SECTION IV. - LEA/DISTRICT YEAR THREE TOTAL BUDGET & SUPPORTING DATA

This is the total of Year Three Implementation and Administration budgets for all building and district activities.

YEAR THREE 2012-13 SIG FUNDS	6100 Certificated Salaries	6150 Noncertificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials & Supplies	6500 Capital Outlay	6600 Other	TOTAL
1100 Instruction *1003(g) SIG*	63,600.00	-	22,622.00	12,910.00	26,542.00	40,000.00		165,674.00
1200 Supplemental Instruction (Title I) *1003(g) SIG*	-	-	-	-	-	-		-
2100 Non Instructional Support Services *1003(g) SIG*	30,600.00	40,800.00	33,943.00	-	-	-		105,343.00
2200 Professional Development *1003(g) SIG*	7,500.00	-	725.00	-	-	-		8,225.00
2600 Planning and Evaluation *1003(g) SIG*	-	-	-	-	-	-		-
3000 Community Services *1003(g) SIG*	-	25,507.00	14,510.00	-	-	-		40,017.00
Program Costs Subtotal *1003(g) SIG*	101,700.00	66,307.00	71,800.00	12,910.00	26,542.00	40,000.00		319,259.00
Indirect Costs								
Administrative Costs *1003(g) SIG*	45,986.00	4,173.00	17,685.00	1,545.00	364.00	-		69,753.00
ADMINISTRATIVE COSTS SUBTOTAL *1003(g) SIG*	45,986.00	4,173.00	17,685.00	1,545.00	364.00	-		69,753.00
GRAND TOTAL *1003(g) SIG*	147,686.00	70,480.00	89,485.00	14,455.00	26,906.00	40,000.00		389,012.00

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SECTION IV. – LEA/DISTRICT YEAR THREE TOTAL BUDGET & SUPPORTING DATA (continued)

SUPPORTING DATA	FTEs					
	Teachers (60)	Paras (80)	Ancillary Personnel (90)	Guidance Personnel (50)	Other Pupil Services (70)	General Supervisor (30)
Supplemental Instruction	1					
Preschool						
Class Size Reduction						
Neglected/Delinquent Institution Supplemental Instruction						
Instructional Coach	1					
Reading Recovery Teacher Leader						
School/Home Coordinator			2			
Language Translator						
Guidance Counselor						
Transition Case Manager						
Turnaround Officer						.667

SECTION V. - SCHOOLS TO BE SERVED

The LEA/district must include the following information with respect to the schools it will serve with a School Improvement Grant. The LEA/district must identify each Tier I, Tier II, and Tier III school the LEA/district commits to serve and identify the model that the LEA/district will use in each Tier I and Tier II school.

SCHOOLNAME	NCES ID #	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY) TU	RE	CL	TR
Hamilton Elementary	292928001937	X			X			

Notes:

1. TU - TURNAROUND, RE - RESTART, CL - CLOSURE, TR - TRANSFORMATION
2. The LEA/district that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of those schools.
3. The Department will provide each LEA/district with a list of the schools that are eligible to be served in Tiers I, II, and III. The LEA/district will indicate in the application which schools it intends to serve and which intervention it intends to implement in the selected Tier I and Tier II schools.

NEW PAGE

SECTION VI.A. - LEA/DISTRICT/BUILDING YEAR THREE STRATEGIES AND ACTIVITIES TEMPLATE *(COPY AS NEEDED)*	
List the strategies from the LEA/District implementation plan and school plans that support the selected interventions and improvement activities at the LEA/District level and for each school to be served. Relate the strategies and activities from the plans to the budget codes from the budget template and complete a budget for the LEA/District and each school the LEA/District has committed to serve. Include references to the Goals, Objectives, Strategies, and Action Steps that direct the implementation of the intervention and improvement activities.	
LEA/DISTRICT/BUILDING NAME ST. LOUIS PUBLIC SCHOOL DISTRICT/HAMILTON	COUNTY-DISTRICT - BUILDING CODE 115-115-478

