Seminole County Public Schools

The mission of the Seminole County Public Schools is to ensure that all students acquire the knowledge, skills, and attitudes necessary to be successful in adult life.

Hamilton Elementary School

School Improvement Plan 2012-2013

TABLE OF CONTENTS

TABLE OF CONTENTS continued

EVALUATION OF SCHOOL IMPROVEMENT PLAN
2011-2012

Reading Goals (accountability group)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Level 3+		61.7%	5%	66%	38.5%	N
High standards Level 4+		29.75%	5%	34%	16.0%	N
Proficiency Level 3+ in AYP subgroups						
	White	80.9%	5%	85%	61.8%	N
	Black	51.7%	5%	56%	33.1%	N
	Hispanic	56.5%	5%	61%	32.3%	N
	ELL	58%	5%	63%	27.8%	N
	SWD	83.3%	5%	88%	18.5%	N
	ED	59.4%	5%	64%	35.2%	N
Learning Gains		52.9	5%	57%	55.3%	N
Lowest 25% making Learning Gains		48.9%	5%	53%	69.2%	Y
Learning Gains Levels 4/5		47.6%	5%	52%	71.4%	Y
Learning Gains in AYP subgroups						
	White	59%	5%	64%	64.5%	Y
	Black	48.1%	5%	53%	50.0%	N
	Hispanic	66.7%	5%	71%	62.5%	N
	ELL	33.3%	5%	38%	57.1%	Y
	SWD	36.4%	5%	41%	62.5%	Y
	ED	51.5%	5%	56%	54.4%	N

Math Goals (accountability group)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Level 3+		60.9%	5%	65%	44.4%	N
High standards Level 4+		23.8%	5%	28%	21.0%	N
Proficiency Level 3+ in AYP subgroups						
	White	73.5%	5%	79%	61.8%	N
	Black	54.4%	5%	59%	39.4%	N
	Hispanic	60.9%	5%	65%	41.9%	N
	ELL	50%	5%	55%	38.9%	N
	SWD	50%	5%	55%	25.9%	N
	ED	59.8%	5%	64%	41.1%	N
Learning Gains		49.2%	5%	54%	62.9%	Y

		Current	% +/-	Expected	Actual	Met (Y,N,P)
Lowest 25% making Learning Gains		45.5%	5%	50%	65.9%	Y
Learning Gains Levels 4/5		21.7%	5%	26%	96.4%	Y
Learning Gains in AYP subgroups						
	White	54.4%	5%	59%	71.0%	Y
	Black	45.5%	5%	50%	59.6%	Y
	Hispanic	50%	5%	55%	68.8%	Y
	ELL	50%	5%	55%	57.1%	Y
	SWD	40.9%	5%	45%	56.3%	Y
	ED	51.5%	5%	56%	61.2%	Y

Writing Goals (accountability group)		**Current**	**% +/-**	**Expected**	**Actual**	**Met (Y,N,P)**
Proficiency Score		68.8%	5%	73%	79.5%	Y
High standards Score 6.0		1.1%	5%	6%	0.0%	N
Proficiency Score in AYP subgroups						
	White	77.3%	5%	82%	84.6%	Y
	Black	64.3%	5%	69%	81.3%	Y
	Hispanic	72.7%	5%	79%	85.7%	Y
	ELL	100%	0%	100%	66.7%	N
	SWD	50%	5%	55%	62.5%	Y
	ED	51.5%	5%	56%	77.6%	Y
High standards Score 6.0 in AYP subgroups						
	White	4.5%	5%	9%	0.0%	N
	Black	0%	5%	5%	0.0%	N
	Hispanic	0%	5%	5%	0.0%	N
	ELL	0%	5%	5%	0.0%	N
	SWD	0%	5%	5%	0.0%	N
	ED	1.2%	5%	6%	0.0%	N

Science Goals (ES and MS accountability groups)		**Current**	**% +/-**	**Expected**	**Actual**	**Met (Y,N,P)**
Proficiency Level 3+		46.3%	5%	51%	37.0%	N
High standards Level 4+		14.65	5%	19%	9.8%	N
Proficiency Level 3+in AYP subgroups						
	White	65.5%	5%	70%	72.2%	Y
	Black	28.9%	5%	33%	30.5%	N
	Hispanic	66%	5%	71%	25.0%	N
	ELL	NA	NA	NA	20.0%	NA
	SWD	0%	5%	5%	33.3%	Y
	ED	10.1%	5%	15%	32.9%	Y
High standards Level 4+ in AYP subgroups						

	White	34.5%	5%	39%	27.8%	N
	Black	2.2%	5%	7.2%	5.1%	N
	Hispanic	0%	5%	5%	8.3%	Y
	ELL	NA	NA	NA	0.0%	NA
	SWD	0%	5%	5%	11.1%	Y
	ED	10.1%	5%	15%	7.1%	N

Advanced Coursework Goals	Current	% +/-	Expected	Actual	Met (Y,N,P)
Participation in advanced coursework	53%	5%	58%	100.0%	Y
Performance in advanced coursework	72%	5%	77%	100.0%	Y

Discipline Goals	Current	% +/-	Expected	Actual	Met (Y,N,P)
Discipline Referrals (Duplicated) – Black	123.54%	-3.54%	120.00%	128.82%	N
Out-of-School Suspensions (Unduplicated) - Black	9.47%	-1.47%	8.00%	7.71%	Y

Graduation/On-Time Promotion/At-Risk Graduation Goals	Current	% +/-	Expected	Actual	Met (Y,N,P)
Students graduating or advancing with age-level peers	89%	5%	94%	94.8%	Y
At-Risk students graduating or advancing with age-level peers	88%	5%	93%	94.8%	N

Extracurricular Activities Goal(s)	Current	% +/-	Expected	Actual	Met (Y,N,P)
Reduce disparity in representation of AYP subgroups	90%	5%	95%	85%	N
Activity and subgroup:	90%	5%	95%	87%	N

School Defined Goal(s)	Current	% +/-	Expected	Actual	Met (Y,N,P)
Parent participation at school functions	10%	5%	15%	21%	Y

Goal Summary
Number of Goals Met: **29**
Number Not Met: **39**
Number Partially Met: **0**

Reading Goal #1: To increase the percent of accountability group students achieving proficiency (Level 3+) on the 2013 FCAT 2.0 Reading
Reading Goal #2: To increase the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) achieving proficiency (Level 3+) on the
2013 FCAT 2.0 Reading
Reading Goal #3: To increase the percent of accountability group students achieving high standards (Level 4+) on the 2013 FCAT 2.0 Reading
Reading Goal #4: To increase the percent of accountability group students making Learning Gains on the 2013 FCAT 2.0 Reading
Reading Goal #5: To increase the percent of accountability group students in Lowest 25% making Learning Gains on the 2013 FCAT 2.0 Reading
Reading Goal #6: To increase the percent of accountability group students increasing a Level (Level 3 to 4, 4 to 5, 3 to 5) on the 2013 FCAT 2.0 Reading
Reading Goal #7: To increase the percent of accountability group students in Levels 4/5 making Learning Gains on the 2013 FCAT 2.0 Reading
Reading Goal #8: To increase the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) making Learning Gains on the
2013 FCAT 2.0 Reading

