progress monitoring of the school improvement plan will expand.

#### RtI Implementation

Describe the data management system used to summarize tiered data.

The school will use the district wide database progress monitoring assessments, FAIR and ThinkLink. Also, the school will incorporate the School Wide Information System (SWIS) and Navigator Plus.

Describe the plan to train staff on RtI.

The district calendar has preplanned dates during the school year that will be implemented in school level training and development. The team will continue to attend state professional development as scheduled.

### School Wide Florida's Continuous Improvement Model

#### Plan

Data Disaggregation 2008-2009 FCAT Data

What strengths and weaknesses were identified in the 2009 data by grade level, subject area, and clusters/strands?

Weaknesses  
Third Grade: 62% scored level 1/2 in Math. (Geometry and Data Analysis).  
Fifth grade: 72% scored level 1/2 in Science. 50% scored level 1/2 in Reading (Main Idea/Purpose).

Strengths:

Fourth Grade: 96% scored Level 3 or higher in writing. 77% scored level 3 or higher in Math. 80% scored level 3 or higher in Reading.

#### Instructional Calendar Development

What is the process for developing, implementing, and monitoring an Instructional Focus Calendar for reading, writing, mathematics, and science?

Some work with Instructional Focus Calendars is beginning but in the planning stages with training sessions targeted for 2010.

Which instructional Benchmarks will be given priority focus, based on need, for each content area (reading, writing, mathematics, and science)?

Reading Main Idea/Purpose was least proficient and will be given priority.  
Mathematics Number Sense was the least proficient and will be give priority.  
Science scores were low in a all areas. With two new teachers aboard, a new focus will begin in all areas

What is the process to ensure instruction is based on individual students' needs, as opposed to the master schedule?

Grade level teachers will meet weekly to determine the areas of students' strengths and weaknesses as demonstrated by class work assignments and assessment results. Lesson plans will be created for differentiated instruction, which provides lessons for all levels of students, below mastery, at mastery, and above mastery.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

The lesson plan format includes a weekly essential question to ensure instruction is relevant. The school provides a computer application instruction.  
A daily focus of the school is for teachers is to explain the teaching objective every day to ensure that instruction is always relevant. Teachers are also provided reading materials and "bell ringers" that are based on current events.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

N/A.

#### DO

##### Direct the Instructional Focus

How are lesson plans and instructional delivery aligned across grade levels and subject areas?

Grade level teachers will meet weekly to determine the areas of strengths and weaknesses as demonstrated by class work assignments and assessment results. Differentiated instruction lesson plans will address all student levels.

How are instructional focus lessons developed and delivered?

These are embedded in the daily lesson plan for reading and language arts.

How will instructional focus lessons be revised and monitored?

Student mastery of benchmark assessments.

#### CHECK

##### Assessment

Describe the types of ongoing formative assessments to be used during the school year to measure student progress in core, supplemental, and intensive instruction/intervention.

Benchmark assessments will be administered throughout the school year.

How are assessments used to identify students reaching mastery and those not reaching mastery?

80% is the mastery goal. Assessment results will dictate differentiated instruction and determine intervention and enrichment activities.

Maintenance

How is ongoing assessment and maintenance of Benchmark mastery for each grade level and content area built into the Instructional Focus Calendar?

Students that reach mastery will participate in enrichment activities.

Describe the process and schedule for teams to review progress monitoring data (summative and mini assessments) to identify the required instructional modifications that are needed to increase student achievement.

Teachers will meet weekly and cross grade levels will meet monthly.

Monitoring

Describe the Principal's and Leadership Team's roles as instructional leaders and how they will be continuously involved in the teaching and learning process.

The principal reviews and evaluates lesson plans for each week. Grade level meetings as well as school wide meeting will be held to discuss teaching strategies and instructional methods.

ACT

Supplemental and Intensive Instruction/Interventions

Identify the core, supplemental, and intensive instruction and interventions.

SRA Imagine It! a state adopted textbook, has core, intensive, and enrichment resources will be utilized.