Budget Codes	Related Strategies and Activities
1100 Instruction	
1100 Instruction *1003(g) SIG*	**Instructional Support Coordinator (1FTE) will work with small groups with research based interventions (Goal 1: Objective 1.2); Increase the use of data. Purchase AIMSweb for each student. Mobile Computer Lab/Supplies (Goal 1: Objective 1.3: Strategy 2)**
1200 Supplemental Instruction (Title I)	**Guided Reading Library will be purchased to facilitate guided reading as an intervention (Goal 1: Objective 1.2: Strategy 5); Academic Instructional Coach to provide instructional support to teachers and support students in small group settings (Goal 1: Objective 1.2: Strategy 5)**
1200 Supplemental Instruction (Title I) *1003(g) SIG*	
2100 Non Instructional Support Services	
2100 Non Instructional Support Services *1003(g) SIG*	**Social Worker (1FTE) will work with students and parents to increase attendance. (Goal 1: Objective 1.1); Behavior Support (1FTE) will decrease discipline incidents. (Goal 4: Objective 4.3)**
2200 Professional Development	
2200 Professional Development *1003(g) SIG*	**Guided Reading, AIMSweb and data collection (Goal 1: Objective 1.3: Indicator 1.2; Objective 1.5)**
2600 Planning and Evaluation	
2600 Planning and Evaluation *1003(g) SIG*	
3000 Community Services	
3000 Community Services *1003(g) SIG*	**Family Educator (1FTE) will work with parental involvement. (Goal 4: Objective 4.1)**
Administrative Costs	
Administrative Costs *1003(g) SIG*	**Goal 1, 2, 3, 4/ Objective 1/ Strategy 1: Office of Innovation staff to support schools and monitor progress and accountability.**

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Hamilton (4780)

SECTION IV.B. - LEA/DISTRICT YEAR THREE IMPLEMENTATION BUDGET TEMPLATE

Use this template to enter required school and LEA/District budget totals to be submitted with the LEA/District SIG Application. Complete a budget for the LEA/District and each school for year three of the three year grant period.

LEA/DISTRICT/BUILDING NAME: HAMILTON (478) | **COUNTY-DISTRICT-BUILDING CODE: 115-115-478**

Year Three 2012-13	**6100** Certificated Salaries	**6150** Noncertificated Salaries	**6200** Employee Benefits	**6300** Purchased Services	**6400** Materials/Supplies	**6500** Capital Outlay	**6600** Other	**TOTAL**
1100 Instruction	-	-	-	-	-	-		-
1100 Instruction *1003 (g) SIG*	63,600.00	-	22,623.00	12,910.00	26,542.00	40,000.00		165,675.00
1200 Supplemental Instruction (Title I)	171,719.00	42,232.00	93,419.00					307,370.00
1200 Supplemental Instruction (Title I) *1003 (g) SIG*								
2100 Support Services - Pupils	-	-	-	-	-	-		-
2100 Support Services - Pupils *1003 (g) SIG*	30,600.00	40,800.00	33,943.00	-	-	-		105,343.00
2200 Professional Development	-	-	-	-	-	-		-
2200 Professional Development *1003 (g) SIG*	7,500.00	-	724.00	-	-	-		8,224.00
2600 Planning and Evaluation	-	-	-	-	-	-		-
2600 Planning and Evaluation *1003 (g) SIG*	-	-	-	-	-	-		-
3000 Parent Involvement	-	-	-	-	-	-		-
3000 Parent Involvement *1003 (g) SIG*	-	25,507.00	14,510.00	-	-	-		40,017.00
Administrative Costs	-	-	-	-	-	-		-
Administrative Costs *1003 (g) SIG*	45,986.00	4,173.00	17,685.00	1,545.00	364.00	-		69,753.00
Program Costs Subtotal (Not including *1003 (g) SIG*)	171,719.00	42,232.00	93,419.00	-	-	-		307,370.00
***1003 (g) SIG* Subtotal**	147,686.00	70,480.00	89,485.00	14,455.00	26,906.00	40,000.00		389,012.00
Grand Total	319,405.00	112,712.00	182,904.00	14,455.00	26,906.00	40,000.00		696,382.00

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SECTION VI.C. - LEA/DISTRICT/BUILDING YEAR THREE BUDGET ITEMIZATION *(COPY AS NEEDED)*	
BUILDING NAME HAMILTON (478)	BUILDING CODE 478