Reading Goals 1 thru 8		Current	# of #	% +/-	Expected
1. Proficiency Level 3.0+		38.5%	99 / 257	5%	43.5%
2. Proficiency Level 3.0+ in subgroups:					
	White	61.8%	34 / 55	5%	66.8%
	Black	33.1%	53 / 160	10%	43.1%
	Hispanic	32.3%	10 / 31	10%	42.3%
	ELL	27.8%	5 / 18	5%	32.8%
	SWD	18.5%	5 / 27	5%	23.5%
	ED	35.2%	83 / 236	5%	40.2%
3. High Standards Level 4.0+		16.0%	41 / 257	5%	21%
4. Learning Gains		55.3%	88 / 159	5%	60.3%
5. Lowest 25% Making Learning Gains		69.2%	27 / 39	5%	74.2%
6. Learning Gains Increase a Level (Level 3 to 4, 4 to 5, 3 to 5)		21.4%	6 / 159	5%	26.4%
7. Learning Gains Levels 4/5		71.4%	20 / 28	5%	76.4%
8. Learning Gains in subgroups:					
	White	64.5%	20 / 31	5%	69.5%
	Black	50.0%	52 / 104	10%	60%
	Hispanic	62.5%	10 / 16	5%	67.5%
	ELL	57.1%	4 / 7	5%	63.1%
	SWD	62.5%	10 / 16	5%	67.5%
	ED	54.4%	80 / 147	5%	59.4%

Action Plan

Strategy	Reading Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (DA, FCAT, EOC, etc.)	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
Review FCAT data with all teachers to set goals and plan for the year. (This will also been done with grade levels to create a common understanding of the scores and trends on campus).	1-7	Time and level of understanding of data trends	Coaches and Administration	Beginning, Mid, End	Attendance at Meetings, Discussion at PLC time, DA, FCAT	B, st, t, Title I
Development of common language K-5 in regards to the rigor and understanding of the complexity of the questions that are students have to understand on the FCAT.	1-7	Collaboration, Time, commitment	Coaches and Administration	Beginning, Mid	Yearly instructional plans, PLC Agendas, DA, FCAT	B, im, st, t, Title I
Development of SMART goal setting for grade level teams in regards to meeting mastery of identified standards.	1-7	Truancy, Lack of personnel,	Coaches, Teachers, and Administrators	Monthly, and after each common assessment	Cold Comps	B, im, st, tech, t
Development of PLC's twice a week to work on the curriculum, instruction, and assessment.	1-7	Time, Attendance,	Coaches, Administration, Teachers	Weekly attendance, Baseline, Mid, End	DA, FCAT	B, st, tech, or, Title I
Students will develop an understanding of their FCAT data and be able to track current assessments to help monitor their progress in regards to their individual goals.	1-7	Time, Personnel,	Teachers, Academic Advisor, Coaches	Monthly student tracking sheets	DA, Cold Comps, FCAT	B, st, tech, t
Teachers will be given time in summer to develop a Hamilton's Instructional Plan to reading, which utilizes grade level standards, item specs, resources, and SCPS instructional plans.	1-7	Funding, time available,	Administration, Coaches, Teachers	Attendance at Meeting, Progress Monitoring Assessments	DA, and Cold Comps, FCAT	B, st, t, im, Title I
Develop a system for Interventions that includes diagnostic tools that analyze deficit areas and put a plan in place for addressing those specific areas. Specialist working with most intensive students.	1-7	Lack of personnel	Administration, Coaches	Baseline, Mid, and End	Cold Comps, DA , FCAT	B, t, st, im, Title I
Scales will be developed to help scaffold the learning for teachers and students.	1-7	Time, Lack of Training	Administration, Coaches, Teachers	Every 12 Weeks	Scales, DA	B, t, st, im

Continue with Scholastic Reading Counts motivational reading program	1-7	Funding, Personnel	Administration, Coaches	Baseline, Mid, End	Monthly Rewards,	B, t, st, im, Title I
Use tutorial funds to hire teachers during the school day to provide support for students who need assistance	1-7	Funding, training	Administration	Baseline, Mid, End	DA, FCAT	B, t, st, im
Increase training on scaffolding grade level texts.	1-7	Funding	Administration	Baseline, Mid, End	DA, FCAT	B, tech, st, im Title I
Purchase guided reading materials to support small and differentiated instructional practices.	1-7	Funding	Administration, Coaches	Baseline, Mid	DA, Guided book room check out form	B, st, im, Title I

RESOURCES: Budget (b) Instructional Materials (im) Other Resources (or) Staffing (st) Student Support Service (sss) Technology (tech) Title I,II,III (TI, TII, TIII) Training (t)

*For the "C" schools only a mid-year data analysis will be submitted as an addendum.

Math Goal #1: To increase the percent of accountability group students achieving proficiency (Level 3+) on the 2013 FCAT 2.0 Math

Math Goal #2: To increase the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) achieving proficiency (Level 3+) on the 2013 FCAT 2.0 Math

Math Goal #3: To increase the percent of accountability group students achieving high standards (Level 4+) on the 2013 FCAT 2.0 Math

Math Goal #4: To increase the percent of accountability group students making Learning Gains on the 2013 FCAT 2.0 Math

Math Goal #5: To increase the percent of accountability group students in Lowest 25% making Learning Gains on the 2013 FCAT 2.0 Math

Math Goal #6: To increase the percent of accountability group students increasing a Level (Level 3 to 4, 4 to 5, 3 to 5) on the 2013 FCAT 2.0 Math

Math Goal #7: To increase the percent of accountability group students in Levels 4/5 making Learning Gains on the 2013 FCAT 2.0 Math

Math Goal #8: To increase the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) making Learning Gains on the 2013 FCAT 2.0 Math

Math Goals 1 thru 8		Current	# of #	% +/-	Expected
1. Proficiency Level 3.0+		44.4%	114 / 257	5%	49%
2. Proficiency Level 3.0+ in subgroups:					
	White	61.8%	34 / 55	5%	66%
	Black	39.4%	63 / 160	10%	49%
	Hispanic	41.9%	13 / 31	10%	51%
	ELL	38.9%	7 / 18	5%	43%
	SWD	25.9%	7 / 27	5%	30%
	ED	41.1%	97 / 236	5%	46%
3. High Standards Level 4.0+		21.0%	54 / 257	5%	25%
4. Learning Gains		62.9%	100 / 159	5%	67%
5. Lowest 25% Making Learning Gains		65.9%	27 / 41	5%	70%
6. Learning Gains Increase a Level (Level 3 to 4, 4 to 5, 3 to 5)		57.1%	16 / 159	5%	62%
7. Learning Gains Levels 4/5		96.4%	27 / 28	4%	100%
8. Learning Gains in subgroups:					
	White	71.0%	22 / 31	5%	76%
	Black	59.6%	62 / 104	10%	69%
	Hispanic	68.8%	11 / 16	5%	73%
	ELL	57.1%	4 / 7	5%	62%
	SWD	56.3%	9 / 16	5%	61%
	ED	61.2%	90 / 147	5%	66%

