



**2009 - 2010
CONTINUOUS IMPROVEMENT PLAN
Title I Schoolwide Plan**



Note: Blank copy is available on www.alsde.edu, e-GAP, Document Library
Federal Programs Director submits required plans to LEA system's e-GAP Document Library

NAME OF SCHOOL: Hamilton Elementary School				
STREET ADDRESS: 784 10 th Ave. S. W.		CITY: Hamilton	STATE: Alabama	ZIP CODE: 35570
CONTACT: Dr. Sherry Armstrong		TELEPHONE: 205-921-2145	E-MAIL: sarmstrong.hes@mcbe.net	
Identified for School Improvement? No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> Delay Status <input type="checkbox"/> Year 1 <input type="checkbox"/> or Year 2 <input type="checkbox"/> *Submit to LEA for Board approval. Retain the original plan in the LEA. Submit the plan electronically to your system's e-GAP Document Library by November 3, 2009.				
Year 3 <input type="checkbox"/> or Year 4 or more <input type="checkbox"/> Submit to LEA for Board approval. Scan <u>PAGE ONE</u> and <u>PAGE TWO</u> to indicate signatures. Submit the plan and signature pages electronically to your system's e-GAP Document Library by November 3, 2009.				
Made AYP? YES <input type="checkbox"/> NO <input checked="" type="checkbox"/> NO <input type="checkbox"/>	Made AMAOs (ELL)? YES <input type="checkbox"/> NO <input type="checkbox"/> N/A <input checked="" type="checkbox"/>	Career Tech Made AYP? YES <input type="checkbox"/> NO <input type="checkbox"/> N/A <input checked="" type="checkbox"/>	Are all federal resources (including Titles I, II, III, IV, V, and VI) used to coordinate and supplement existing services and not used to provide services that, in the absence of federal funds, would be provided by another fund source? YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	Describe how this plan will be made available to parents and other stakeholders, such as through parent meetings or on Web sites. NOTE: The Parental Involvement section of this plan <u>must</u> be distributed to all parents. This plan will be available on the HES website, school office, available to be checked out from the school library, and the guidance counselor's office.
*Board Approval: Yes <input type="checkbox"/> No <input type="checkbox"/> Board approval received on _____, 2009.				
Board Signature:				
Superintendent Signature:			Date:	
Federal Programs Coordinator Signature:			Date:	
Principal Signature:			Date:	

System:

School:

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CONTINUOUS IMPROVEMENT PLAN DEVELOPMENT AND IMPLEMENTATION TEAM

<p>This plan was developed/or revised during the following time period (e.g. April, May – September 2009_):</p>		
<p>Provide a brief description of the planning process, including how teachers will be involved in decisions regarding the use of state academic assessments, and other data sources in order to provide information on and to improve the achievement of individual students and the overall instructional program and how parents were involved with faculty and staff in developing, and implementing the CIP (Title I, Section 1116(b)(A)(viii):The Leadership Writing Team met May 21, 2009, to review the existing 2008-09 CIP. The Writing Team decided to meet in July after receiving assessment data to revise the existing CIP. July 30 and 31, 2009, the Leadership Writing Team met to revise the CIP for the 2009-10 year. The guidance counselor for HES will provide an overview of the 2008-09 assessment data results during the local school in-service meeting at the beginning of the school year. HES teachers will meet in grade level meetings in August for specific results of assessment data. They will be given the 2009-10 draft CIP plan. They will be encouraged to discuss their ideas regarding the use of academic assessments to improve student learning. The CIP will be revised as needed. May 8, 2009, all HES parents were sent a Hamilton Elementary School Perception and Needs Survey of Parents/ Guardians. The surveys were reviewed and will be shared with stakeholders. In addition, the Marion County Parent Liaison sent home surveys to all HES parents. The results of the surveys were reviewed and will be shared with stakeholders. Parent committee members on Part VI of the HES CIP Leadership Team provided suggestions for parental involvement.</p>		
<p style="text-align: center;">Instructional Leadership Team Names</p> <p>(The Leadership Team must include the principal, faculty [including ELL resource lead teacher if applicable], staff, parents, community stakeholders, and/or students.)</p>	<p style="text-align: center;">Positions</p> <p>(Identify position held, e.g., Administration, Faculty, Staff, Grade Level and/or Subject Area, Parents and Community members.)</p>	<p style="text-align: center;">Signatures</p> <p>(Indicates participation in the development of the CIP)</p>
<p>Dr. Sherry Armstrong Kathy Rogers Lawanda Cagle Missy Jarrett Debbie Jones Vicki Johnson Lana Cooper Ester Ballard Donna Fowler Kay Knight Tanya Gilmore Heather Boyett Mollie Aycock Tonya Ballard Tanya Pruitt Betty Fowler Chad Harris</p>	<p>Principal Assistant Principal Librarian 3rd Grade Teacher Counselor Title Resource Teacher Special Education Resource Teacher ELL Teacher Title Resource Teacher 4th Grade Teacher 2nd Grade Teacher 1st Grade Teacher Parent Parent Parent Community Leader Business Leader</p>	

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Part I - SUMMARY OF NEEDS BASED ON A COMPREHENSIVE REVIEW OF DATA

Directions: Insert a copy of your one-page School Status Report in this TEXT BOX. You may access this report on the web at www.alsde.edu:

- **Click on Accountability Reporting.**
- **Choose 2008-2009.**
- **Select Annual Accountability Results Report.**
- **Select your system and school.**
- **Press the Graphics Select Tool button located on the top of the page and select the chart beginning with the school name. (Note: Do not include the legend.)**
- **Then, right click and select COPY.**
- **Return to this document and CLICK IN THIS BOX.**
- **Then, right click to PASTE the chart.**
- **Adjust the size of the text box to display your test results.**

System:

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Part I - continued – DIRECTIONS: NEEDS ASSESSMENT- SUMMARY OF DATA: Indicate data sources used during planning by identifying strengths and weaknesses or program gaps. If your school did not review a particular data source, please write N/A. School improvement goals should address program gaps (weaknesses) as they relate to student achievement or AYP categories such as graduation rate or other academic indicators. Close attention should be given to the proficiency index. Please include all disaggregated subgroups including those with less than forty students.

