

Seminole County Public Schools

Hamilton Elementary School



2015-16 School Improvement Plan

Hamilton Elementary School

1501 E 8TH ST, Sanford, FL 32771

<http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0021>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	92%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	79%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	F	D	C

**Preliminary Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	19
Goals Summary	19
Goals Detail	19
Action Plan for Improvement	22
Appendix 1: Implementation Timeline	34
Appendix 2: Professional Development and Technical Assistance Outlines	36
Professional Development Opportunities	37
Technical Assistance Items	40
Appendix 3: Budget to Support Goals	0

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Priority	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Our mission statement will be aligned with the district: The mission of the Hamilton Elementary School of Engineering and Technology is to ensure that all students acquire the knowledge, skills, and attitudes to be productive citizens.

Provide the school's vision statement

Our vision statement is to ensure that every student will perform at their highest levels, graduate from high school prepared for the future as innovative learners, and be a responsible citizen in a democratic society.

School Environment

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

Hamilton Elementary School of Engineering and Technology learns about students' cultures and builds relationships between teachers and students. We implement Positive Behavior Intervention and Support to encourage a positive school climate. We are continuing our PBS initiative this school year that employs a token economy and our new acronym for positive behavior. Our new acronym is G.E.A.R: Grateful, Eager to learn, Always safe, and Respectful. We will be putting posters with this acronym throughout the school and teaching to those expectations. Our token economy will be used for students to gain points for positive behavior and then be able to cash those points in for various prizes either in the classroom, our school store, or both.

Positive Behavior Support (PBS) aims to build learning environments in which positive behavior is taught, emphasized, and recognized. PBS incorporates a proactive approach to address disruptive behaviors and replace them with appropriate behaviors using a reinforcement system to strengthen and increase pro-social skills. At Hamilton, we will focus on building personal relationships with our students based on mutual respect and identifying and building upon students' strengths.

The magnet program not only prepare students to thrive in engineering and technology, but also prepares students to build relationships with adults and peers, work collaboratively and interact with students from different racial and ethnic groups. Our staff will work as a collaborative team to implement school-wide expectations that are consistent throughout the school. We use data, effective listening skills, a positive approach, and evidence-based strategies to build effective environments, solve problems, and celebrate success.

Our students will be taught the school expectations (G.E.A.R.) in order to focus on learning and academic success. We will model, role-play, and promote positive interactions within our school community.

When students make poor choices, teachers will use the Tough Kids Toolbox to provide strategies on how to correct their behavior.

Students receive weekly lessons using the Second Step Program, facilitated by guidance counselors and behavior interventionists.

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

At Hamilton Elementary School of Engineering and Technology, an environment is created where students feel safe and respected before, during, and after school. Classroom meetings provide an

excellent platform for students to discuss social skills and a sense of community. There are many opportunities, during the school year, to develop a connection with families and the community, as well as during our evening events. Our parent and community liaison and the administrators work closely with individuals and organizations to develop a plan that is in the best interests of our students.

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

School-wide expectations provide the foundation for all positive school-wide behavior systems. These school-wide expectations are applied in all areas of the school- classroom & non-classroom settings and at all times-before, during and after the school day. Our school-wide rules and expectations are reviewed and considered for consistency and fairness. Teachers are encouraged to teach, practice and reinforce these expectations in their classrooms as needed.

The school-wide rules and expectations will be created using Seminole County School's Code of Student Conduct and observed during the beginning weeks of school.

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

Our school ensures that the social-emotional needs of all students are being met by implementing the following plan:

- Our behavior support team meets weekly to discuss students with barriers to academic and social success;
- Mentors are assigned to students identified with behavioral/academic concerns;
- Instruction and various campus activities address social/emotional needs of students;
- Connect students to agencies who have been approved and are on campus (Counseling, etc);
- Develop and implement a comprehensive school counseling program with dedicated time to:
 - (1) Assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making);
 - (2) Identify interventions that the research suggest works to remove the barrier to success (Evidence-Based Intervention); and
 - (3) Evaluate and monitor the intervention for effectiveness (Evaluation).
- Engage with identified staff (i.e. school counselor, school-based team leaders, administration) to provide a differentiated delivery of services based on student/school need. This includes core (classroom guidance, workshop, assembly), supplemental (solution focused small group counseling), and intensive supports (individual counseling/advisement, referral to community resources). Utilize data-based decision making to close academic, and social gaps by connecting all students with the services they need.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