Action Plan

Strategy	Math Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (DA, FCAT, EOC, etc.)	Resources (b, im, or, st, sss, tech, TI, TII,TIII, t)
Data reviews of FCAT data with all grade levels to help develop a better understanding of needs in regards to our students and their success.	1-7	Time	Administration, Coaches	Beginning	Attendance at meeting, FCAT, DA	St, tech,
Grade level meetings to analyze specific data in determining trends from students in regards to DA data from last year.	1-7	Time	Administration, Coaches	Beginning	Attendance at meeting, FCAT, DA	St, tech,
Summer planning day to make necessary adjustments to Hamilton Math Implementation Plan based on FCAT Data and other pertinent information.	1-7	Funding, Scheduling	Administration, Coaches, Teachers	Beginning, Mid, End	Attendance and completed plan, DA, Common Assessments, FCAT	B, st, tech, Title I
Teachers will analyze common assessment data from last year to make changes to the common assessment this year if needed.	1-7	Time, planning, training	Administration, Coaches, Teachers	Throughout the year	Common Assessments, FCAT	B, st, Title I
Develop a deeper level of understanding of standardized testing with students, as well as developing student tracking sheets to ensure ownership of their learning.	1-7	Training, time	Administration, Coaches, Teachers, Students	Continuously monitored throughout the year	Student tracking charts	B, st, Title I, tech, t
Grade level teams to develop scales for learning goals a minimum of one per 12 weeks.	1-7	Training, time	Administration, Coaches, Teachers	Every 12 Weeks	Common Assessments, DA, FCAT Observational	B, st, Title I, tech, t
Increase the use of daily problem solving activities for students during the math block.	1-7	Time	Teachers, Coaches, Administration	Throughout the year	Observational data, DA, FCAT	St, tech, t
Purchase additional resources for teachers to utilize with students during intervention and to help deepen a student's understanding of concepts.	1-7	Funding, training	Administration, Coaches	Beginning, Mid	Common Assessments, Retests from Common Assessment, SMART goal charts	B, tech, t, Title I

Implementation of common math language for students at Hamilton K-5	1-7	Time to have good vertical communication	Administration, Coaches	Beginning, Mid	Math Plans, Observational Data, PLC's, DA, FCAT	B, t, Title I
Increase use of manipulative as students are practicing to understand concepts.	1-7	Resistant to change	Administration, Coaches, Title I support	Beginning, Mid	Observational, PLC times, Learning Plans, FCAT, DA	B, t, Title I,
Concept oriented professional development activities specific for grade level.	1-7	Time	Administration, Coaches, Title I support staff	Throughout the year	Agenda, Sign-In Sheets	B, t, Title I, tech
Increase technology devices in all classrooms.	1-7	Funding	Administration	Mid	Observational	B, t, Title I, tech

RESOURCES: Budget (b)   Instructional Materials (im)   Other Resources (or)   Staffing (st)   Student Support Service (sss)   Technology (tech)   Title I,II,III (TI, TII, TIII)   Training (t)

*For the "C" schools only a mid-year data analysis will be submitted as an addendum.

WRITING GOALS

Aligned with Strategic Plan System Initiative B

Writing Goal #1: To increase the percent of accountability group students achieving proficiency (Score 4.0+) on the 2013 FCAT Writing

Writing Goal #2: To increase the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) achieving proficiency (Score 4.0+) on the 2013 FCAT Writing

Writing Goal #3: To increase the percent of accountability group students achieving high standards (Score 6.0) on the 2013 FCAT Writing

Writing Goal #4: To increase the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) achieving high standards (Score 6.0) on the 2013 FCAT Writing

Writing Goals 1 thru 4		Current	# of #	% +/-	Expected
1. Proficiency Score 3.0+		79.5%	58 / 73	5%	84.5%
2. Proficiency Score 3.0+ in subgroups:					
	White	84.6%	11 / 13	5%	89.6%
	Black	81.3%	39 / 48	5%	86.3%
	Hispanic	85.7%	6 / 7	5%	90.7%
	ELL	66.7%	2 / 3	5%	71.7%
	SWD	62.5%	5 / 8	5%	67.5%
	ED	77.6%	52 / 67	5%	82.6%
3. High Standards Score 6.0		0.0%	0 / 73	5%	5%
4. High Standards Score 6.0 in subgroups:					
	White	0.0%	0 / 13	5%	5%
	Black	0.0%	0 / 48	5%	5%
	Hispanic	0.0%	0 / 7	5%	5%
	ELL	0.0%	0 / 3	5%	5%
	SWD	0.0%	0 / 8	5%	5%
	ED	0.0%	0 / 67	5%	5%

*The writing proficiency level for 2011-12 was changed from 4.0 to 3.0 by the Florida DOE. The 2012-13 will be adjusted upon new State Board ruling.

Action Plan

Strategy	Writing Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (DA, FCAT, etc.)	Resources (b, im, or, st, sss, tech, TI, TII,TIII, t)
Development of the Hamilton Approach to Writing and Implementation Plan.	1-4	Time,	Administration	Mid, End	Prompts, Hamilton Guide	Im, st, Title I
Create a mandatory writing block at each grade level for at least 2-20 minute blocks per week.	1-4	Time, training	Administration	Mid	Observation,	B, im, st, TI
Six Traits is the SCPS curriculum that will be used during this time.	1-4	Time, training	Administration	Mid	Observation, Prompts	B, im, st, t
Professional Development by fourth grade teachers to discuss changes in the writing requirements along with examples of high scoring student papers.	1-4	Time, Demands on teachers	Administration, teachers	Mid, End	Agenda, Sign-In Sheets	B, im, st, t,
Inventory instructional materials and determine what is necessary for effective writing instruction.	1-4	Personnel, Funding	Teachers	Baseline, Mid	Inventory	B, im, st, Title I
Use of resource teacher to help with 4th grade writing and those struggling students.	1-4	Personnel,	Administration	Baseline, Mid	Prompts, Observation	B, im, st, Title I
Prompts will be given three times a year.	1-4	Funding	Administration	Baseline, Mid, End	Prompts, FCAT Writes	Im, st, Title I

RESOURCES: Budget (b)   Instructional Materials (im)   Other Resources (or)   Staffing (st)   Student Support Service (sss)   Technology (tech)   Title I,II,III (TI, TII, TIII)   Training (t)

*For the "C" schools only a mid-year data analysis will be submitted as an addendum.