Briefly describe the process your faculty used to conduct the needs assessment (analysis of all data).	
At the beginning of each school year and periodically, HES Faculty reviews SAT 10, ARMT, AYP, Dibels, Incidents reports, PEPE and other data to determine needs to improve student learning.	
Highly Qualified Teachers (HQT): Describe how staffing decisions ensure that highly qualified, well-trained teachers provide instruction and how their assignments most effectively address identified academic needs.	
Only highly qualified teachers are employed at HES. Grade Level Data Meetings are held monthly to review data to revise instruction to improve student learning.	
Number and percentage of teachers Non-HQT: 0	Number and percentage of Classes Taught by Non-HQT: 0
Alabama High School Graduation Exam (AHSGE):	
Strengths: NA	Weaknesses: NA
Alabama Reading and Mathematics Test (ARMT):	
Strengths: ARMT results for the spring of 2009 school year indicate 66% of the tested population in grade 4 math exceeded standards (Level IV). ARMT results for the spring of 2009 school year indicate 58% of the tested population in grade 4 reading exceeded standards (Level IV). There were no Level I percentages in 4 th grade reading.	Weaknesses: ARMT results for the spring of 2009 school year indicate 3 rd grade reading students scored 64% correct on using strategies to comprehend functional and textual/informational materials and 4 th grade scored 60% in the same area. ARMT results for the spring of 2009 school year indicate students in 4 th grade math scored 46% correct on calculate elapsed time in hours and minutes.
Alabama Science Assessment:	
Strengths: NA	Weaknesses: NA
Stanford 10	
Strengths: SAT 10 results for the spring of 2009 school year indicate 98% of the tested population in grade 4 math scored middle or high category for mathematics procedures and 3 rd grade scored 93% in the same area.	Weaknesses: SAT 10 results for spring of 2009 school year indicate 30% of the tested population in grade 3 scored below average in structural analysis. Results also indicate 24% of the tested population in 3 rd scored below average on multiple meaning words and 4 th grade scored 18% below average in the same area.
Dynamic Indicators of Basic Early Literacy Skills (DIBELS):	
Strengths: Spring 2009 Dibels data indicates that 91.4% of kindergarten students were established on Phoneme Segmentation Fluency.	Weaknesses: In the spring of 2009, Grade 2 students scored 17.3% At Risk on Oral Reading Fluency

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Part I - Continued:	
Alabama Direct Assessment of Writing (ADAW):	
Strengths: NA	Weaknesses: NA
ACCESS for English Language Learners (ELLs):	
Strengths: NA	Weaknesses: NA
Professional Education Personnel Evaluation (PEPE) School Profile Information:	
Strengths: The PEPE Evaluation Summary Report indicates a mean score of 3.9 on the Competency/Indicators Gives Clear Directions, Provides Practice and Summarization, Monitors student performance.	Weaknesses: No weaknesses indicated
Additional Data Sources: (e.g., Alabama Alternate Assessment [AAA], School Technology Plan Data)	
Strengths: In the spring of 2009, four students took the Alternative Assessment.	Weaknesses: NA
Local Data (e.g., LEA, school, and grade-level assessments, surveys, program-specific assessments):	
Strengths: A total of 42,737 Accelerated Reading books were checked out of the library. A total of 25,302 AR points were earned. Math Facts in a Flash is utilized as a remediation tool for second, third, and fourth grades outside the regular classroom program. Star Reading & Star Math are tools utilized by teachers to gain information regarding students' performance level. This information is shared with parents throughout the school year.	Weaknesses: Fourth grade did not have any students to earn 100 AR points.
Career and Technical Education Program Improvement Plan:	
Strengths: NA	Weaknesses: NA