BUDGET ITEMIZATION	GRANT FUNDS REQUESTED
6100: Certificated Salaries	
1 – FTE Social Work Specialist	30,600
1 – FTE Instructional Support Coordinator	56,100
Teacher Extra Service Pay for Extended Day Instruction 185 hours @ $25.52	7,500
Non-Cert Extra Service Pay for Extended Day Instruction 185 hours @ $15.00	
Teacher Extra Service Pay for Professional Development	7,500
Curriculum 92.5 hours @ $25.52	
Staff Development 92.5 hours @ $25.52	
Non-Cert Extra Service Pay for Professional Development	
Curriculum 92.5 hours @ $15.00	
Staff Development 92.5 hours @ $15.00	
.091 – 1 FTE Associate Superintendent of Innovation	11,591
.091 – 4 FTE Turnaround/Accountability Specialist	25,036
.091 – 1 FTE Director	7,603
.091 – .34 FTE Specialist	1,756
6100 Subtotal	**$147,686**
6150: Non-Certificated Salaries	
1 – FTE Family Educator	25,507
1 – FTE Positive Behavior Support Specialist	40,800
.091 – 1 FTE Administrative Assistant	4,173
6150 Subtotal	**$70,480**
6200: Employee Benefits *(optional categories)*	
FTE Blended Benefits Rate (41%)	71,800
Hourly Blended Benefits Rate (11%)	
Admin Benefits	17,685
6200 Subtotal	**$89,485**
6300: Purchased Services	
Instructional Consultants (SAMS)	12,910
Admin Professional Development	1,545
6300 Subtotal	**$14,455**
6400: Materials/Supplies	
Instructional materials and supplies (leveled library, student assessment portfolio materials)	11,542
Computers/Netbooks/iPads (Math & Communication Arts Classrooms)	15,000
8 Computers @ $909, 10 Netbooks @ $544, 2 iPads @ $829	
Admin Professional Development materials and supplies	364
6400 Subtotal	**$26,906**
6500: Capital Outlay	
Instructional Technology (Math & Communication Arts Classrooms)	40,000
8 Promethean Boards @ $5,000	
6500 Subtotal	**$40,000**
6100-6500 Subtotal	**$389,012**
Indirect Cost Optional (Restricted Rate: %Subtotal)	**$0**
TOTAL	**$389,012**

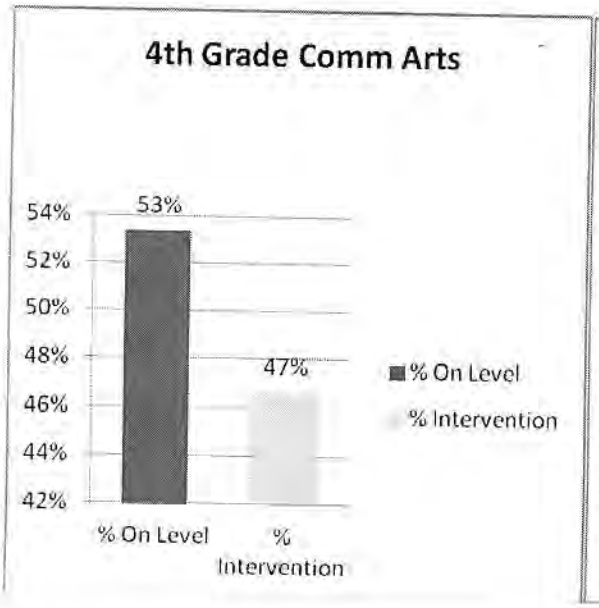
Section VII. Narrative

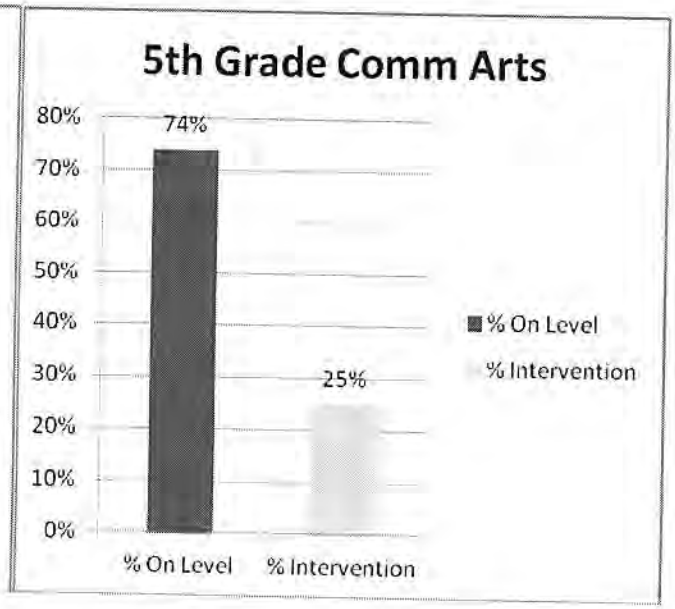
The focus of Hamilton Elementary's turnaround plan was to improve student achievement, incorporate data driven instructional practices, increase attendance, decrease discipline incidents, incorporate differentiated instruction and provide professional development for all staff. The Hamilton Elementary Leadership Team conducted a needs analysis using Acuity data, Pearson Baseline assessments, DRA data, discipline data, and student/parent surveys in an effort to implement a turnaround plan. Students showed gains in year one and year two in reading and math. Data teams were introduced to staff and will be fully implemented in year three. Professional development in RTI, Positive Behavior Intervention Support, Differentiated Instruction, Guided reading, Data teams, Teacher Math, Reading/ Writing Across the Curriculum, and Technology in classrooms.