Science Goal #1: To increase the percent of accountability group students achieving proficiency (Level 3+) on the 2013 FCAT 2.0 Science

Science Goal #2: To increase the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) achieving proficiency (Level 3+) on the 2013 FCAT 2.0 Science

Science Goal #3: To increase the percent of accountability group students achieving high standards (Level 4+) on the 2013 FCAT 2.0 Science

Science Goal #4: To increase the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) achieving high standards (Level 4+) on the 2013 FCAT 2.0 Science

Science Goals 1 thru 4		Current	# of #	% +/-	Expected
1. Proficiency Score 3.0+		37.0%	34 / 92	5%	43%
2. Proficiency Score 3.0+ in subgroups:					
	White	72.2%	13 / 18	5%	77.2%
	Black	30.5%	18 / 59	15%	45.5%
	Hispanic	25.0%	3 / 12	15%	40%
	ELL	20.0%	1 / 5	5%	25%
	SWD	33.3%	3 / 9	5%	38.3%
	ED	32.9%	28 / 85	5%	37.9%
3. High Standards Score 4.0+		9.8%	9 / 92	5%	14.8%
4. High Standards Score 4.0+ in subgroups:					
	White	27.8%	5 / 18	5%	32.8%
	Black	5.1%	3 / 59	10%	15.1%
	Hispanic	8.3%	1 / 12	10%	18.3%
	ELL	0.0%	0 / 5	5%	5%
	SWD	11.1%	1 / 9	5%	16.1%
	ED	7.1%	6 / 85	5%	12.1%

Action Plan

Strategy	Science Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (DA, FCAT, EOC, etc.)	Resources (b, im, or, st, sss, tech, TI, TII,TIII, t)
Ensure the use of Comprehension Toolkit to further engage students in Science concepts at every grade level.	1-4	Materials, training	Administration, Coach	Baseline, Mid	Plans, Observational, FCAT, DA	B, im, st, t, Title I
Training on scaffolding grade level texts for students who are not able to read on grade level.	1-4	Materials, Time	Administration, Coaches,	Baseline, Mid	Observational, FCAT, DA	B, im, t, st, Title I
Provide Science Standards/ Item Specs to each grade level to improve understanding of what is required of our students, and to help with school wide common language.	1-4	Funding, Time	Administration, Coaches	Baseline, Mid	Mid-Year	B, im, t, st, Title I
Review science cluster and strands to determine strengths/weaknesses as based on previous FCAT.	1-4	Time	Administration, Coaches	Baseline, Mid	Observation, Agenda, PLC's, FCAT, DA	B, im, t, st, Title I
Hands on science instruction across grade level	1-4	Training	Coach, Teachers	Baseline, Mid	Plans, Observational, FCAT, DA	B, im, t, st, Title I
Utilize Science Fusion for Core Science Instruction	1-4	Training	Coach, Teachers	Baseline, Mid	Plans, Observational, FCAT, DA	Im, t,

RESOURCES: Budget (b)   Instructional Materials (im)   Other Resources (or)   Staffing (st)   Student Support Service (sss)   Technology (tech)   Title I,II,III (TI, TII, TIII)   Training (t)

*For the "C" schools only a mid-year data analysis will be submitted as an addendum.

ADVANCED COURSEWORK GOALS

Aligned with Strategic Plan System Initiative A

Advanced Coursework Goal #1: To increase the percent of students "participating" in advanced coursework
Advanced Coursework Goal #2: To increase the percent of students "performance" in advanced coursework

Elementary School: Middle School level coursework
Middle School: High school level coursework
High School: Accelerated Coursework: (HS Accountability formula)

Advanced Coursework Goals 1 and 2	Current %	# of #	% +/-	Expected %
1. Level of Participation	100.0%	6/6	0	100
2. Level of Performance	100.0%	6/6	0	100

Action Plan

Strategy	Advanced Coursework Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (end of year, etc.)	Evaluation Tools/Strategies (Skyward)	Resources (b, im, or, st, sss, tech, TI, TII,TIII, t)
Schedule FCAT Night in which parents will be invited to learn about high school graduation requirements and opportunities available for students as they progress through SCPS.	1-2	Lack of Attendance	Administration	End	Agenda and Sign In Sheets	B, Title I, st, im
Indentify and increase the number of students for PRIMES program, to include 4th grade.	1-2	Not enough students qualifying	Administration, Teachers, Coaches	Beginning	Previous FCAT scores	Title I, im, st
Use other assessments to recommend students for PRIMES.	1-2	Alternate Assessments not appropriate for placement	Teachers, Coaches	Mid, End	Common Assessments, FCAT Score	Title I, st, im
Increase use of SuccessMaker to help build a stronger foundation for learning	1-2	Time	Administration, Coaches	Mid, End	SuccessMaker reports for students utilizing labs, FCAT, DA	Title I, st, im, b, tech,
Professional Development for teacher on how to accelerate students and what we have available on campus for accelerating students.	1-2	Time, Training	Administration, Coaches	Mid, End	Sign-In sheets, and Agendas from training	Title I, im, b, tech, st,

DISCIPLINE GOALS

Aligned with Strategic Plan System Initiative C

Discipline Goal #1: To reduce the disparity of the following subgroups (Ethnicity, ELL, SWD, ED) receiving disciplinary referrals (duplicated)
Discipline Goal #2: To reduce the disparity of the following subgroups (Ethnicity, ELL, SWD, ED) receiving an out-of-school suspension (unduplicated)

*Each school should have at least one discipline goal for referrals and one goal for out-of-school suspensions. Additional goals may be added as needed.

Discipline Goals 1 and 2	Subgroup	Current %	Expected %
1. Discipline referrals (duplicated)	Black	128.82%	120.00%
2. Out-of-school suspensions (unduplicated)	Black	7.71%	6.50%

Action Plan

Strategy	Discipline Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (end of year, etc.)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII,TIII, t)
Analyze 2011-2012 data and provide professional development at beginning of the 2012-2013 school year.	1-2	Attendance	Administration, Dean	Beginning, Mid, End	Sign-In Sheets and Discipline Data	B, im, st, Title I
Mid-Year staff development to monitor progress on discipline goals.	1-2	Attendance	Administration, Dean	Mid	Sign-In Sheets and Discipline Data	B, im, st, Title I
Communicate with staff in regards to when is it appropriate to use a behavior alert or an actual referral.	1-2	Pre conceived notions in regards to discipline	Administration and Dean	Mid, End	Discipline Data	B, im, st, Title I.
Peer support for teachers that are having difficulty with managing behaviors.	1-2	Resistance to change	Administration, Dean	Mid, End	Discipline Data	St, im Title I, b
Make sure that teachers have established procedures in their classroom to help with student behavior	1-2	Time	Administration, Dean	Mid	Observational, Discipline Data	St, im, Title I, b
Monitor implementation of procedures and other Behavioral Leadership Academy strategies.	1-2	Time, Training	Administration, Dean	Mid, End	Observational	St, im, Title I

On-time Promotion Goal #1: To increase the percent of students advancing with their age-level peers
At-Risk Promotion Goal #2: To increase the percent of At-Risk students advancing with their age-level peers

Elementary School: Percent of students non-retained in all grades
Middle School: Percent of students non-retained in all grades

Elementary School: Percent of At-Risk students (qualify for Free or Reduced Lunch) retained in all grades
Middle School: Percent of At-Risk students (qualify for Free or Reduced Lunch) retained in all grades

On-time Promotion Goals 1 and 2	Current %	# of #	% +/-	Expected %
1. On-time Promotion Level of Performance	94.8%	580/612	5%	99.8
2. At-Risk Promotion Level of Performance	94.8%	508/536	5	99.8