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Part I – Continued (CULTURE RELATED DATA):	
School Demographic Information related to student discipline (e.g. total office referrals, long- and short-term suspensions, expulsions, alternative school placements, School Incidence Report (SIR) data, or student attendance).	
Strengths: For the school year 2008-09, there were no expulsions at HES. HES has an outstanding BBSST Team. During the 08-09 school year, only 5% of HES students were referred to BBSST.	Weaknesses: The 2008-09 STI report indicates 399 office referrals were made regarding student discipline.
School Demographic Information related to drop-out information and graduation rate data.	
Strengths: NA	Weaknesses: NA
School Demographic Information related to teacher attendance, teacher turnover, or challenges associated with a high percent of new and/or inexperienced faculty.	
Strengths: Teacher turnover at HES is traditionally very low. For the school year 2008-09, 3.7% of faculty left due to retirement. An additional fourth grade teacher was employed for the 2009-10 school year. An In-school Suspension Classroom was established for the 2009-10 school year on the HES campus, which will assist uninterrupted classroom instruction.	Weaknesses: none
School Demographic Information related to student attendance, patterns of student tardiness, early checkouts, late enrollments, high number of transfers, and/or transiency including migratory moves (if applicable).	
Strengths: The 2008-09 school year enrollment increased from the previous year.	Weaknesses: 1,984 student tardies in 2008-2009 is a concern at HES.
School Perception Information related to parent perceptions and parent needs including information about literacy and education levels.	
Strengths: Hamilton Elementary School Perception and Needs Survey of Parents/Guardians scores indicate that overall most scores ranged in the 4 and 5 category (5 being the highest).	Weaknesses: Approximately 12% of Hamilton’s population has a college education according to the 2006-07 HES SACS report.
School Perception Information related to student PRIDE data.	
Strengths: NA	Weaknesses: NA
School Process Information related to an analysis of existing <u>curricula</u> focused on helping English Language Learners (ELLs) work toward attaining proficiency in annual measurable academic objectives (AMAOs)	
Strengths: HES has an ELL teacher who comes to assist ELL students on a weekly basis. Faculty who serve ELL students will attend a workshop to gain information which will provide strategies to improve student learning.	Weaknesses:
School Process Information related to an analysis of existing <u>personnel</u> focused on helping English Language Learners (ELLs) work toward attaining proficiency in annual measurable academic objectives (AMAOs)	
Strengths: ELL students receive ELL supplementary services from an ELL teacher. Rosetta Stone software is used to enhance instruction. The reading program has ELL material & strategies to implement for ELL students.	Weaknesses: HES ELL students would be better served with a full time ELL teacher on campus.
School Process Information uncovered by an analysis of curriculum alignment, instructional materials, instructional strategies, reform strategies, and/or extended learning opportunities.	
Strengths: HES is an ARI and AMSTI school. Strategies are used to meet the needs of each student. HES has a three and four year old pre-school program which includes special education students on campus. HES has a Head Start program for four-year old children. HES teachers use LCD projectors to enhance lessons. HES conducted a Kick Start Kindergarten Program (summer readiness program) for those entering kindergarten in the fall with no preschool experience. The program served 50 children.	Weaknesses: An after school tutoring program is needed to assist HES students. Additional Head Start or Preschool units are needed.

Part II - GOAL TO ADDRESS ACADEMIC NEEDS – All components to support improving academic achievement, **INCLUDING SCHOOL CULTURE CONSIDERATIONS**, should be related to the weaknesses identified in the data summary. *DUPLICATE PAGES AS NEEDED TO ADDRESS TOP PRIORITIZED GOALS INCLUDING SACS DISTRICT GOALS, IF APPLICABLE.* Use the SMART Goals format to address areas of need.

CONTINUOUS IMPROVEMENT GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS):
 In reading, the percent of 3rd grade students’ scoring proficient on using strategies to comprehend functional and textual/informational materials on the ARMT will increase from 64% to 70% proficiency and fourth grade from 60% to 65% proficiency.
Data Results on which goal is based: 2009 ARMT test data

TARGET GRADE LEVEL(S): 3 rd	TARGET CONTENT AREA(S): Circle One <input checked="" type="checkbox"/> Reading Math Science Other	AHSGE: Reading Math Science Social Studies Language	ADDITIONAL ACADEMIC INDICATORS:	TARGET STUDENT SUBGROUP(S):
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COURSES OF STUDY	REFORM STRATEGIES	BENCHMARKS	INTERVENTIONS	RESOURCES
WHICH COURSE OF STUDY STANDARDS, AHSGE STANDARDS/OBJECTIVES, ELIGIBLE CONTENT, OR WIDA* STANDARDS ARE LINKED TO EACH STRATEGY?	WHAT RESEARCH-BASED STRATEGIES/ACTIONS WILL BE USED TO IMPROVE STUDENT ACADEMIC PERFORMANCE? (Give specific strategies, not just programs or program names.)	HOW WILL PROGRESS FOR EACH ACTION STEP BE MEASURED? (PERFORMANCE DATA, LISTS, SURVEYS, ETC)	HOW WILL THE SCHOOL PROVIDE TIMELY ASSISTANCE IF STRATEGIES DO NOT CHANGE PERFORMANCE?	WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION? (Ex: 6 Classroom Libraries, \$.....00)
Alabama Course of Study 3 rd grade reading standards 11 and 13	STRATEGY: HES Reading Coach will inform all teachers on the different types of functional, textual, and informational materials. ACTION STEP: <ul style="list-style-type: none"> • Provide information during In-service meetings and Data Meetings. • Provide handout to teachers detailing different types of texts. • Provide examples of each type of text. 	<ul style="list-style-type: none"> • 100% of HES teachers will be trained. • A sign-in sheet will used to ensure all teachers are trained. • Classroom walk throughs will be conducted on a periodic basis. • Scott Forseman assessments. 	Teacher mentoring.	0
	STRATEGY: All classroom teachers will incorporate functional, textual, and informational materials in their classroom. ACTION STEP: <ul style="list-style-type: none"> • Lesson Plans will reflect implementation • All classroom teachers will use functional, textual, and informational texts in a literacy station. • Teachers will follow a school wide schedule for presenting different types of text in literacy stations. • Teachers may collaborate on monthly literacy stations. • Students will be monitored for comprehension of various texts. 	<ul style="list-style-type: none"> • Review lesson plans and classroom visits. • Assessments will be given throughout the month to monitor student comprehension. • Monthly Data meetings will be conducted. • Think Link assessments 	The Reading Coach will provide assistance as needed. Classroom teachers will remediate and re-evaluate students as needed.	0

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Part II - GOAL TO ADDRESS ACADEMIC NEEDS – All components to support improving academic achievement, **INCLUDING SCHOOL CULTURE CONSIDERATIONS**, should be related to the weaknesses identified in the data summary. *DUPLICATE PAGES AS NEEDED TO ADDRESS TOP PRIORITIZED GOALS INCLUDING SACS DISTRICT GOALS, IF APPLICABLE.* Use the SMART Goals format to address areas of need.