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

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Teachers and administrators use multiple strategies to contact families, including but not limited to, (1) contacting families prior to the start of school to welcome the students to the new school year, (2) inviting families to curriculum nights and open house meetings to meet teachers and school staff and to learn about the curriculum, (3) providing access to school grades, progress monitoring data and other relevant achievement information through the SCPS Skyward Family Access Portal, (4) ensuring students show evidence of “owning their data” and scheduling student led conferences as applicable, (5) inviting families to participate in SAC and PTA Boards, (6) inviting families to attend PTA meetings and participate in school related events, (7) using multiple genres of social networking, as well as sending electronic/paper-based newsletters to families on a regular basis, (8) advertising events on school marquees, (9) and numerous other out-reach strategies developed by school staff.

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

Teachers and administrators are continually involved in local events and often invited to participate in their community’s celebrations. Administrators and teachers reach out to local businesses for participation in the school’s business partners programs. As applicable, administrators serve on local rotary clubs, chambers, etc. In addition, faith-based leaders are invited to form relationships with local schools.

The magnet program actively recruits parents and community members in planning, implementing and decision-making. Our Magnet Advisory Board continues to meet and function to support our magnet program. We continue our partnership CNL Financial and Stenstrom Elementary to provide rich school experiences for our students. We also continue to work closely with Norton N. Bonaparte, City Manager of Sanford, to implement ideas that benefit our community and students.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Hayward, Kimberlee	Principal
Burgess, Sheleen	Assistant Principal
St. Amour, Michelle	Assistant Principal

Duties

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

*Kimberlee Hayward, Principal:

Kimberlee Hayward, Principal of Hamilton Elementary, is an experienced administrator with a total of 27 years as a professional educator. Twenty five years were in Duval County and two years in Seminole County. Mrs. Hayward began her career as a teacher and was successful in achieving significant academic gains among her students. Following her classroom experience, she worked as a standards coach, an assistant principal, a regional reading coordinator for the Florida Department of Education and a principal in both Duval and Seminole Counties. Mrs. Hayward sets high expectations and rigorous learning goals for all students. She works closely with staff members to develop and

implement research based teaching practices aligned to the Florida standards in all classrooms. She collaborates with the staff to determine the instructional needs of the school. Mrs. Hayward collaborates with the Leadership Team to organize, develop and deliver professional development to the staff members.

Mrs. Hayward focuses on effective leadership practices that positively impact the school culture, academic instruction and student successes. This is done through implementation of daily classroom walk-throughs, feedback driven discussions, and follow-up observations that ensure a quality learning environment for all students.

Mrs. Hayward is involved with family and community engagement activities that support an eminence partnership between the school system and the community. She believes that establishing a strong partnership among all stakeholders will lead to a positive school experience with high student achievement.

*Sheleen Burgess, Assistant Principal:

Sheleen Burgess, Assistant Principal at Hamilton Elementary School of Engineering and Technology, is entering her 21st year as an experienced educator and servant leader. Eighteen years were in Orange County and she is entering her third year as an administrator in Seminole County, for a total of four years at the administrative level. She makes an effort to help enforce the vision and mission of leading by design and not by chance. In addition to the traditional school leadership duties such as teacher evaluation, scheduling, and a deep involvement with specific aspects of teaching and learning, she's consistently involved in curricular, instructional, and behavioral issues that directly impact student achievement. A few shared decision making elements she deals with on a regular basis are prioritizing what's most important by staying informed on best practices, remaining focused on the alignment of curriculum, continuously delving into the Florida Core Standards, and analyzing data to assess performance and inform instruction. Without a doubt, we have the great task of educating the minds of our youth and together we can help make our future bright!

Ms. Burgess is committed to the mission of Seminole County Public Schools, which is to ensure that all students acquire the knowledge, skills, and attitudes to be productive citizens. She believes that this mission can and will be achieved when WE believe that each student can learn and achieve when presented with rigorous and engaging curriculum in a learning environment that fosters creativity, innovation and problem-solving.