Action Plan

Strategy	Promotion/ At-Risk Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (end of year, etc.)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII,TIII, t)
Increased SuccessMaker time for students in lowest 25%	1-2	Attendance	Academic Advisor	Mid, End	Reports from SuccessMaker	B, im, st, Title I, tech
Hire Academic Advisor to work on motivation and monitoring students academic progress	1-2	Funding, Time	Administration	Beginning	Position Reports	B, im, st, Title I ,
Recruit more Mentors for at-risk students.	1-2	Time	Academic Advisor	Mid, End	FCAT, DA	St,
Field trip to Millenium Middle School to look at the electives that students have an opportunity to choose if they are successful on FCAT.	1-2	Time,	Administration, Academic Advisor	Mid	Field Trip permission slips	B, st, Title I
Analyze promotion/ retention data at end of year.	1-2	Funding, Implementation	Administration	End	FCAT, DA	St, Title I
Monitoring students that are not being successful	1-2	Funding, Time	Administration, Coaches	Beginnning, Mid, End	FCAT, DA	St, Title I, b, im

EXTRACURRICULAR ACTIVITIES GOAL(S)
Aligned with Strategic Plan System Initiative C

Extracurricular Activities Goal #1: To reduce the disparity in representation of the following subgroups (Ethnicity, ELL, SWD, ED) participating in extracurricular activities

Elementary: chorus, safety patrol, student council, TV production
Middle: Beta Club, NJHS, SECME, cheerleading, cross-country, track and field, volleyball
High: Mu Alpha Theta, NHS, Science Fair, Student Government, baseball, basketball, cheerleading, softball, tennis
              (Each school should have at least one extracurricular activity goal. Additional goals may be added as needed.)
*School provided data

Extracurricular Activity Goal #1	Subgroup	Current %	Expected %
1. Activity: safety patrols	White	23%	40%

Action Plan

Strategy	Extracurricular Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII,TIII, t)
Review the procedures for selection of safety patrols and make sure there is a balance and representation of sub groups.	1	Transportation to school	Administration, safety patrol sponsor	Beginning, Mid, End	Attendance Reports	B, Title I, st,
Increase number of students involved with safety patrols	1	Time, Funding	Administration	Mid, End	Attendance	B, Title I,

SCHOOL DEFINED GOAL

*All Seminole County Public Schools are providing ePathways for their students. Schools are highly encouraged to include an ePathways goal in their 2012-2013 SIP.

   Examples include: Elementary schools – Languages, on-line acceleration, PRIMES 5, PRIMES 4, ACCEL, etc.

                 Middle schools – Virtual options, ACCEL, etc.

                 High schools – Virtual options, Flex hours, ACCEL, etc.

   Other school defined goals may be added.

Goal #1:   To provide fourth grade students with an opportunity to participate in PRIMES math class to help accelerate students in mathematics.

School Defined Goal	Current	# of #-	% +/-	Expected
4th grade Primes	27%	22of 89	10%	37%

*If necessary adjust table headings to reflect the needs suited to the goal.

Action Plan

Strategy	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (end of year)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII,TIII, t)
Identify all students based on FCAT score to participate in PRIMES	FCAT	Coaches, Teachers, Administration	Beginning	Successful Completion of Curriculum, FCAT	B, im, st, tech, Title I
Training for teachers of PRIMES class.	Training	Administration, Teachers	End of Year	Observational data of classroom	St, tech,
Information provided to parents of students in PRIMES.	Lack of Parental Support	Administration, Teacher	End of Year	Survey	St, tech, Title I, b,
Exploration of other acceleration opportunities for students in other academic areas	Funding	Administration	End of Year	Listing of Accelerated opportunities	St, tech, Title I, b,

PROFESSIONAL DEVELOPMENT PLAN

PD Activity	SIP Goal #	Date or Schedule	Instructional/Other Needs Addressed	PD Participants (e.g. PLC, subject, grade level, or school-wide)	# Anticipated Participants	# Actual Participants	Position(s) Responsible
Marzano Training	Reading 1-7, Math 1-7, Writing 1-4, Science 1-4,	Oct 3,17 Feb 20	Quality of Instructional Practices for Teachers	All Teachers	61	61	Administration
Discipline and Truancy Training	Discipline 1-2	August 10th	Communication and Positive Discipline	All staff	74	74	Administration, Dean
Team Planning	Reading 1-7, Math 1-7, Writing 1-4, Science 1-4	September 12, October 31, January 16, February 13, April 3, 24	Communication of teachers regarding curriculum issues and team building	All Teachers	61	61	Administration
Technology	Reading 1-7, Math 1-7, Writing 1-4, Science 1-4, School Defined Goal 1	December 5, March 20,	Increase the use of technology on our campus.	All teachers	61	61	Administration, ETF
Curriculum Trainings	Reading 1-7, Math 1-7,	November 14, January 23, 30	Specific curricular content information in the area of reading and math	All Teachers	61	61	Administration, Coaches
Procedural SOAR trainings	Discipline 1-2,	May 8, 15	Review of current procedures and data regarding the effectiveness of the procedures	All staff	74	74	Administration, Teachers
PLC's	Reading 1-7, Math 1-7	August-May	Collaboration, Data Analysis	Classroom Teachers	42	42	Administration, Coaches

BUDGET SUMMARY OF SCHOOL IMPROVEMENT DOLLARS
2011-2012

INCOME:

Original Allocation:	$655.00
Adjustment:	
Carry Over:	$5033.35
Total Income:	$5688.35

EXPENDITURES	ACTUAL COST	BALANCE
Sunshine State Readers paper books for each classroom		$5688.35
	$1395.91	$4292.44
Radios for campus security	$2824.30	$1468.14

Start with your beginning

CARRY OVER:

Total carry over for 2012-2013: $1468.14

This carry over will be spent on: Student Awards.

Provide the information describing the components and processes associated with Multi-Tiered System of Supports (MTSS) Response to Intervention (*RtI*) at your school. Please briefly respond to each of the items below:

1. **Identify the members of your school's *MTSS Leadership Team*.**
   Jeanette Amayo, Assistant Principal; Linda Crawford, Reading Coach; Heather Chaston, Guidance Counselor/Behavior Support; Kay Boehart, Family Liaison; Greg Turner Principal

2. **Describe how your school's *MTSS Leadership Team* functions (e.g. meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?** Meetings are held every Wednesday. Guidance Counselor is case manager for all referrals and organizes the appropriate staff needed at meetings for the particular concern. Principal primary responsibility is to support teacher in making sure intervention and timelines are meet to ensure appropriate procedures are being followed. Teachers primary responsibility is to bring data, time, and information regarding the student his intervention or concern and progress or lack of progress. The coaches or other personnel are invited on basis of referral as experts to help with making appropriate decisions regarding the interventions. In intial referral time lines are established to ensure monitoring of interventions and adjustments made to interventions if they are not being effective.

3. **Describe the role of your school's MTSS Leadership Team in the development and implementation of the SIP.**
   The MTSS team helps by organizing the alignment of intervention with the core program. Students are referred based on their data and inability to be successful in the core curriculum. Assessments documented on SIP plan are reviewed by the MTSS committee. Discipline data is reviewed by the MTSS Leadership Team. Assessments that are used for decision making; DRA, Discovery, Common Assessments, Cold Comps, Observational, Specific Behavioral data, PASA, PSI, Fast track phonics, sight word list. The MTSS Leadership Team has a specialist to review specific information regarding the assessments used to help make decisions for students. All assessments are used at various times when making decisions regarding students movement through the RTI process.