CONTINUOUS IMPROVEMENT GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS):
 In math, the percent of 4th grade students scoring proficient on calculating elapsed time in hours and minutes on the ARMT will increase from 46% to 52%.

Data Results on which goal is based:
 2009 ARMT test data

TARGET GRADE LEVEL(S): 4th	TARGET CONTENT AREA(S): Circle One Reading <input type="checkbox"/> Math <input checked="" type="checkbox"/> Science <input type="checkbox"/> Other <input type="checkbox"/>	AHSGE: Reading <input type="checkbox"/> Math <input type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> Language <input type="checkbox"/>	ADDITIONAL ACADEMIC INDICATORS:	TARGET STUDENT SUBGROUP(S):
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COURSES OF STUDY	REFORM STRATEGIES	BENCHMARKS	INTERVENTIONS	RESOURCES
WHICH COURSE OF STUDY STANDARDS, AHSGE STANDARDS/OBJECTIVES, ELIGIBLE CONTENT, OR WIDA* STANDARDS ARE LINKED TO EACH STRATEGY?	WHAT RESEARCH-BASED STRATEGIES/ACTIONS WILL BE USED TO IMPROVE STUDENT ACADEMIC PERFORMANCE? (Give specific strategies, not just programs or program names.)	HOW WILL PROGRESS FOR EACH ACTION STEP BE MEASURED? (PERFORMANCE DATA, LISTS, SURVEYS, ETC)	HOW WILL THE SCHOOL PROVIDE TIMELY ASSISTANCE IF STRATEGIES DO NOT CHANGE PERFORMANCE?	WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION? (Ex: 6 Classroom Libraries, \$.....00)
Alabama Course of Study 4th grade math standard 13.	STRATEGY: Incorporate the use of standard clock problems as appropriate per grade on a daily basis. ACTION STEP: <ul style="list-style-type: none"> • More use of manipulatives • Math morning boards • Incorporate math moments into daily routine 	<ul style="list-style-type: none"> • Monitor during classroom walk throughs. • Think Link Assessments • Star Math Assessments 	Teacher will reteach and give additional Think Link or teacher made practice.	Think Link Renew Star Math license
	STRATEGY: Continuously assess student understanding evidenced by classroom observations. ACTION STEP: <ul style="list-style-type: none"> • Calling on non-volunteers • Increasing wait time • Assisting and assessing students use of standard clock manipulatives 	<ul style="list-style-type: none"> • Think Link Assessments • Star Math Assessments 	Teacher will reteach and give additional Think Link or teacher made practice.	Think Link Renew Star Math license

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Part III - GOAL TO ADDRESS ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVES (AMAOs) AND ENGLISH PROFICIENCY NEEDS – Note: Refer to the ELL Data Compilation as part of the needs assessment in forming goals. If any ELL student did not make AMAOs complete this page.

ENGLISH PROFICIENCY GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS):
Data on which goal is based:

TARGET GRADE LEVEL(S):	TARGET ELP LANGUAGE DOMAIN(S): Circle all that apply.	Reading	Writing	Listening	Speaking	Comprehension
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WIDA ENGLISH LANGUAGE PROFICIENCY STANDARDS	REFORM STRATEGIES	BENCHMARKS	INTERVENTIONS	RESOURCES
WHICH WIDA* ENGLISH LANGUAGE PROFICIENCY STANDARDS OR DOMAINS ARE LINKED TO EACH STRATEGY?	WHAT RESEARCH-BASED STRATEGIES/ACTIONS WILL BE USED TO IMPROVE STUDENT ACADEMIC PERFORMANCE? (Give specific strategies, not just programs or program names.)	HOW WILL PROGRESS FOR EACH ACTION STEP BE MEASURED? (PERFORMANCE DATA, LISTS, SURVEYS, ETC)	HOW WILL THE SCHOOL PROVIDE TIMELY ASSISTANCE IF STRATEGIES DO NOT CHANGE PERFORMANCE?	WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION? (Ex: 6 Classroom Libraries, \$.....00)
	STRATEGY: ACTION STEP:			
	STRATEGY: ACTION STEP:			
	STRATEGY: ACTION STEP:			

*WIDA- World-Class Instructional Design and Assessment; the consortium to which Alabama and a number of other states belong.

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Part IV - STRATEGIES TO ADDRESS SCHOOL SAFETY, CLASSROOM MANAGEMENT/DISCIPLINE, AND BUILDING SUPPORTIVE LEARNING ENVIRONMENTS Strategies developed to address improving school safety, classroom management /discipline, and building supportive learning environments should be related to the weaknesses or program gaps identified in the data summary (e.g., parental/community involvement, teacher collaboration, student/teacher motivation). The LEA and school must develop a timeline for multiple reviews of continuous improvement efforts.