Ms. Burgess strongly agrees with the mindset of Eric Jensen when he states that, "students don't care how much you know until they know how much you care." When students have positive relationships with their teachers and less stress, appropriate behavior occurs and students are more excited about learning.

*Michelle St. Amour, Assistant Principal:

Michelle St. Amour, Magnet Coordinator at Hamilton Elementary School of Engineering and Technology, is a leader with 18 years of administrative experience. Ms. St. Amour assists in the development of STEM curriculum that ensures the amalgamation of academic learning with 21st century skills. Implementation and monitoring of STEM (Science, Technology, Engineering, Math) curriculum, initiatives, and educational opportunities is also in her purview. She collaborates with stakeholders on the campus, in education and in the community to organize and promote cross-curricular STEM activities that are aligned with content-area standards. In addition, Ms. St. Amour organizes, develops, coordinates and provides trainings for administrators and professional faculty/staff related to STEM best practices, standards integration strategies and their integration into the classroom. Involving parents in the planning, implementation and participation of magnet events and processes is an important component of the coordinator position as well. In terms of the requirements of the federal grant, Mrs. St. Amour ensures the fidelity of the grant through grant compliance, oversight and reporting.

Ms. St. Amour is committed to successfully engaging students in academics that lead to literacy in science, technology, engineering and mathematics. She believes in creating a culture where staff, students and families devote themselves to enjoying the journey to high achievement.

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

Hamilton Elementary School of Engineering and Technology annually reviews budgets and expenditures as well as student and teacher data to ensure schools are adequately staffed to meet student achievement needs. For Title I schools, data are reviewed and funds are primarily used to support improved instruction and interventions. Hamilton Elementary School will coordinate Title I and Supplemental Academic Instruction funds to provide additional academic tutorial and/or intervention time for students in need of remediation. These funding sources are coordinated to maximize the number of students and the amount of services available for academic interventions. Titles I and II are coordinated to ensure district professional learning and intensive instructional coaching is provided to schools. In addition, the school district coordinates IDEA and Title I funds to provide our school additional paraprofessionals that facilitate small group instruction during the school day. The coordination and integration of these funds and services ensure students are provided the time and support needed to master the standards and improve academic achievement.

The magnet program budget is used to support teachers, students and families. Instructionally, the magnet program resources provide professional learning communities, STEM curriculum, professional development and materials. For students, the magnet program resources are used to high-quality educational opportunities which include but are not limited to technology devices, hands-on engineering and science lessons, school-wide STEM field trips, resource-rich, interactive learning environment that promotes student achievement.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Kimberlee Hayward	Principal
Kay Boehart	Teacher
Angela Manuel	Teacher
Lawanda Jackson	Parent
Robert Nowell	Parent
Alecia Wilson	Parent
Jeaneen Young	Parent
Kajsa Daigle	Parent
Natasha Wyatt	Parent
Laurel Ordonez	Parent
Stephanie Moore	Parent
Sor B. Denis	Parent
Carlos Velazquez	Parent
Yolanda Robinson	Parent
Dashia Haws	Parent
Jordan Parker	Parent
Deyanira Cartagena	Parent
Chelsea Delaney	Parent
Dennixsa Morales	Parent
Jim Hayward	Business/Community
Judy Fort	Education Support Employee
Eilyn Martinez	Parent
Fred Poole	Business/Community
Tennyson A. Meade	Parent
Marilyn Edwards	Parent
Aja Posey	Parent
Scott D. Bake'eff	Parent
Jackeline Rivera	Parent
Eileen Flores	Parent

Duties

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

Evaluation of last year's school improvement plan

The 2014-2015 school improvement plan was completed, revisited, and modified as necessary, with input from all stakeholders.

Development of this school improvement plan

The development of the School Improvement Plan was based on the needs and trends from the last three years. After collaboration among the leadership team, the plan will be reviewed by SAC

members and input will be documented for consideration. During meetings, all members will be invited to discuss items from the School Improvement Plan draft.

Preparation of the school's annual budget and plan

The preparation of the school's plan and budget was discussed with SAC members on ways to recognize students for improved academic and behavioral achievements.