4. **Describe the data source and data management system used to summarize tiered data for Reading, Mathematics, Science, Writing, and Behavior.**
   Data Sources used for Reading, Math, Science, and Writing; District Writing Prompts, Grades, Common Assessments, Cold Comps, Discovery Assessments, and DRA
   Behavior data used is observational and individual based on BIP. Discipline data with behavior alerts and referrals.

5. **Describe how the school-based MTSS Leadership Team will align functions (e.g. meeting topics/agenda items with ongoing progress monitoring of core, supplemental, and intensive support.**
   All meetings are based on factual points of time, intensity, and data. The MTSS Leadership Team works in conjunction with the vision and tools at Hamilton. The goal of intervention and data collection is to help students become successful. The function of the leadership team is to align the core with all supports at the school.

6. Describe the plan to train staff on MTSS.

    MTSS Leadership will develop a step by step guide for referral of students in need of assistance, which will be given to all staff in regards to the expectations of the committee and guidelines for referrals. The teachers will have a Wednesday training to review the guidelines and answer any and all questions. Communication is never ending and will be constantly communicated to teachers as they beginning referring students.

ADDENDUM 2 – LITERACY LEADERSHIP TEAM (LLT)

Please briefly respond to each of the items below:

1. Identify the members of your school's Literacy Leadership Team (LLT)
Greg Turner- Principal
Jeanette Amayo- Assistant Principal
Linda Crawford – Reading Coach
Nichole Spain- Math/Science Coach

2. Describe how your school's LLT functions (e.g. meeting processes and roles/functions).
Leadership team meets monthly to review status of their individual curricular areas. Coaches report on progress of their goals. Data is reviewed to analyze what is going well and where support needs to be placed to meet our educational goals. Meetings are also held after PLC's to discuss the collaborative efforts of teams.
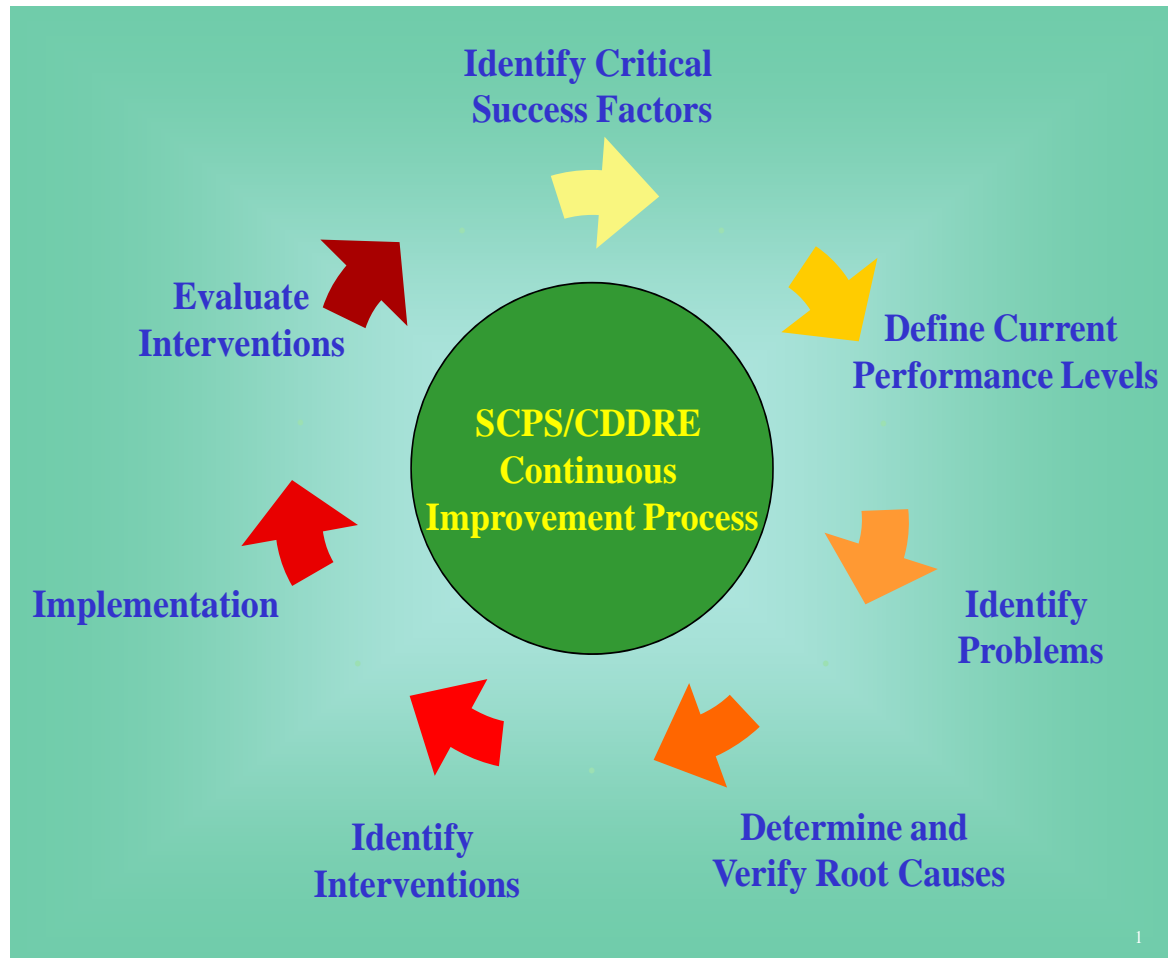
3. What will be the major initiatives of the LLT this year?
Major initiative for this year is the establishment of our PLC's and a high level of collaboration amongst the teams. We will also focus on using data to help effect decision making in regards to students and instruction.

ADDENDUM 3 –LESSON STUDY

Please briefly summarize how professional development activities related to "Lesson Study" will be appropriately incorporated into the Action Plans included in the Goals of your School Improvement Plan.

The first goal of "Lesson Study" is to have teachers collaborate when planning a lesson to ensure a high level of success. The second goal is to have teachers provide feedback in the delivery of that lesson. At Hamilton we are accomplishing this in two ways. We have designed a 90 minute PLC time in effort to have our teacher's increase the level of collaboration in regards to planning in Literacy and Mathematics. We will have the instructional coaches participating in walk through opportunities for classroom teachers. Teachers will also be asked to visit classroom for professional growth opportunities.

Identify Critical Success Factors

Define Current Performance Levels

SCPS/CDDRE Continuous Improvement Process

Identify Problems

Determine and Verify Root Causes

Identify Interventions

Implementation

Evaluate Interventions

School Name: _____

I.   Assurances

These items are required elements of your Title I Schoolwide Program. The principal must mark with an "X" each of the assurances to indicate compliance.

X	All children will be provided an opportunity to meet the State's challenging performance standards.
X	The program includes reform strategies based on effective means of improving the achievement of children.
X	The program uses instructional strategies that strengthen the core academic program in the school, increase the amount and quality of learning time, help provide an enriched accelerated curriculum, and meet the educational needs of historically underserved populations.
X	The program uses instructional strategies that strengthen the core academic program in the school, increase the amount and quality of learning time, help provide an enriched accelerated curriculum, and meet the educational needs of historically underserved populations.

X	The program includes strategies to address the needs of all children, particularly the needs of low-achieving students. These strategies may include:
	  a. Counseling, pupil services, and mentoring;
	  b. College and career awareness and preparation;
	  c. Personal finance education;
	  d. Service to prepare students for the transition from school to work.