CULTURE (REFER TO CULTURAL DATA IN NEEDS ASSESSMENT)	REFORM STRATEGIES	BENCHMARKS	INTERVENTIONS	RESOURCES
WHAT CHALLENGES RELATED TO SCHOOL, SAFETY, CLASSROOM MANAGEMENT/DISCIPLINE, AND SUPPORTIVE LEARNING ENVIRONMENTS HAVE BEEN IDENTIFIED THROUGH THE REVIEW OF SCHOOL DEMOGRAPHIC, PERCEPTION, AND PROCESS DATA?	WHAT RESEARCH-BASED STRATEGIES/ACTIONS WILL BE USED TO IMPROVE CULTURAL BARRIERS IMPACTING STUDENT ACADEMIC PERFORMANCE? (Give specific strategies, not just programs or program names.)	HOW WILL PROGRESS FOR EACH ACTION STEP BE MEASURED? (PERFORMANCE DATA, LISTS, SURVEYS, ETC)	HOW WILL THE SCHOOL PROVIDE TIMELY ADJUSTMENT IF STRATEGIES DO NOT CHANGE PERFORMANCE?	WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION? (Ex: Teacher Incentives, Title II \$.....00, Supplies for Mentors/Mentees, etc)
The number of school wide tardies during the school year 2008-2009 was 1,984. Our goal this year is to significantly reduce that number.	STRATEGY: Improve student motivation. ACTION STEP: Classroom teachers will provide monthly incentives for those students with no tardies. (stickers, free time, games, videos, etc.)	STI Attendance Data		
	STRATEGY: Increase parental awareness and involvement in punctuality. ACTION STEP: <ul style="list-style-type: none"> A letter will be sent home with each student detailing the importance of being on time for school. After 3 tardies a form letter will be sent home with the student. After 5 tardies administration will hold a phone conference with parents. After 8 tardies in office conference with parents and administration. 	STI Attendance Data		
	STRATEGY: ACTION STEP:			

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Part V - Additional Components To Be Addressed to Satisfy Federal Requirements

1. Teacher Mentoring: Describe teacher mentoring activities. For example, are new or inexperienced teachers given support from an assigned master teacher and what does that support look like? (Section 1116)
The Marion County School System has established a formal teacher mentoring program, Alabama Teacher Mentoring Program, (ATM), through the Alabama State Department of Education. The goal of the ATM program is to improve teaching practice. The program is designed to provide ongoing support for new or not prior experienced teachers. Each new teacher is assigned a master teacher who is matched, to the extent practicable, by subject, grade, and proximity. At the beginning of the school year, new teacher orientation is provided through the central office.
2. Budget: Describe the coordination of all federal, state, and local programs. (Note: NCLB Section 1116 requires that each year Title I schools identified for improvement must reserve the equivalent of 10% of the school-level allocation made available to the school under Section 1113 specifically for <u>professional development</u> opportunities for teachers. Budgets should reflect this set-aside.) See the sample budget on a later page.
There are several monetary sources that are integrated and coordinated into the financial management and instructional planning of Hamilton Elementary School. The following is a comprehensive list of funding sources. <ul style="list-style-type: none">• The State of Alabama School Foundation Program – The State of Alabama funds the BASIC programming in terms of units based on student enrollment. For the 2009-2010 school year the state is funding 53.39 units. Salaries are \$2,608,175.00 with fringe benefits totaling \$1,033,283.00.• Title I – Part A (Federal): Monies used to SUPPLEMENT regular funded programming. For the 2009-2010 school year, Title I monies are used to fund 4 reading resource teachers (\$288,282.60)and a parent involvement specialist (\$3,785.00).• Alabama Reading Initiative Program: Salary - \$39,756.00, Fringe Benefits – \$16,900.79• AARA : Title I Stimulus - \$250,263.15, Parent Involvement Stimulus - \$2,497.00
3. Transition: Describe strategies to assist students in transitioning from previous school to the current school and/or from the current school to the next school, including, for example, how preschool children might be prepared for entry into kindergarten or how eighth grade students are prepared for high school.
Hamilton Elementary School realizes that students need support emotionally and academically during periods of transition from early childhood programs to elementary school and from the current school to the next school. The following are transition activities offered. <ul style="list-style-type: none">• Kindergarten pre-registration is offered in the spring at which time students and parents may meet teachers and possibly discuss any special needs that the student may have.• Students attending local day care centers and preschools visit Hamilton Elementary School for a school tour and eat lunch in the cafeteria.• Fourth grade students will tour Hamilton Middle School in the spring to ensure a smooth transition.• When a student transfers to Hamilton Elementary School, he/she and their parents are given a tour of the school and introduced to the teacher(s).• Students who have not attended preschool in the year prior to kindergarten are offered the opportunity to attend Kick Start Kindergarten, a summer readiness program.• An open house for all grades is held at the beginning of the new school at which time students and parents may meet teachers and visit classrooms.
4. Highly Qualified Teachers: Describe the qualifications of teachers in the school with regard to their being highly qualified and what strategies the school, with the support of the LEA, uses to attract and retain highly qualified teachers.
Personnel needs are determined by the LEA and school administration. Applications are requested system wide when openings are available in order to choose only those teachers who are highly qualified. The decision of hiring highly qualified staff is made by the local school administrator in conjunction with the Superintendent of Education. The superintendent and principal are required to have the knowledge of each teacher’s highly-qualified status and the area the teacher is highly qualified to teach. All scheduling and assignment decisions must be made using this information. This is all in accordance with the Marion County Schools Highly Qualified Plan. New teachers are assigned a mentor and monitored throughout the year. All teachers are required to participate in professional development activities organized by the administration of the local school and activities organized at the system level. Funding for high-quality activities is provided by local, state and federal funds.
5. Assessments and Teacher Involvement: Describe how teachers in the school meet to collaborate regarding the use of academic assessments to provide information on and improve the achievement of individual students and the overall instructional program.
Hamilton Elementary teachers are involved in the decisions regarding the use of state academic assessments. Teachers will administer assessments to determine if students have mastered objectives taught. These assessments are used to determine if further instruction can continue or if remedial activities need to be implemented. Teacher input is considered at different levels of assessment results. The following are various ways that teachers make decisions that guide instruction: <ul style="list-style-type: none">• The faculty collaboratively studies the disaggregated data and results of the state assessments.• Building Based Student Support Team (BBSST) members’ evaluate data collected on referred students to determine if there are any indicators that would warrant more in-depth testing or referral for special services.• Grade level and subject area data meetings are held to adjust instructional procedures and strategies based on the progress monitoring data.• Multi-grade level meetings help identify any instructional gaps or over laps that may occur in grades K –4.• Informal grade level and subject area meetings are held to discuss progress of students and steps to be taken to help students who demonstrate weaknesses in identified academic subjects.• Teacher representation and teacher input is included on school budget committees, policy committees, text selection committees and school calendar committees. This voice allows teachers to be involved in all areas of over all instruction and testing.• Turn Around training is provided for teachers in each grade level through the HES ARI Reading Coach.