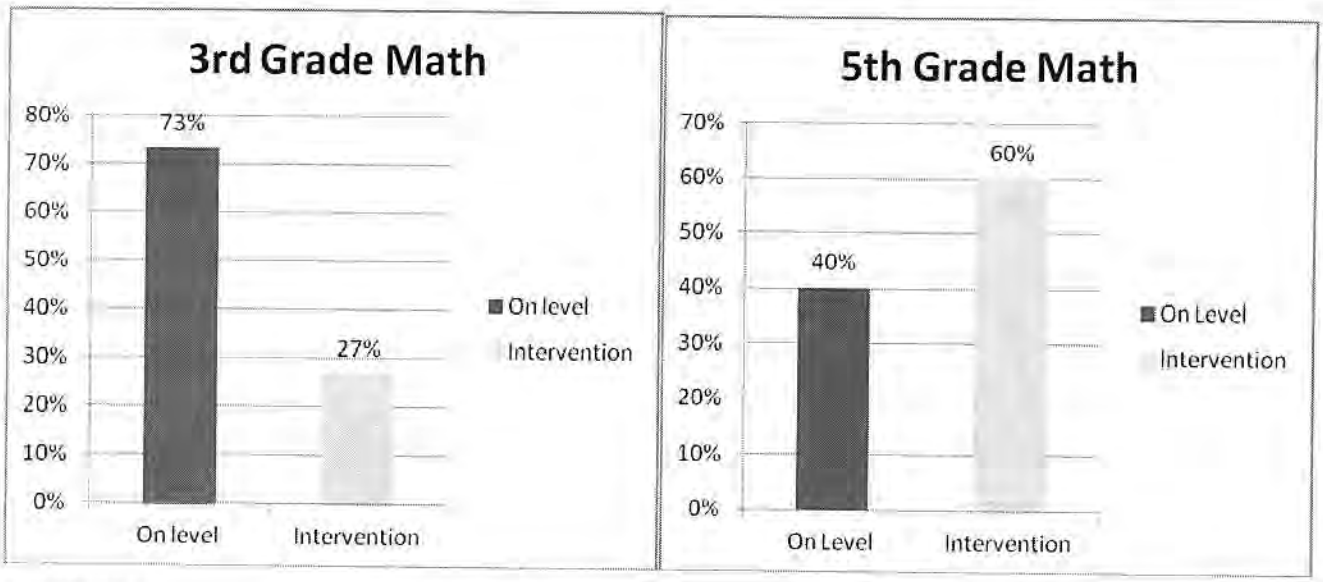
SECTION VII.A Discussion Of Year Two

Academics:

Teachers were afforded professional development opportunities in: Rigor and Relevance, Small Group Instruction, Student Engagement, Learning Targets, Guided Reading, Data Teams, RtI and Instructional Strategies to Support all Learners. As a result of the professional development opportunities the administrative team observed an increase in small group instruction, guided reading, student engagement and center activities. These increases led to gains in student achievement in reading and math.







Attendance

Hamilton's attendance rate increased in year two. Our baseline data indicated that our attendance for the 2009-2010 academic year for Kindergarten to Fifth grade was 89.87%. We experienced a two percent increase 91.12% during the 2010-2011 academic year. During year two, 2011-2012, there was also a two percent increased and Hamilton ended with a 93.3% attendance rate for Kindergarten to Fifth grade. Throughout the year, our SIG Social Worker and Family Educator worked diligently with families to provide support: transportation, uniforms, alternative housing options, phone calls, home visits and more. Our Family Educator communicated with families, provided support and afforded parents and guardians with opportunities to collaborate and participate in the decision making processes for the school through parent meetings. During the 2011-2012 academic year Hamilton increased parent participation by approximately 30% through programs, parent meetings, school/home activities, field trips and more.

Discipline

Although discipline data was corrupt for the 2010-2011 academic year, the implementation of Positive Behavior Support (PBS) resulted in a more positive environment for the school climate and culture. The positive change in climate and culture contributed to a decrease of discipline incidents and led to a transition away from traditional in-school/out of school suspensions. The Positive Behavior Intervention Specialist (PBIS) created a school wide matrix that focused on better choices for students which was implemented on an administrative, classroom, and school-wide basis. The PBIS also secured 17 new partnerships for extrinsic/intrinsic incentives, monetary donations, and human capital volunteer hours. Our desire was to increase instructional time for all students by decreasing time spent outside of the classroom due to negative behaviors. PBIS models the example behaviors and teaches lessons based on the schools expectations daily. This has

been accomplished through the implementation of PBS by the PBIS position. As a result of the successful implementation of PBS, the need for In-School Suspension has been abated.