How are supplemental and intensive instruction/interventions and tutorials structured to re-teach non-mastered target areas?

Resources from the state adopted textbooks which are designed for intensive instruction will be utilized. Computerized programs or instructional software such as FCAT Explorer will also be utilized. Resources and strategies provided at professional development workshops will also be utilized. Students consistently demonstrating non-mastery may be required to participate in tutorial sessions before and after school.

How does the school identify staff's professional development needs to improve their instructional strategies?

Based upon the disaggregated FCAT/SAT-10 data which determines the student weaknesses and the areas in which individual staff members need to focus.

Which students will be targeted for supplemental and intensive instruction/interventions?

1. Students who score Level I and II on the FCAT.
2. Students who score on the "bubble" between Levels 1-2 and 2-3.
3. Students who consistently demonstrate academic difficulty, as determined by /progress monitoring (class work assignments and assessment results) and observations (classroom teacher, instructional coach, administrators, counselors, etc.) will receive supplemental and intensive instruction/interventions.

How will the effectiveness of the interventions be measured throughout the year?

All personnel providing services to a student not making mastery will meet to discuss their evidence and/or documentation of strategies and interventions that have previously been utilized. Strategies that are unsuccessful will be discontinued and replaced with alternative interventions. Factors hindering implementation of a strategy (attendance, behavior, etc.) will be addressed.

Enrichment

Describe alternative instructional delivery methods to support acceleration and enrichment activities.

Students who have typically exceeded mastery levels may participate in computerized programs/activities.

Describe how students are identified for enrichment strategies.

FCAT results and benchmark assessment results will be used to determine participation in the enrichment programs/activities. Teacher recommendation is also taken into consideration.

### Professional Learning Communities

PLC Organization (grade level, subject, etc.)	PLC Leader	Frequency of PLC Meetings	Schedule (when)	Primary Focus of PLC (include Lesson Study and Data Analysis)
Grade level meetings.	Mrs. Delores Howell	Monthly.	The first Wednesday of each month.	Group Study Action Plan.

### NCLB Public School Choice

**Note: For Title I schools only**

- Notification of (School in Need of Improvement) SINI Status  
[Show Attached Notification of \(School in Need of Improvement\) SINI Status \(Uploaded on 9/10/2009 8:34:42 PM\)](#)
- Public School Choice with Transportation (CWT) Notification  
[No Attached Public School Choice with Transportation \(CWT\) Notification](#)
- Notification of (School in Need of Improvement) SINI Status  
[Show Attached Supplemental Educational Services \(SES\) Notification \(Uploaded on 9/10/2009 8:33:15 PM\)](#)

### Pre-School Transition

All incoming Kindergarten students are assessed within the first 30 days of entering school. The Florida Kindergarten Readiness Skills (FLKRS) 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 mid-year and during the spring. Post-assessment data will be analyzed for instructional and intervention programs.

### Postsecondary Transition

**Note: Required for High School- Sec. 1008.37(4), F.S.**

N/A.