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6. Special Populations: Describe procedures used for each group of Migrant, English Language Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless students.

All students at Hamilton Elementary School, including those identified as migrant, limited-English proficient, homeless, economically disadvantaged, and neglected/delinquent, have access to all services and programs available, including free/reduced lunch, Title I services, ELL services, special education services, and counseling services. All homeless, migratory, and ELL students have equal access to the same free appropriate public education provided to other children and youth. There are no barriers to enrollment for these special populations. All homeless, migratory, and ELL students are provided with the opportunity to meet the same challenging state content and state student performance standards to which all students are held without being stigmatized or isolated. This is all in accordance with the Marion County Schools LEA Title I plan.

When new students enroll, they are each given a Home Language Survey used to determine eligibility for limited-English proficient testing. Students qualify for testing if the survey indicates that a language other than English is used by the student or at the students' home. All eligible students are tested with the WIDA Access Placement Test to determine if a student is eligible to receive services through the ELL program. Parents or guardians have the right to waive services offered if the parent or guardian agrees for the student to receive services, the ELL teacher schedules the student for a time, usually once or twice a week to pull the student out to work with the ELL teacher in English language acquisition or other areas, as identified by the classroom teacher. The ELL teacher provides a supplemental program for the students. The regular classroom teachers offer the core ELL program.

All parents and guardians are asked to fill out a Migrant Education Survey when students enroll in Kindergarten or enroll in the school as a new student. If determined eligible, migrant students have access to all services and programs available to the rest of the students.

Hamilton Elementary School provides special education services and uses appropriate procedures in accordance with federal and Alabama state laws and regulations. After a student has gone through the BBSST and has been determined in need of being tested for special education services, the 90 day time line is followed for the referral process. An evaluation is conducted to determine if the student is eligible for services. An IEP team convenes to determine the eligibility for education services. The parent is sent a note of this meeting and asked to attend. If eligible, the IEP team develops the Individualized Education Plan based on the results of the evaluation, the concerns of the parents, and the academic, developmental, and functional needs of the child. Each child that qualifies for services has access to a variety of educational programs and services available to non-disabled children. In addition, special education students are provided with an equal opportunity to participate in all extra curricular activities available to non-disabled students.

School counselors, classroom teachers or school administration identifies homeless students. The school uses Alabama State Department of Education and federal regulations and definitions from the McKinney-Vinto Act to identify homeless students. If a child is thought to be homeless, a referral form is filled out at the school and sent to the Homeless Liaison at the LEA. The Liaison, in conjunction with school staff, determines the needs of the student to provide the opportunity for the child to have the same access to academic education and extracurricular activities as other students. Funding is provided when necessary.

At the present time, there are not facilities housing neglected/delinquent students in Marion County. In the event that we do have N/D students to enroll in our school, they will be provided with the same access to a quality education and provided the same services as all other students.

Economically disadvantaged students are identified through the application for free/reduced lunch. Students with low family income will be identified as economically disadvantaged students and will be eligible to receive free or reduced breakfast and lunch during the school day. Such students will have equal access to all programs and services available.

7. Extended Learning Opportunities: Describe how the school provides opportunities for the most academically needy students to receive support and reinforcement of academic skills beyond the regular school day.

Students who experience difficulty mastering the proficient or advanced achievement standard will be provided timely, effective and additional instructional assistance. This will be accomplished by :

- Teacher review of student permanent records, previous test results, and any other pertinent information that would help the teacher to determine students' strengths and weaknesses.
- Communication with previous teachers and parents who have insight about students learning styles.
- Students are given the opportunity for remediation from 7:30-8:00 a.m. each morning in the areas of reading or math.
- Two local churches provide enrichment and tutorial services periodically after school.
- Encouraging parental involvement in student education through school conferences, telephone conversations and notes.

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Part VI –School Parental Involvement Plan as required by Section 1118 of NCLB [Note: This section of the CIP (Part VI) must be distributed to Parents]:

A. Parental Involvement: Describe how the school will convene an annual meeting to inform parents of the school’s participation in Title I and explain Title I requirements, including the 1% set-aside, and the right of parents to be involved.