Summary of Progress

Challenges 2011-2012

Although we saw gains in academic achievement on assessments we still face certain challenges. These include: need for highly qualified and consistent staff, student mobility, and students in transition.

Inconsistent Staff

At the start of the 2011-2012 academic year, Hamilton had 12 core classroom with two teachers at each level, Kindergarten to Fifth grade and 2 additional classes were self contained /resource classrooms. Of the core classrooms, 5 classes had substitute assignments. Over the course of the academic year we had a total of 20+ teacher placements throughout the building. This resulted in an inconsistent academic flow which affected most of the student population. As a result of low numbers in grades Three to Five, a number of the classes were combined. In grade 3 there were 36 students with a regular classroom teacher and a teacher's assistant, in grade 4 there were 34 students with a regular classroom teacher and a teacher's assistant, and in grade 5 there were 30 students with only a regular classroom teacher. With high numbers, overcrowded classrooms and very diverse learners, it was difficult to create an environment that was instructionally conducive on a consistent basis.

Student Mobility

Hamilton has an enrollment of 290 students. Twenty percent of Hamilton's student population is in transition. Of the 290 students 48.8% percent are students that have remained from the previous year. Students enroll or withdraw from Hamilton continuously from August through May. Hamilton's assessment data shows that students who remained enrolled from one academic year to another have shown academic progress in the areas on Mathematics and Communication Arts. In many cases it is our new enrollees who adversely affect our school data.

Goal 1. Student Performance: Develop and enhance quality educational/instructional programs to improve performance and enable students and schools to achieve their goals and their academic targets.				
Objective 1.1: Implement an attendance monitoring system to increase school attendance to 94% by the end of year three.				
Indicator 1.1A: In year three develop a program to support 50% of families in need and increase the number of families supported by 10% each year after.				
Action	**Person Responsible**	**Resources**	**Indicators of Success**	**Progress 2012**
Identify student roster	Principal, Secretary	SIG Year 1 & 2	August 2012 Daily review Weekly Update	Increase student attendance.
Provide teachers with guidelines of attendance monitoring	Principal, Secretary Counselor, Nurse, and Social Worker	PD for training on attendance data	Improved test scores and daily student participation	August 2012
Objective 1.2 The percentage of students scoring proficient or advanced for both Communication Arts and Math in grades 3-5 will increase by 10 percent at the end of the first year and continue to improve by at least 10% each additional year.				
Provide professional development on analyzing student data and putting data into action	Principal, Teaching and Learning Facilitator (TLF) and Instructional Support Coordinator (ISC)	PD training costs	Increased student test scores as measured by Acuity, Baseline Assessment, AIMSweb, Data Teams process	Continue with Acuity, Terra Nova, Data Teams Basaeline Assessment
Provide professional development on Guided Reading to begin August 20, 2011 and continue to June 2013	Principal, TLF and ISC	Consultant costs	Children will increase by one grade level in reading as shown on AIMSWEB by June 2013	All students move at least one grade level
Provide Professional Development on Response to Intervention (RtI) to begin August 3, 2011 and continue to June 2013	Principal, TLF, ISC	Consultant Costs, Intervention Programs	Data will be used to create groups and deliver scientifically based intervention programs	Teachers will receive continued development on RtI
Objective 1.2: Increase the use of data as instructional tool over the three year period.				
Indicator 1.2A: Provide support for grade level, subject area and vertical team meetings that concentrate of the use of data as a tool for teachers for all three years.				
Schedule grade level and vertical team meetings into classroom teacher schedule by August 16, 2011 and continue to June 2013	Principal, TLF	Related consultant costs	Completed schedules implemented by September 1, 2011 continued through June 2013	Grade Level Meetings took place every Wednesday beginning September
Create teacher schedules that allow all grade levels teach Communication Arts at the same time by August 16, 2011 continue to June 2013	Principal, TLF and ISC	Consulting fees	Completed Schedules implemented by August, 2012	Completed
Implement research based Communication Arts and Math assessment	Principal, TLF, ISC	Consulting Fees, Training, Cost per child	Students will increase one grade level in reading by June 2013	Will begin August 2012
Provide professional development on data collection beginning September 1, 2011 continue to June 2012	TLF, District, Principal, ISC	Related consultant costs	Data will be displayed in secure data room and students will create personal portfolios to set goals from data by October 1, 2011 continue to June 2012	Data was displayed and each student was aware of strengths and weaknesses.