## PART II: EXPECTED IMPROVEMENTS

### Reading Goal

Needs Assessment:	Based on School Grade and Adequate Yearly Progress Data:
	Did the total percent proficient increase or decrease? What is the percent change?
	What clusters/strands, by grade level, showed decrease in proficiency?
	Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?
	Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?
	Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In 2008-2009, South Hamilton Elementary School did not meet federal adequate yearly progress under No Child Left Behind. 96% of students were tested. South Hamilton Elementary School's minority rate is 41% and the free/reduced lunch rate is 76%. FCAT data showed that 59		The percent of students in grades 3-6, scoring level 3 or above in reading will increase over the previous year's scores by the following percentages: Those in grades 3 & 4 scoring level 3 will increase at least 5% over the previous year. Students in grades 5 & 6 scoring level 3 will increase at least 10% over the previous year.		
5 of students were reading at or above grade level. 66% of students made a year's worth of progress. 63% of struggling students made a year's worth of progress.67% in 4th grade, level 1s made gains. In grade 5, no level 1s made gains. In grade 6, 100% of level 1s made gains.				
Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool	
1. The school will implement the new FAIR assessments and various other assessments as diagnostic tools to monitor student progress: SRA Imagine It! Lesson Assessments and Benchmark tests; Stanford 10; FCAT Explorer; FCAT Reading; Florida Kindergarten Readiness Screener.	1.Principal Reading Leader Reading Leadership team RtI leader	1. Reading leadership team to meet and examine data with input from classroom teachers.	FCAT data FAIR assessment CORE Program Lesson Assessments and Benchmarks	
2. Continue intensive reading programs aligned with the Sunshine State Standards to improve student reading proficiency and to increase mastery of Sunshine State Standards: Utilize SRA Imagine It!, a research based program in K-6, and Saxon Phonics in K. Read-180 will be used in 3-6. Accelerated Reading and Compass Computer and Assisted Reading Program will be utilized for students in grades 1-6.	2. Principal, classroom teacher, Reading Leader, and technology teacher	Frequent formal and informal progress monitoring methods.	SRA Imagine It Benchmark Tests and Lesson Assessments; Reports from all computer programs, including Read-180, AR, and Compass. Assessments for Saxon.	
3. Most students will be self contained for each grade level, and will be given assistance from certain paraprofessionals and/or other trained staff members. Lower scoring "at risk" students will be pulled out by assigned qualified teachers for a different curriculum experience.	Principal Assistant Principal Classroom teacher Reading Leader Curriculum Coordinator Technology teacher	Frequent formal and informal assessments; Leadership team will examine data and determine effectiveness.	FAIR Assessments; FCAT; Informal Assessments CORE Reading Lesson Assessments and Benchmark results	
4. At least 45 minutes of intensive fundamental basic skills building will be	Assigned FBS teacher Reading Leader	Informal Inventories to be given at regular intervals and both formal and informal	FCAT FAIR Scott-Foresman Lesson	

	scheduled to FCAT level 1 and level 2 students using SRA Reading Mastery and Scott-Foresman. Instructional strategies to be incorporated to meet Sunshine State Standards criteria.		observations (visits) by Principal and Reading leader	Assessments
5	5.Continue Accelerated Reading; provide appropriate classroom reading libraries; continue to participate in the Pizza Hut Book It! reading incentive program.	Technology teacher Classroom teacher Curriculum Coordinator	Frequent informal assessments; Computerized reports from AR and observation on libraries by principal and/or assistant principal.	AR reports
6	6.Utilize supplemental software, Incredible Tutor, aligned with Sunshine State Standards for FCAT Reading	Technology teacher Classroom teacher	Examination of data.	Computerized reports FAIR FCAT
7	Continue and expand "Best Practices" for student achievement as identified by SREB	Reading Leader Curriculum Coordinator	Walk-throughs by principal, reading leader, and/or assistant principal.	FCAT FAIR Informal assessment of teacher practices by principal or reading leader.
8	Continue Think Link for progress monitoring.	Technology teacher Reading leader	Computer generated data on individual students	FCAT FAIR
9	Continue NEFEC Reading Coach Cadre training, depending on availability.	Reading Leader Principal	Observations by Reading Leadership team as to how Reading Coach/Leader input has impacted data.	Observations FAIR CORE Reading Lesson Assessments and Benchmarks

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
No data submitted					

For Schools with Grades 6-12, Describe the Plan to Ensure the Responsibility of Teaching Reading for Every Teacher

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Final Total: \$0.00		

## Mathematics Goal

Needs Assessment: Based on School Grade and Adequate Yearly Progress Data:

Did the total percent proficient increase or decrease? What is the percent change?

What clusters/strands, by grade level, showed decrease in proficiency?

Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?

Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?

Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
2008-09 FCAT Math scores indicate 40% of third graders were performing on or above level three.		50% of third graders will score Level 3 or higher on the 2009-10 FCAT Math		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Develop and implement focus calendar for math instruction. 2. Utilize Compass Odyssey Math. 3. Increase the use of SUMS strategies and manipulatives for hands-on activities.	1. Teacher, principal, and curriculum coordinator 2. Teacher, principal, school level technology coordinator 3. Instructional personnel, principal	1. Principal will monitor with walkthroughs and will monitor lesson plans. 2. Data compiled from Compass Odyssey by teacher; monitoring by principal 3. Principal walkthrough observations and data analysis of assessment with instructional personnel.	1. Harcourt Chapter and Unit Assessments 2. Data analysis from Compass Odyssey, Think Link, and 2009-10 FCAT. 3. Teacher assessments.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
2008-09 FCAT Math scores indicate the need for improvement in measurement and data analysis in grades 5 and 6. 57% of grade 5 and 6 students scored above grade level in measurement; 54% scored above grade level in data analysis.		60% of grade 5 and 6 students will score state level in measurement and data analysis skills on the 2009-10 FCAT.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Develop and implement focus calendar for math instruction.	1. Teacher, principal, curriculum coordinator.	1. Principal will monitor with walkthroughs and will monitor lesson plans.	1. Harcourt and MacDougal (6th ) Chapter and Unit Assessments.
2	2. Utilize FCAT Explorer Math and Compass Odyssey Math.	2. Teacher, principal, and school level technology coordinator.	Data compiled from FCAT Explorer Math and Compass Odyssey by teacher; monitoring by principal.	2. Data analysis from Compass Odyssey, FCAT Explorer, Think Link, and 2010 FCAT Math.
3	3. Remediate through afterschool tutoring.	3. Instructional personnel, principal	3. Review assessment data by principal and instructional personnel.	3. Teacher and tutoring program assessments.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
2008-09 FCAT Math indicates that 55% of our African American students in grades 4 through 6 made state gains in math.		60% of our African American students in grades 4 - 6 will make state gains in math on the 2009-10 FCAT Math.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Identify and closely monitor the progress of targeted students and revise instruction as needed for student progress.	Principal, Teacher	Principal walkthroughs and monitoring evaluation data.	Teacher assessments and data.

2	2. Remediate through tutoring for targeted students not meeting the math benchmarks.	2. Tutoring personnel, principal	2. Principal walkthroughs; regularly scheduled data meetings with grade level teachers and tutoring personnel.	2. Teacher assessments; FCAT Math 2009-10
3	3. Utilize FCAT Explorer and Compass Odyssey Math.	3. Principal, teacher, and school technology coordinator	Data compiled from FCAT Explorer Math and Compass Odyssey by teacher; monitoring by principal.	3. Data analysis from FCAT Explorer Math, Compass Odyssey, and Think Link Math.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
No data submitted					

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$0.00

End of Mathematics Goal

## Science Goal

Needs Assessment: Based on School Grade Data:

Did the total percent proficient increase or was the percent proficient maintained?

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
South Hamilton Elementary: 23% scored a level 3 or above on 2009 FCAT Science. In 2008 28% scored level 3 on FCAT Science		Objective: By May of 2010, 35% of our 5th graders will score a level 3 or above on the Science portion of the FCAT		
Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool	
1. Teachers will provide hands-on science experiments, or activities from the SUMS Science kits to teach science concepts.	1. Grade Level Teachers Principal	1. Lesson Plans, Classroom Walkthroughs and Science Professional Learning Community.	1. Rubrics, lesson assessments, science journals, Mini Benchmark Assessments, and student demonstrations.	