X	The program provides for instruction by highly qualified teachers.
X	Every effort is made to attract high-quality, highly qualified teachers.
X	Teachers will be included in decisions regarding the use of assessments to provide information on, and to improve, the performance of individual students and the overall program.
X	Comprehensive needs assessment data were analyzed and used in developing this plan.
X	Persons involved in the development of the plan included teachers, administrative staff, pupil services personnel, and parents.
X	The plan will be made available to parents in a language and form they understand. Individual student academic assessment results are either in a language that parents can understand or are interpreted for parents.
X	Performance and achievement data will be analyzed to determine if the needs of low-achieving students are being met. Data will be used in making instructional decisions and in determining resource utilization.
X	The program coordinates with, and integrates, appropriate Federal, State and local services and programs, including those programs supported under HR1.
X	A school parent involvement plan that incorporates the requirements of Section 1118 will be developed and implemented.

II.   Initiatives

Please describe the following initiatives and cite specific school improvement goals that align to each initiative, as well as the funding sources of the initiatives:

1. **Students with Academic Deficiencies** – In an effort to provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement, describe your school's procedures for identifying individual students that have deficiencies in reading and mathematics at your school and the timely interventions used to address the deficiencies. Also include how student progress will be monitored during the interventions.

> Students with Academic Deficiencies Initiative(s): Hamilton Elementary students take progress monitoring assessments three times a year which help identify deficiencies. We also use common assessments in math and cold comp in reading which help identify mastery of taught objectives and standards. Students that are not mastering standards are given interventions either by the classroom teacher, interventionist, or computer assisted program. Assessments are analyzed to provide information regarding the success of the intervention.
>
> **School Improvement Goal(s) that support the Initiative(s)**: Reading and Math 1-7

2. **Reading and Mathematics Initiatives** - Describe the effective scientifically-based research practices and instructional strategies that will be used in reading and mathematics components to increase student academic achievement. Include grade levels.

> **Reading Initiative(s):**
>
> Teachers are using small, whole, differentiated instructional practices to meet the needs of our students. The key component for our teachers is to ensure that students are engaged in the reading process. Every time a student is reading at Hamilton they are reading for a purpose. All decisions are guided by the standards at each grade level.   Students are exposed to grade level text as well as text at their individual level.
>
> **School Improvement Goal(s) that support the Initiative(s)**: Reading 1-7
>
> **How will the reading initiative(s) support the initiatives of Just Read Florida and the SCPS Reading Plan?** All reading initiatives support Just Read Florida and SCPS Reading Plan. The goal of Hamilton, Just Read Florida, SCPS Reading Plan is the same, all students reading on grade level.

Math Initiative(s):

Teachers developed and created Hamilton Math Plans using the standards and FCAT item specs information to develop a yearly plan for teaching mathematics. Hamilton teachers also created common assessments in mathematics to monitor the progress of what our students are learning. This data is reviewed every 4-6 weeks. Teachers will use Go Math Series as well as other on-line resources to help students grasp a deep understanding of a concept.

School Improvement Goal(s) that support the Initiative(s): Math 1-7

3. **Use of Data -** Describe how teachers gather and use data to inform instruction and to improve the achievement of individual students and the overall instructional program.

Use of Data Initiative(s): All data is reported on shared folders created for teachers by coaches. Hamilton has a 24 -48 hour policy in regards to entering data after cold comps or common math assessments. All data is reviewed with coaches and administration. Student tracking sheets are used by teachers and students to monitor their progress. Discovery assessments are used for further progress monitoring. These assessments are reviewed by administration with teachers. Teachers will be using the DRA reading assessments in grades k-3.

School Improvement Goal(s) that support the Initiative: Reading 1-7, Math 1-7, Writing 1-4, Science 1-4

4. **Support for SubGroups -** Describe how the above practices will be used to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program to benefit children, specifically children of limited English proficiency, children with disabilities, homeless, and immigrant children.

SubGroup Initiative(s): Hamilton Elementary uses an Inclusive model for most of the students in ELL and ESE programs. Students are place in co-teach, or facilitative levels of inclusion based upon their need. Teachers work with students in the regular classroom. Students are provided intervention if needed. Only in extreme cases are students pulled out for intensive instruction. We treat our subgroups the same as we treat any population at Hamilton.

School Improvement Goal(s) that support the Initiative(s): Reading 1-7, Math 1-7, Writing 1-4, Science 1-4

5. **Extended Day -** Describe any services that your school offers to extend the school day, week, or year. *Specify how the services supplement the SCPS after-school/summer school program.*

Extended Day/Year Initiative(s): Hamilton has the 21st Century grant. We offer activities for our students to participate after school Monday-Friday. One hour of the student's time is dedicated to an academic enrichment or intervention opportunity. We use SuccessMaker Lab and the Elements of Reading Vocabulary instruction. The other hour of time for our students is spent in a club or program of their choosing which may include; dance, drum line, cheerleading, cross country, gymnastics, SECME, ROBOTICS, Karate, Etc.

School Improvement Goal(s) that support the Initiative: Reading 1-7, Math 1-7, Science 1-4, Extra Curricular 1

6. **Additional School-Level Supports** - Describe additional supports offered by your school, i.e. counseling, behavioral interventions, pupil services, and mentoring services, to address the needs of all children, especially those of low achieving children and those at risk of not meeting the state academic content standards.

Additional School-Level Initiative(s): We have support through Seminole Behavioral Associates that work with specific groups of students based on the needs of the children. We have mentors that are established for some of our lowest quartile students. We created an academic advisor position to work with the lowest quartile students to goal set, motivation, and understanding the educational process. We also have many students that are supported by counseling services that visit the school on a regular basis.

School Improvement Goal(s) that support the Initiative: Reading 1-7, Math 1-7, Science 1-4, Writing 1-4, Discipline 1-2,

7. **Professional Learning -** Describe the professional learning activities included in this plan and include how they are planned/funded/coordinated with other funding sources, i.e. Title II and III. *Such activities must support the requirements of ESEA and equip educators with the expertise, knowledge, and skills consistent with the Next Generation Sunshine State Standards and Common Core for the purposes of increasing student academic achievement.*

Professional Learning Initiative(s): The first process in developing our professional development plan is having the teachers take a survey in regards to their needs. We also review data and meet with a committee to put a plan in place. All paid professional development activities are paid by district provided funds.   Administration will ensure that all professional development opportunities are attended and monitored by sign in sheets. On days in which a team misses their PLC extended time we will provide a substitute to make up the time for those grade levels.

School Improvement Goal (s) that support the Initiative (s): Reading 1-7, Math 1-7, Science 1-4, Writing 1-4, Discipline 1-2

8. **Coordination with Early Learning** - Describe how your school coordinates with existing early learning programs/preschool (i.e., Head Start, VPK) programs to assist children in the transition from preschool to elementary school.

Coordination with Early Learning Initiative(s): Hamilton has two pre-k ESE programs on our campus. After students are successful in our pre-k classes they are transitioned to regular kindergarten. We will often have students spend the last six weeks of school going to kindergarten to give students to help with a smooth transition. We have participated in Kinder Camp a four week program that allows in coming kindergarten students a transitional opportunity work with our teachers prior to the beginning of school. We currently do not house VPK on our campus.