Indicator 1.2B: Develop data walls in year one.				
Provide external professional development for data walls	External consultants, Principal	Costs of consultants	Completed data walls by September 15, 2012	Data walls are up and have been since September
Monitor and review using Research Based Testing September 1, 2012	Principal, Leadership Teams	Cost of Testing Materials	Children will increase one grade level in reading by June 2013	Will implement August, 2012
Indicator 1.4B: Develop a master calendar at the beginning of the year to assist with the need for good coordination of professional development time. This is done each year.				
Complete a master schedule prior to opening of school year and minimize additional items except when absolutely necessary August 16, 2012	Principal; Leadership Team; Staff	Materials and resources	Completed schedule by August 16, 2012	Completed August 22, 2012
Objective 1.5: Increase attendance for students and staff over three year period to exceed the level of AYP guidelines.				
Indicator 1.5A: Develop an action plan of rewards and motivation for increasing attendance. Principal, leadership team, staff, minimal cost for prizes, increased student and teacher attendance.				
Movie / Popcorn Party given to class with highest percentage of average weekly attendance	Principal, Leadership team	Related costs of purchasing prizes	Improved attendance to increase to 93% as shown in PULSE	91% ADA
Set attendance goals for all staff and students	Principal, Leadership team	No costs	Improved attendance by 93% as shown in SIS	88% ADA
Provide PBIS system in which children receive recognition and photos posted for attendance goals beginning August 20, 2012	Principal	Copying Costs, Materials	Increased average daily attendance to 93% as shown in PULSE by June 2012	91% ADA
Create a special perfect attendance banner to be displayed outside each room by September 2012	Principal	Costs of materials	Increased average daily attendance to 94% as shown in PULSE by June 2013	91% ADA
Goal 4: Parent and Community Involvement Promote, facilitate and enhance parent, student, and community involvement in LEA/District educational programs.				
Objective 4.1 Increase parent involvement as an ongoing priority.				
Indicator 4.1A: Provide after school and evening opportunities for parent to use the building for a variety of appropriate purposes beginning the first year and continuing.				
Hire a full time Family Educator to show families from other countries the role of parents in the educational system in the US by October1, 2012	Principal , District	1 Full Time Equivalent (FTE)	Last Parent Meeting was 15% Parental involvement will increase to 50% by June 2013	Parent Involvement has increased over the 2011-2012 school year
Indicator 4.1B: Develop a parent handbook as a tool for parents during year one.				
Review current handbook and make necessary changes or review comparable handbooks and complete one for the school by August 20, 2012	Principal , Leadership Team	Printing and materials	Completed book to be given to all families by August 20, 2012	Completed August 2011
Objective 4.2A: Increase meaningful community partnerships within the school.				
Indicator 4.2A: Identify potential community partnerships.				
Continue partnerships with Friends of Hamilton, Rainbow Council, Oasis, Union Communion Christian Church, Skinker /Debaliviere Neighborhood Garden Association	Principal; Leadership Team	No Costs	Work Together to integrate services within the school while keeping instructional time sacred by June 2013	Continued

SECTION VII.B. Timeline

The Superintendent of St. Louis Public Schools has approved the following outline for the district's implementation of this school's plan.

District Action Steps:

1. Identify which schools to place in which of the four intervention models
   a. The Superintendent, Chief Academic Officer, Chief Human Resource, Deputy Superintendent of Accountability, Associate Superintendent of Elementary Schools and Associate Superintendent of Secondary Schools review schools in Tiers I and II
   b. Review the schools' trend data, personnel data, principal evaluations and principal tenor
   c. Review the schools that had declined the most over consecutive years
   d. Place new principals in schools identified for the Turnaround Model
   e. Place new principals in schools identified for the Transformation Model
   f. Collaborate with principals to develop a new instructional leadership team and staff based on the needs analysis of the school

   Date: April 2012 – June 2013

2. Identify development and implementation service providers to assist with the application
   a. Hire Turnaround Specialist to bring together district administrators, service providers and stakeholders for the development and writing of the SIG application

   Date: June 2012 – August 2013

3. Develop an Office of Innovation at the district to assist funded SIG schools
   a. Hire Associate Superintendent for the Office of Innovation
   b. Hire Turnaround/Transformation/Accountability Specialists to assist SIG funded schools
      i. Develop process to manage and monitor each schools through:
         1. Project management dashboard with benchmarks and timelines for accountability
         2. Development of Critical Friends Groups across the Turnaround and Transformation Schools
         3. Create a Response to Intervention Model within the Critical Friends Process to identify what is working in order to scale to other schools and rectify what is not working to diagnose and find solutions

      Date: June 2010 – August 2010, Quarterly

4. Provide professional development to instructional and support staff as needed according to ongoing assessments and requests of staff, Office of Innovation and stakeholders

   Date: June 2010 – On going through out funding period, at least quarterly Effective interventions are supported by school staff, including administrators; based in theory and are developmentally appropriate; designed to impact the factors that are thought to lead to the gap; integrated with other interventions; supported with sufficient time & energy to address the gap; implemented by people who have had sufficient training; implemented with fidelity; and monitored to ensure that individual student outcome improves.