2	2. Provide hands-on guided-inquiry investigations and project-based learning in which students are required to use science process skills.  Students will maintain a science portfolio documenting lab investigations and outlining variables.	2. Grade Level Teachers  Principal	2. Lesson Plans, Classroom Walkthroughs and Science Professional Learning Community.	2. Rubrics, lesson assessments, science journals, Mini Benchmark Assessments, and student demonstrations.
3	3. Teachers will use Discovery Education Probes and Assessments to progress monitor students.	3. Grade Level Teachers Principal	4. Lesson Plans, Classroom Walkthroughs and Science Professional Learning Community.	4. Rubrics, lesson assessments, science journals, Mini Benchmark Assessments, and student demonstrations.
4	4. Teachers will integrate technology into their science lessons through the use of computers, document cameras, and/or pod casts.	4. Grade Level Teachers Principal	4. Lesson Plans, Classroom Walkthroughs and Science Professional Learning Community.	4. Rubrics, lesson assessments, science journals, Mini Benchmark Assessments, and student demonstrations.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
By May of 2010, 35% of our 5th graders will score a level 3 or above on the Science portion of the FCAT.	Science Test Item Specifications	Principal	September 2009	Monthly Professional Learning Community, Grade Level Meetings	Principal
By May of 2010, 35% of our 5th graders will score a level 3 or above on the Science portion of the FCAT.	SUMS Science Kit training and Hands on Experiments training	NEFEC Team Leaders	Ongoing	Walkthroughs Monthly Professional Learning Community, Grade Level Meetings	Principal

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Final Total: \$0.00		

*End of Science Goal*

## Writing Goal

Needs Assessment: Based on School Grade Data:

Did the total percent proficient increase or was the percent proficient maintained?

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
96% of fourth graders scored level 3.5 or higher on the 2009 FCAT Writing Assessment.		On the 2010 FCAT Writes, 96% of fourth graders will achieve a 3.5 or above on the FCAT Writing Assessment. Ninety-five percent of students in first, second, third, fifth, and sixth grades will achieve a 3.5 or higher on grade level rubrics.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	In grades K-6, teachers will explicitly teach the elements of writing and provide instructional opportunities to practice and monitor student growth.	Principal and Teachers.	Language Arts Teachers will monitor improvements on required rubric scored writings and report to the school Principal. Principal will monitor implementation by conducting walk-throughs, monitoring lesson plans, and reviewing data trends with instructors.	Student growth documentation will be collected from school wide writing assessments given in September, December, March, and May. Principal/Language Arts staff evaluation of writing samples grades 1-6.
2	Students in the fourth grade will receive intensive instruction in the areas of organization and support.	Principal and Teachers.	Fourth Grade teachers will record progress on specific areas during second semester and report to the Principal.	2010 FCAT Writing Test

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
No data submitted					

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$0.00

End of Science Goal

## Parent Involvement Goal

Needs Assessment: Based on information from School Grade and Adequate Yearly Progress Data:  
Were parent involvement activities and strategies targeted to areas of academic need?  
Based on information from surveys, evaluations, agendas, or sign-ins:  
Was the percent of parent participation in school activities maintained or increased from the prior

year?

Generally, what strategies or activities can be employed to increase parent involvement?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 3-6, 52% of the struggling students made a year's worth of progress in math.		In grades 3-6, 57% of the struggling students will make a year's worth of progress in math.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Recruit stakeholders to participate in Tutorial program for struggling students. (the lowest 25%).	Principal, Reading Leader and PTO committee chair person.	Stakeholders will document the skills and students tutored throughout the year. Teachers will generate reports to monitor student progress.	Teachers will evaluate results from mini assessments utilizing Discovery Educator's "Think Link".
2	The Computer Lab will be available to students and parents before and afterschool as needed for reinforcement of skills and to familiarize parents with online support programs for students.	Principal, Reading Leader, Administrative Assistant, Technology Teacher and classroom teachers.	Students and parents will sign a log to record usage of the lab. The Technology Teacher will generate reports to monitor progress.	Principal and Reading Leader and Classroom Teachers will evaluate logs and reports.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Maintain a home/school connection through positive communication.		South Hamilton Elementary's will show an increase in parental involvement in academic content areas and student activities.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	South Hamilton will hold Family night and provide dinner for the family at no cost to parents.	Principal, Administrative Assistant, Technology Teacher, Classroom Teachers.	Parent Feedback, Staff feedback,	Classroom contact and visitation logs.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In 2008-2009, about 50% of all parents participated in parent conferences/student led conferences and school improvement planning as reported by meeting minutes, sign in sheets and school climate survey feedback.		In 2009-2010, 65% of all parents will participate in parent conferences or student led conferences and school improvement planning as reported by meeting minutes, sign in sheets and school climate survey feedback.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Utilize Connect Ed, Newsletter, Parent Phone Log and Student led Parent Teacher Conference to communicate student and school information with our parents.	Principal, Administrative Assistant, Teachers and RTI Coach.	Attendance of Conferences, Parent Participation and Involvement Rate, Parent Contact Logs	School Survey Results, Climate Survey.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
In grades 3-5, 50% of the struggling students will make Learning Gains in math	Volunteer/Tutoring Guidelines, Computer based programs such as Compass Odyssey, Discovery Assessment, Accelerated math.	School Personnel	October 2009	Parent Sign In Log Online Grade book Teachers will generate reports to monitor student progress.	The school Improvement team will review logs and reports.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$0.00