School Improvement Goal(s) that support the Initiative(s): **Reading 1-7, Math 1-7, Discipline 1-2**

9. **Family Engagement -** Describe general strategies to help families become more engaged in the school and better support their children. Include family literacy services and adult literacy if offered. *Note: This section does not have to be detailed since schools will be required to submit an entire family engagement plan in addition to the SIP/Schoolwide Plan.*

Family Engagement Initiative(s): Hamilton will host four meetings this year for all grade levels that will focus on activities that will help parents work with their students at home. Hamilton will require our parents to attend a work session prior to watching their students in a performance. We will provide supervision for younger siblings during our work sessions for parents. Teachers are required to have two mandatory conferences a year with their parents.

School Improvement Goal(s) that support the Initiative: **Reading 1-7, Math 1-7, Science 1-4, Writing 1-4,**

ADDENDUM 5 - PARENT INVOLVEMENT GOAL(S)

Based on the analysis of 2011-2012 parent involvement data, identify and define areas in need of improvement in 2012-2013.
How will the school correlate the parental involvement activities with student achievement?

Goal #1: Increase the percent of parents registered for the Skyward Parent Portal.

Parent Involvement Goal(s)	Current	# of #-	% +/-	Expected
Parents registered for Parent Portal	14.3%	85/593	20%	34.3

Action Plan

Strategy	Parent Involvement Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII,TIII, t)
Provide opportunities for registration at every evening meeting.	1	Lack of understanding	Administration	Mid, End	Parent registration	B, tech, TI
Provide training to parents on how to look up their students grades when accessing the site.	1	Participation	Administration, ETF, Teachers	Mid, End	Sign-In sheets	B, tech, TI,st
Send home information in regards to accessing the parent portal	1	Fliers getting home	Administration	Mid, End	Parent registration	B, tech, st, TI
Using calling system to inform parents of access to the parental portal.	1	Disconnected numbers	Administration, ETF	Mid, End	Parent registration	B, tech, st
Teachers will encourage sign up at parent conferences.	1	Lack of attendance	Teachers	Mid, End	Parent registration	B, st, im

ADDENDUM 6 - SCIENCE, TECHNOLOGY, ENGINEERING, AND MATH (STEM) GOAL(S)

Seminole County Public Schools realizes the importance of accelerated STEM education to prepare students for the workforce of the 21st Century. At the elementary level all schools have been provided with a robotics program and participate in SECME activities. At the secondary level all schools include science, engineering, technology and mathematics in their curriculum offerings.

In the narrative below respond to what STEM practices are currently in place and what is the plan for STEM for the 2012-13 school year.

Enter narrative for STEM goal:

Hamilton is participating in Robotics and SECME for our intermediate students. We also have a science coach that provides science professional development throughout the year. We will have two teachers participating with the BRICK project. Our science teacher has developed an engineering club during the day to provide science and math activities to identified students in fifth grade.

Action Plan

Strategy	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (mid-year, end of year)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII,TIII, t)
Engineering club for fifth grade students	Time	Science Coach	Mid, End	Registration, Attendance	B, im, st, TI
Enrichment will support Robotics program in afternoon activities	Registration	Teacher, 21st Century administrator	Mid, End	Registration, Attendance	B, im, st, grant
Enrichment will support SECME program in afternoon activities	Registration	Teacher, 21st Century administrator	Mid, End	Registration, Attendance	B, im, st, grant

ADDENDUM 7 - CAREER AND TECHNICAL EDUCATION (CTE) GOAL(S)

Seminole County Public Schools is committed to Career and Technical Education/Vocational opportunities for all students. Beginning at the elementary level students are exposed to Career and Technical workforce related opportunities through standard based mathematics, science and social studies curriculum. At the middle and high school levels through exploratory and elective courses students experience a variety of careers that are designed to support workforce needs based on economic career predictors.

In the narrative below respond to what CTE practices are currently in place and what is the plan for CTE for the 2012-13 school year.

Enter narrative for CTE goal:

Hamilton Elementary will continue to teach students in math, science, and social studies to set the foundation for students.

Action Plan

Strategy	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (mid-year, end of year)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII,TIII, t)
Review Instructional plans for math.	Time	Administration	Mid	Observational data	B, im, st
Increase use with technological programs on a regular basis.	Funding, Time	Administration	Mid	Computer Assisted Instruction reports	B, im, st, TI
Purchase appropriate technology to increase the interest in student use.	Funding	Administration	Mid, End	Inventory	B, im, st, TI
Teach In	Funding	Administration	Mid	Sign-In Sheets	B, st

ADDENDUM 11 – AMBITIOUS BUT ACHIEVABLE ANNUAL MEASURABLE OBJECTIVES (AAAMO)

Using baseline data from 2011, the school will reduce the achievement gap in Reading and Math by 50% by 2017.

READING AAAMO	2011 Adjusted Proficient	2011-2012 Proficient	2012-2013 Goal	2013-2014 Goal	2014-2015 Goal	2015-2016 Goal	2016-2017 Goal
All Students	**46**	**39**	**55**	**60**	**64**	**69**	**73**
American Indian							
Asian							
Black/African-American	38	34	48	54	59	64	69
Hispanic	42	33	52	57	61	66	71
White	60	62	67	70	73	77	80
English Language Learners	40	32	50	55	60	65	70
Students with Disabilities	35	23	46	51	57	62	68
Economically Disadvantaged	42	36	52	57	61	66	71

MATH AAAMO	2011 Adjusted Proficient	2011-2012 Proficient	2012-2013 Goal	2013-2014 Goal	2014-2015 Goal	2015-2016 Goal	2016-2017 Goal
All Students	**40**	**45**	**50**	**55**	**60**	**65**	**70**
American Indian							
Asian							
Black/African-American	33	40	44	50	55	61	67
Hispanic	42	42	52	57	61	66	71
White	51	62	59	63	67	71	76
English Language Learners	33	42	44	50	55	61	67
Students with Disabilities	26	30	38	45	51	57	63
Economically Disadvantaged	37	42	48	53	58	63	69

SCHOOL ADVISORY COUNCIL SIGNATURES
2012-2013
FINAL COPY

The School Advisory Council has assisted in the preparation of the annual school budget as well as the School Improvement Plan.

ADMINISTRATOR	DATE	PARENT/COMMUNITY	DATE	PARENT/COMMUNITY	DATE
Greg Turner	10/9/12	Kimberly Nicholson	10/9/12	Emily Hawkins	10/9/12
INSTRUCTIONAL		Asma Baker	10/9/12	Mike Hrobar	10/9/12
Acevedo, Deborah	10/9/12				
		Nikisha Clayton-Golden	10/9/12	Pattie Reda	10/9/12
Boehart, Kay	10/9/12				
		Lindsey-Brooke Crain	10/9/12		
Reyes, Kelly	10/9/12				
		Carol Crouch	10/9/12		
		Steven Crouch	10/9/12		
		Samiah Dixon	10/9/12		
		Tammy Griffin	10/9/12		
NON-INSTRUCTIONAL					
Lancaster, Lynn	10/9/12	Emily Hawkins	10/9/12		