Instructional Plan for Scale and Sustainability:

1. All students will have reading and math entry level scores to determine flexible grouping for differentiation of content based on ability and learning styles.

2. All teachers will focus instruction on the Missouri process and content standards.
   a. Teachers are expected to infuse common process standards into every classroom, everyday

b. At any time, staff should be able to query students regarding the process standards

3. All teachers will use agreed upon research-based strategies from Marzano's Handbook for Classroom Instruction That Works. School level sets were given to schools during the 2008-2009 school year.

4. Teachers will....

   a. Select the four (4) Marzano strategies that align best with the curriculum and have the greatest lever for change

   b. Develop lessons using the identified strategy for the first quarter

   c. Practice the strategy within the PLC/Grade level meeting

   d. Teach the strategy

   e. Observe other colleagues using the strategy and provide feedback

   f. Analyze student work on the strategy

   g. Reflect and revise the implementation of the strategy

   h. Provide opportunities for extra support for students who have not mastered the strategy

   i. Add the next strategy

   j. Continue the cycle

LEA/District Implementation Timeline

Teachers and School Leader Effectiveness		
Strategy and/or Activity	**Time Frame**	**Action**
Replace the principal	2011	Implemented in June 2010 and completed in July 2010
	2012	Implemented in June 2011 and completed in July 2011
	2013	No further action necessary
Implement strategies for recruiting, hiring, and retaining high-quality staff	2011	Implemented in 2009. Measured semi-annually based on activities and quantity and quality of candidates. Fully implemented by 2012
	2012	Ongoing with semi-annual planning and evaluation
	2013	Ongoing with semi-annual planning and evaluation
Use rigorous, transparent, and equitable evaluation systems	2011	Implementation will begin immediately. The period of evaluation is 90 days
	2012	Ongoing with quarterly evaluations conducted
	2013	Ongoing with quarterly evaluation conducted
Identify and reward effective staff and remove ineffective staff	2011	Implementation will begin immediately
	2012	Staff monitoring will be ongoing. Evaluations will be conducted throughout each school year. Recommendations will be made yearly
	2013	Staff monitoring will be ongoing. Evaluations will be conducted throughout each school year. Recommendations will be made yearly
Provide ongoing, high quality, job-embedded professional development	2011	Implementation scheduled for August 2010. Evaluations will be conducted after each session. Collective review and evaluation to be conducted quarterly
	2012	Implementation began June
	2013	Ongoing with quarterly evaluation
Comprehensive Instructional Reform		
Strategy and/or Activity	**Time Frame**	**Action**
Implement a research-based, data-informed instructional program aligned to standards	2011	Implementation from June 2010 to August 2010. Evaluation will be conducted semi annually
	2012	Teachers will meet in weekly to discuss student data.
	2013	Ongoing with semi-annual evaluation
Promote the continuous use of student data	2011	Implementation began in July 2010 Continued usage throughout the future
	2012	Ongoing with quarterly planning and re-evaluation
	2013	Ongoing with quarterly planning and re-evaluation
Increased Learning Time and Community-Oriented Schools		
Strategy and/or Activity	**Time Frame**	**Action**
Establish schedules and strategies that provide increased learning time	2011	Implementation to begin in September 2010
	2012	Implement to begin 2010
	2013	Ongoing based on student needs
Provide ongoing mechanisms for family and community engagement	2011	Implementation began August 2010. Continued practice throughout the year. Progress will be monitored and measured quarterly
	2012	Ongoing based on input from stakeholders and current student needs
	2013	Ongoing based on input from stakeholders and current student needs
Operational Flexibility and Sustained Support		
Strategy and/or Activity	**Time Frame**	**Action**
Provide operational flexibility	2011	Implementation will begin immediately. Progress will be monitored and measured weekly. Activities will be ongoing
	2012	Ongoing with quarterly evaluation
	2013	Ongoing with quarterly evaluation
Provide ongoing, intensive technical assistance	2011	Implementation will begin immediately. Progress will be initially monitored and measured weekly. Activities will be ongoing
	2012	Ongoing with quarterly planning and evaluation
	2013	Ongoing with quarterly planning and evaluation