*End of Parent Involvement Goal*

Other Goals

Drop-Out Prevention Goal:

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
During the 2008-2009 school year, African American male students were often referred for disciplinary reasons than black females, white females, white males, and Hispanics.		By March 2010 reduce referrals of African American males from 55% to 40%.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Implement "Positive Behavior Support" (PBS) Program.	Principal.	Collect and analyze office referral data monthly and determine percent of African-American males referred.	Frequency count of referrals for African American male students.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
No data submitted					

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$0.00

End of Drop-Out Prevention Goal

## FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Total: \$0.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Total: \$0.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Total: \$0.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Total: \$0.00
			Final Total: \$0.00

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

Intervene
  Correct II
  Prevent II
  Correct I
  Prevent I
  NA

[Show Attached school's Differentiated Accountability Checklist of Compliance](#) (Uploaded on 9/10/2009 2:17:42 PM)

## School Advisory Council

### School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Recommend and approve expenditures of School Improvement funds that will positively affect parental involvement, staff development, school safety and student learning.	999
Recommend and approve expenditures of School Improvement funds that will provide students with educational and instructional opportunities that they might not otherwise be able to access. Ex: Field Trip expenditures, supplemental reading materials, and technology materials	999
Buy Tee-Shirts for students completing the 12 mile run.	400

Describe the Activities of the School Advisory Council for the Upcoming Year

1. Collect information related to issues such as school climate, student performance, working conditions and community expectations.
2. Foster school community relationships.
3. Function as Liaison between the school, school organizations, and the community.
4. Provide stakeholders with an opportunity to participate in the development of educational priorities.
5. Make suggestions and advise the Principal in designing solutions that are best for the entire school population as opposed to special interest groups.

SAC Members

## Members

- 1) Mr. Waylon Bush, Principal
  - 2) Lori Stormant, SAC Chair
  - 3) Hannah Altman, Student
  - 4) Lamar Brown, Student
  - 5) Delores Howell, Teacher
  - 6) Kimberly Crowder, Teacher
  - 7) Louis Daniels, Teacher
  - 8) Mike Williams, Business Member
  - 9) Josie Stith, Business Member
  - 10) Steve Stith, Parent
  - 11) Lori Stormant, Parent
  - 12) Kathleen Johnson, Parent
  - 13) Kizzie Marshall, Parent
  - 14) Ginger Powell, Parent
  - 15) Janith Jones, Community Member
  - 16) Fred Greene, Community Member
  - 17) Ralph Hardwick, Community Member
  - 18) Dorothy Bryant, School Support Personnel
  - 19) Anith Dye, School Support Personnel
-

# AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Hamilton SOUTH HAMILTON ELEMENTARY SCHOOL 0051												
Number of students enrolled in the grades tested: <b>Click here to see Number of students in each group</b>														Read: 106 Math: 106		2008-2009 School Grade <sup>1</sup> : C		Did the School make Adequate Yearly Progress? NO								
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <sup>2</sup> ).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.						
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		65% scoring at or above grade level in Reading?		68% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2007	2008	Y/N	2008	2009	Y/N	2008	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N
TOTAL <sup>4</sup>	97	Y	97	Y	57	N	56	N	94					NA	35	43	N	53	44	Y	56	N	59	NA		
WHITE	97	Y	98	Y	69	Y	70	Y					NA	17	31	NA	46	30	NA	64	NA	69	NA			
BLACK	100	Y	98	Y	47	N	43	N					NA	46	53	N	57	57	N	49	N	50	N			
HISPANIC		NA		NA		NA		NA					NA			NA			NA							
ASIAN		NA		NA		NA		NA					NA			NA			NA							
AMERICAN INDIAN		NA		NA		NA		NA					NA			NA			NA							
ECONOMICALLY DISADVANTAGED	97	Y	97	Y	56	N	54	N					NA	44	44	N	54	46	Y	58	N	58	NA			
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA					NA			NA			NA							
STUDENTS WITH DISABILITIES		NA		NA		NA		NA					NA			NA			NA							

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Hamilton SOUTH HAMILTON ELEMENTARY SCHOOL 0051												
Number of students enrolled in the grades tested: <b>Click here to see Number of students in each group</b>														Read: 104 Math: 104		2007-2008 School Grade <sup>1</sup> : C		Did the School make Adequate Yearly Progress? NO								
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <sup>2</sup> ).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.						
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2007	Y/N	2008	Y/N		
TOTAL <sup>4</sup>	100	Y	99	Y	65	Y	47	N	94	Y				NA	33	35	NA	42	53	N	62	NA	48	N		
WHITE	100	Y	100	Y	83	Y	54	N					NA	18	17	NA	29	46	N	68	NA	59	N			
BLACK	100	Y	98	Y	54	N	43	N					NA		46	NA		57	NA	59	Y	39	N			
HISPANIC		NA		NA		NA		NA					NA			NA			NA							
ASIAN		NA		NA		NA		NA					NA			NA			NA							
AMERICAN INDIAN		NA		NA		NA		NA					NA			NA			NA							
ECONOMICALLY DISADVANTAGED	100	Y	99	Y	56	N	46	N					NA	37	44	N	51	54	N	60	Y	47	N			
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA					NA			NA			NA							
STUDENTS WITH DISABILITIES		NA		NA		NA		NA					NA			NA			NA							

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Hamilton SOUTH HAMILTON ELEMENTARY SCHOOL 0051												
Number of students enrolled in the grades tested: <b>Click here to see Number of students in each group</b>														Read: 73 Math: 73		2006-2007 School Grade <sup>1</sup> : B		Did the School make Adequate Yearly Progress? YES								
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <sup>2</sup> ).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.						
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	Y/N	2007	Y/N		
TOTAL <sup>4</sup>	99	Y	99	Y	67	Y	58	Y			Y			NA	36	37	NA	42	42	NA	69	NA	65	NA		
WHITE	99	Y	99	Y	82	Y	71	Y						NA	19	NA	29	29	NA	83	NA	68	NA			
BLACK		NA		NA		NA		NA						NA					NA							
HISPANIC		NA		NA		NA		NA						NA					NA							
ASIAN		NA		NA		NA		NA						NA					NA							
AMERICAN INDIAN		NA		NA		NA		NA						NA					NA							
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	63	Y	49	N					NA	37	NA	50	51	N	65	NA	59	Y				
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA						NA					NA							
STUDENTS WITH DISABILITIES		NA		NA		NA		NA						NA					NA							

## SCHOOL GRADE DATA

School District						
2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	0%	0%	%	%		Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	0%	0%				3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>

Adequate Progress of Lowest 25% in the School?	% (0)	% (0)			0	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					0	
Percent Tested = 0%						Percent of eligible students tested
School Grade						Grade based on total points, adequate progress, and % of students tested

School District						
2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	0%	0%	%	%		Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	0%	0%				3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	% (0)	% (0)			0	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					0	
Percent Tested = 0%						Percent of eligible students tested
School Grade						Grade based on total points, adequate progress, and % of students tested

School District						
2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	0%	0%	%	%		Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	0%	0%				3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	% (0)	% (0)			0	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					0	
Percent Tested = 0%						Percent of eligible students tested
School Grade						Grade based on total points, adequate progress, and % of students tested