During fall Parent-Teacher conferences a meeting will be held to inform parents of the school’s participation in Title I and explain Title I requirements, including the 1% set-aside, and the right of parents to be involved.

B. Parental Involvement: Describe: 1. How there will be a flexible number and format of parent meetings offered; 2) How parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school’s process for how all Title I parents have the opportunity for involvement in decision-making.); and 3) How funds allocated for parent involvement are being used in the school.

- 1.) During fall Parent-Teacher conferences two meeting times will be scheduled to offer flexibility to parents.
- 2.) Prior to the annual meeting, a copy of the parental involvement plan for HES and a letter explaining Title I will be sent to all parents. At the annual meeting, all parents will be given the opportunity to ask questions and make suggestions for the Title I program.
- 3.) Hamilton Elementary School contributes funds for the employment of a countywide Parent Community Liaison. The Parent Liaison conducts meetings, provides parenting seminars, maintains the countywide parent involvement website. All these are available to Hamilton Elementary School parents.

C. Parental Involvement: Describe how the school provides parents of participating children timely information in a uniform format and, to the extent practicable in a language they can understand, about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessments, and achievement expectations used, and, if requested by parents, opportunities for regular meetings to formulate suggestions and participate as appropriate in decisions related to the education of their children.

Parents will be sent a letter explaining our Title I school wide program and curriculum.

D. Parental Involvement: Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (How the School-Parent Compact is jointly developed with Title I parents; how it is used, reviewed, and updated).

At the annual meeting the school parent compact is reviewed. Parents are asked to give input and suggestions for revisions or improvements. This compact, which is included in the beginning of school enrollment packet, details the responsibilities of Hamilton Elementary School parents, staff and students.

E. Parental Involvement: Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan.

Parents will be included in the Continuous Improvement Plan’s writing process. The Continuous Improvement Plan will be available on Hamilton Elementary School’s website where there is a link for making comments and suggestions to the plan. Parents will also be given an opportunity to submit comments of dissatisfaction on the parental needs survey and at the annual meeting.

F. Parental Involvement: Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children. (See NCLB Section 1118, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

- (1) **Shall provide training for parents of participating children in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of Title I, and how to monitor their child’s progress and work with teachers to improve the achievement of their children. (Describe)**
Hamilton Elementary School’s counselor provides parents with a written explanation of the state’s academic content standards, state student academic achievement standards, and state and local academic assessments. Title I requirements are explained through the School-Parent compact and at the annual parent meeting. The Parent Liaison provides parents with ways to monitor their child’s progress and ways to work with teachers to improve the achievement of their children through parent meetings and the Parent Involvement Website, which is located on the Marion County Board of Education’s website (www.mcbe.net)
- (2) **Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. (Describe)**
HES has it’s own parent information center within the school. The center houses free materials (in English and Spanish) for parents to learn how they can help their child be successful. The Parent Liaison conducts parent training sessions.

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- (3) **Shall educate teachers, office personnel, and other school staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (Describe)**

Hamilton Elementary School will continue to work with teachers through in-service, faculty meetings, and grade level meetings to emphasize the importance of parental involvement and that parents are our partners. This year our teachers will continue to correspond with parents through weekly signed papers, monthly newsletters, personal contacts, conferences, results of individual state assessments, and homework assignment sheets.

- (4) **Shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. (Describe)**

Parents of ELL students are encouraged to become active participants in their child's education. School communications are sent home in the parent's native language. HES has a teacher who works with ELL students and communicates with parents. HES has 5 special education teachers who assist with specific learning needs. Parents of special education students are encouraged to meet with teachers to collaborate regarding individualized educational planning. HES has a parent literacy center located in the school office. The center includes information in English and Spanish.

- (5) **Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (Describe)**

HES has access to a language translation program. An effort will be made to send home information on all school meetings in the home language of students. HES has a bilingual teacher aide who is utilized to verbally communicate with these parents as needed.

- (6) **Shall provide such other reasonable support for parental involvement activities as parents may request. (Describe)**

HES makes every effort to work with parents in meeting their requests as related to their involvement in their children's education. For example, past parent surveys revealed a need for child care at annual meetings. Such care is now being provided at all parent involvement meetings.

G. Parental Involvement: Describe how the school will ensure the provision for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students; including providing information and school reports in a format and, to the extent practicable, in a language that parents can understand.

HES has access to a language translation program. An effort will be made, to the extent practicable, to send home all pertinent school information and reports in a format and language that parents can understand .

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Part VII- PROFESSIONAL LEARNING NEEDS RELATED TO ACADEMIC CHALLENGES Including ENGLISH LANGUAGE PROFICIENCY, SCHOOL SAFETY, DISCIPLINE, AND SUPPORTIVE LEARNING ENVIRONMENTS (Reminder: NCLB Section 1116 requires that each year Title I schools identified for improvement must reserve the equivalent of 10% of the Title I school-level allocation made available to the school under Section 1113. In addition, each year LEAs identified for improvement must reserve 10% of their allocations for professional development).

- Does the plan provide opportunities for professional development activities that are high-quality, effective, and research-based? YES NO
- Does the plan include opportunities for teachers, principals, paraprofessionals, other staff, and parents? YES NO
- Does the plan include required district-wide training for English language acquisition? YES NO

(Note: Professional learning activities must be linked to Alabama’s Standards for Professional Development and Alabama’s Technology Professional Development Standards, www.alsde.edu, Sections, Technology Initiatives, Publications).