Hamilton 2011-2013 Timeline

Goal	Action	Persons Responsible	Timeline	Progress Toward Goal
Continue to Implement RTI beginning August 15, 2012	Benchmark and progress monitor all students as a universal screening	ALL	August 30, 2012	AIMSweb is functional and probes have been prepared
	Identify learner needs by data in teams	Teams/ Principal	September 15, 2012	After Universal Screening, we will be able to identify learner needs
	Revisit data weekly and regroup students based on progress	All	By September 15, 2011	TBA
	Students will track their data and keep portfolios	Student and Teacher	Begin September 15, 2012	Students will have portfolios that they can use to track their progress
	Principal will train teachers at opening PD Day	Principal	August 2012	Articles will be provided for staff
Implement Guided Reading Leveled Library by September 1, 2012	A Teacher Resource room full of sets of guided reading books at all levels will available for teacher use.	Committee Principal	August, 2012	Room has been organized with check out systems in place
	Guided Reading will be modeled in all classrooms	Principal	By September 15, 2012	TBA
	Rubrics will be given to teachers and training will take place on use of rubrics as well as modeling.	Principal/ Committee	Begin August / Continuous	Copies have been made to share with staff at opening day
	Walk Through will be conducted daily in every classroom	Principal	Begin August / Continuous	TBA
Monitor Student Achievement	Set Targets with children and conference with them.	Principal / Teachers	Begin September/ Continuous	TBA
	Power GLEs and BBCs will be displayed in every room	Teachers	August, 2012	TBA
	Host open house	ALL	August 2012	Date set and communicated to parents via parent final newsletter
Increase Parent Involvement	Host Literacy Night	Principal / PCS	Begin August / Continuous	Literacy Nights have been identified and added to calendar
Implement PBIS	Identify expectations for every area in the building	Students; Staff	July 2013	PBIS has been written into the student/parent handbook
Implement Differentiated Instruction	Provide PD on differentiated instruction	Principal / TLF	August 2012	TBA
Implement Literature Circles	Provide PD / Model in classrooms	Principal / TLF	August 2012	TBA

SECTION VII.C. – DISCUSSION OF SCHOOL YEAR 2011-2012

Next year, during the 2012-2013, we would like to implement AIMSweb. The staff will be trained on AIMSweb in July 2012. The Instructional Support Specialist will serve as the key contact person for data interpretation and application. AIMSweb Calculation probes, Math Application and Concepts probes will provide beginning benchmark data for students at Hamilton Elementary School. This data will be used to identify and group students who are in need of Communication Arts and Mathematics interventions. Data teams will be created to analyze and review data bi-weekly to make recommendations for student interventions.

We expect continued success in the 2012-2013 school year. The Office of Innovation will continue to provide support and guidance.

We have identified a need for additional instruction in mathematics. A math lab has been created as an additional resource, to cater to small groups and strengthen the math skills of students in tier two and tier three.

The Instructional Support Specialist and staff will facilitate the Communication Arts and Mathematics intervention period using RTI, research based and data driven interventions. The intervention team will work with students identified in tiers two and three.

We will have article and book studies for all staff members on successful reading intervention and proven instructional strategies. These articles and books will be selected by the Leadership Team with suggestions from staff as well as MOSIG team members. Teachers will meet weekly to discuss the assigned reading and implement some of the suggestions, strategies, and ideas ascertained from the materials.

We will purchase additional laptop computers. The computers will serve as a mobile computer lab and will give students access to the AIMSweb program, web resources and other intervention programs.

Section VII.D. Staff Changes

In an attempt to build sustainability as we approach the 2012-2013 school year, the conclusion of the third and final year of SIG implementation, Hamilton will have some staffing changes. Three teachers (ECSE –Glenda Easterday, SPED Cross Cat—John Aderegg, and 1st Grade- Marquita Robinson) have been released, and a fourth teacher (Kindergarten-Joy Whitaker-Williams) has retired. We are eliminating the Intervention Specialist Position (Joshua Clark). All positions needed to start the 2012-2013 academic year have been filled with the exception of the ECSE position and all necessary documents have been forwarded to Human Resources. We are also considering teacher placement for the 2012-2013 academic year, some teachers will shift to different grade levels. The PBIS (Linnel Rucker), SIG Social Worker (Ashley Hawkins), Instructional Support Coordinator (Melba Goliday) and Family Education (Carla Bonds) will return to Hamilton for the 2012-2013 academic year. There are no other staff changes to mention at this time.