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

The first SAC meeting of the 2015-2016 school year will be held the week of August 24, 2015. Allocated funds will be spent on monthly school-wide incentives to increase attendance, positive behavior and student achievement. The amount spent last school year was \$4, 934.45, which was used to purchase student incentives and materials.

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

Yes

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

The measures implemented this school year is that we started recruitment in May 2015 @ parent engagement activities. Also, we recruited during Open House, Title I/Curriculum Night as well as trying to sustain the number of members in order to meet the requirements this school year.

Literacy Leadership Team (LLT)

Membership:

Name	Title
Hayward, Kimberlee	Principal
Burgess, Sheleen	Assistant Principal
Barber, Lynn	Instructional Coach
Crawford, Linda	Instructional Coach
Gehron, Elizabeth	Instructional Coach
Hosack, Lindsey	Instructional Coach
St. Amour, Michelle	Assistant Principal
Raulerson, Rachel	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

There are three major initiatives for the 2015-2016 Literacy Leadership Team. The first is to ensure that teachers are teaching Florida Core Standards through standards-based instruction. The second is to build relationships with all stakeholders. The third is to ensure that every student makes one year's learning gain. These three initiatives will support all students in their academic/behavioral performance.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

A variety of strategies are used to encourage positive working relationships between the teachers at Hamilton Elementary School of Engineering and Technology. Grade levels participate in weekly PLC's to focus on collaborative planning and standards-based instruction. A leadership team representative attends and supports the PLC's. We are in the process of finalizing data meetings in order to disaggregate data and continue the collaboration process. Staff meetings are held monthly and professional development activities are held on Wednesdays. In addition, grade level teams focus on a specific, instructional strategy during the Deliberate Practice process. Teams work together to practice and refine this instructional strategy. Hamilton supports new teachers through the Mentor/Mentee program. Mentees receive support from a certified teacher through this program. Teachers who are new to Hamilton meet regularly, with their mentor, to learn about our school and ask questions as necessary.

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

Seminole County Public Schools is always looking for highly qualified, certified teachers to teach our students. The method of recruitment is defined based on the need. Seminole County Public Schools' reputation of being an "A" school district brings to us thousands of highly qualified applicants. One of our recruitment strategies is our partnership with State and private colleges and universities. We welcome university and college interns and field study students to our district, not only from the State or Florida university system, but also out of State. Annually our district participates in many university job fairs and minority and veteran job fairs. This year we have gone out of the United States and are bringing on board a few teachers from Spain to teach the dual language classes.

The district supports all teachers, but especially new teachers with mentoring programs. We also provide in-services and workshops. New teachers with zero years of experience are assigned a one on one mentor. This support is provided beyond the first year.

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

Our school has a school-wide mentor who works with administration to coordinate all mentoring activities on our campus. This school-wide mentor is trained by our county's new teacher facilitator and is given materials and agendas to support the new teachers during this calendar year. Before school begins, our school-wide mentor meets the new teachers at our school and gives a campus tour while orienting our new teachers to important procedures and policies that will affect them as they begin the school year. Once school begins, our new teachers meet regularly with the mentor(s) who best fits their needs and follow an agenda of recommended topics that are appropriate for their given situations. Whether the new teacher is working with a school-wide mentor, peer teacher, or alternative certification mentor, he or she is working with an individual who has been trained by our county to support the teacher's various needs. Each of these mentor roles are fine-tuned each year based on the feedback from our new teachers the year before.

Additionally, our school arranges for each new teacher to be accompanied by a well-chosen mentor for visits to classrooms of highly effective teachers. Both this mentor and the new teacher utilize a classroom visitation sheet to guide their post-visit discussions around our county's instruction model, room arrangements, and classroom management. The goal of these visits is to provide models of instructional practice and time for reflection that will allow the new teacher to fine-tune his or her teaching abilities.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

The core curricula of Seminole County Public Schools are comprehensive systems employing research-based best-practices, rigorous content, and instructional materials organized in comprehensive instructional plans. Delivery modes and methods require explicit differentiated instruction to the depth of the Florida Standards.

The magnet curriculum is specifically aligned to state science standards and national engineering and technology standards. The strong cross-curricular connection ensures that the students demonstrate mastery of Florida ELA and Math standards through 21st century skills such as communication, problem-solving, critical thinking, integrated learning and project based learning.