WHAT WEAKNESS OR NEED IDENTIFIED IN ACADEMIC, INCLUDING ELL AMAOs OR SCHOOL CULTURE GOALS WILL THE PROFESSIONAL LEARNING ADDRESS?	WHAT TYPES OF PROFESSIONAL LEARNING WILL BE OFFERED?	WHEN WILL THE SESSION BE DELIVERED? (Please list dates of future PD sessions, not those that have already taken place.)	WHAT ARE THE EXPECTED OUTCOMES OF PROFESSIONAL LEARNING? (Following the professional learning, how will academic or cultural challenges be impacted – what does it look like?)	HOW WILL PARTICIPANTS BE HELD ACCOUNTABLE FOR SUCCESSFUL IMPLEMENTATION AND IN WHAT WAYS WILL EVIDENCE BE COLLECTED TO SHOW EFFECTIVE ASSIMILATION/INTEGRATION OF STRATEGIES?	WHAT ARE THE FUNDING SOURCES, ESTIMATED EXPENSES, AND PROPOSED NAMES OF CONSULTANTS OR ENTITIES? Example: Title II, \$...00 Dr. Verry Goode	DOCUMENT CONTINUOUS LEA REVIEW AND SUPPORT RESULTS
During the 2008-2009 school year, a total of 399 office referrals were made due to student discipline. This was a 23.8% increase from the year before.	<ul style="list-style-type: none"> • Teachers will be provided with a checklist of appropriate reasons for office referrals. • Teachers will be given alternate options for appropriately handling minor disciplinary issues. • A classroom management session will be offered in October. 	<ul style="list-style-type: none"> • Handouts will be received at the beginning of school. • In-service will be held during October. 	<ul style="list-style-type: none"> • Decrease in office referrals. • Teachers will be better equipped to handle disciplinary problems. 	The number of office referrals for disciplinary problems will be monitored monthly.	Speaker will be provided by the Regional In-service Center.	

DUPLICATE PAGES AS NEEDED

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Part VIII - Coordination of Resources/Comprehensive Budget

List all federal, state, and local monies that the school uses to run its program:

Example:

I. State Foundation Funds:		
State Foundation Funds	TOTAL	no info
Teacher Assigned Units: 49.39	classroom teachers: TOTAL OF ALL SALARIES	
Administrator Units: 1.0		
Assistant Principal: .5		
Counselor: 1.0		
Librarian: 1.5		
Instructional Supplies		0
Library Enhancement		0
Technology		0
Professional Development		0
State ELL Funds		0
II. Federal Funds:		
Title I: Part A: Improving the Academic Achievement of the Disadvantaged	TOTAL	0
<p><i>Title I: (1. Schools identified for improvement must set-aside an equivalent of 10% of its Title I school-level allocation for professional development each year it is in the improvement process. 2. Also include the school's portion of the 95% of the LEA set-aside for parental involvement. For additional guidance, check with the Federal Programs Coordinator in your school district.)</i></p> <p><i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i></p> <p>Not in school improvement</p>		
ARRA FUNDS	TOTAL	
<p><i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i></p> <p>See attachment</p>		

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Title II: Professional Development Activities	TOTAL	no info
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		
Title III: For English Language Learners	TOTAL	0
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		
Title IV: For Safe and Drug-free Schools	TOTAL	0
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		
Title VI: For Rural and Low-income Schools	TOTAL	0
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		
III. Local Funds (if applicable)		
Local Funds	TOTAL	
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		

Part IX – MONITORING/REVIEW DOCUMENTATION

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<p>INITIAL REVIEW /DEVELOPMENT Target Date: August Purpose: Review assessment data to develop plan or make plan adjustments to existing plan.</p> <p>Date _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS*</p> <p>*Use additional pages, if needed</p>	<p>REVIEW 1 Target Date: September Purpose: AMENDMENT - Incorporate recommendations from school, LEA and/or SDE.</p> <p>Date _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS*</p> <p>*Use additional pages, if needed</p>	<p>REVIEW 2 Target Date: October Purpose: IMPLEMENTATION - Provide documentation/evidence of improvement.</p> <p>Date _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS*</p> <p>*Use additional pages, if needed</p>
<p>REVIEW 3 Target Date: November Purpose: IMPLEMENTATION – Provide documentation/evidence of improvement.</p> <p>Date _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other: _____</p> <p>COMMENTS*</p> <p>*Use additional pages, if needed</p>	<p>REVIEW 4 Target Date: January Purpose: IMPLEMENTATION - Provide documentation/evidence of improvement.</p> <p>Date _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS*</p> <p>*Use additional pages, if needed</p>	<p>REVIEW 5 Target Date: February Purpose: IMPLEMENTATION - Provide documentation/evidence of improvement.</p> <p>Date _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS*</p> <p>*Use additional pages, if needed</p>
<p>REVIEW 6 Target Date: March Purpose: IMPLEMENTATION - Provide documentation/evidence of improvement.</p> <p>Date _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS*</p> <p>*Use additional pages, if needed</p>	<p>REVIEW 7 Target Date: April - May Purpose: REFLECTIONS/PROJECTIONS – Evaluate each goal, strategy, and action for continuation, revision, or removal.</p> <p>Date _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS*</p> <p>*Use additional pages, if needed</p>	<p>Use information from Reviews to Evaluate the plan and to update the plan for the coming year.</p>

System:

School:

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