Instructional Strategies

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

Hamilton uses a data-driven approach to differentiated instruction in order to meet the diverse needs of our students. During the first weeks of school, all students are given baseline assessments in Reading, Math, Writing, and Science. We're also implementing Thinking Maps in order to help students to become metacognitive learners. The data & observations provided from these assessments will be used to

differentiate instruction based on specific needs. After the initial assessment, teachers will give weekly formative assessments to track students' growth based on specific standards-based learning targets. In addition, summative assessments will be given at the end of each unit to track students' achievement relative to the standards-based learning goal. Small reading and math groups will address students' needs based on grade level expectations. Students who are performing below grade level proficiency will receive intervention specific to their needs. These students will be progress monitored on a regular basis, and groups will be fluid based on student needs. The additional hour will also be

used to assist students having difficulty attaining proficiency or advanced levels on state assessments.

Grade levels will meet often to review, discuss, and take action on current student data. Instruction will be modified based on student data. For example, if students display proficiency on a pre-assessment, the teacher will modify the instructional plan to address the standards at an advanced level. Students who do not display proficiency will be addressed in small groups and during intervention. In addition, if students display deficits, the instructional plan will be modified to address foundational learning targets. Students who are proficient will receive advanced instruction in small groups.

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

Strategy: Extended School Day

Minutes added to school year: 10,800

Teachers and support staff, such as paraprofessionals, special area teachers, and resource teachers will provide instruction using the district's core content curriculum. The computer programs are IStation, iReady Reading and Math, Reading Eggs, etc.

Strategy Rationale

The rationale is to provide additional core instruction across the content areas.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Hayward, Kimberlee, kimberlee_hayward@scps.k12.fl.us

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

District wide assessments such as iReady Reading and Math and school based formative and summative assessments are being used to determine student progress.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

Students in the Voluntary Pre-K (VPK) Program visit the kindergarten classrooms at the end of the school year to learn about what to expect in kindergarten. During the summer, students entering kindergarten in selected Title I Schools can attend Kinder Camp to help prepare them for success in kindergarten. Schools offer an Open House before school starts and kindergarten teachers are available for individual conferences.

College and Career Readiness

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

NA

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

NA

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

NA

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

NA

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

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

The following documents were submitted as evidence for this section:

.

Problem Identification Summary

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

NA

Problem Analysis Summary

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

NA

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If we increase the effectiveness of standards-based instruction through best practices, we will increase the percentage of students meeting proficiency and making learning gains between 2015-2016.
- G2.** If we practice and enforce safety and reporting procedures amongst staff, parents, and students, then we will decrease the amount of behavioral infractions from 2014-2015 to 2015-2016.

Strategic Goals Detail

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

G1. If we increase the effectiveness of standards-based instruction through best practices, we will increase the percentage of students meeting proficiency and making learning gains between 2015-2016. 1a

G073100

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	50.0
ELA/Reading Lowest 25% Gains	60.0
FCAT 2.0 Science Proficiency	50.0
ELA/Reading Gains	60.0

Resources Available to Support the Goal 2

- Florida Standards
- iReady Reading
- iReady Math
- Thinking Maps (Magnet Initiative)
- Additional student devices
- EIE Curriculum (Magnet Initiative)

Targeted Barriers to Achieving the Goal 3

- Less than 50% of the students are responding to core instruction.
- The amount of time off task impacts core instruction

Plan to Monitor Progress Toward G1. 8

The progress towards meeting the goal includes district and school based assessments.

Person Responsible

Sheleen Burgess

Schedule

Monthly, from 8/17/2015 to 5/27/2016

Evidence of Completion

iReady reading and math, common grade level district and school level assessments, fluency checks, progress monitoring assessments, Florida Standards Assessments, FCAT 2.0 Science, etc.

G2. If we practice and enforce safety and reporting procedures amongst staff, parents, and students, then we will decrease the amount of behavioral infractions from 2014-2015 to 2015-2016. 1a

G073101

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	-10.0

Resources Available to Support the Goal 2

- Behavior Specialist and Interventionist
- Positive Behavior Support (PBS)
- UCF Counseling Support (Guidance Counselor, Mentors)
- Tough Kids Toolbox
- Second Step Program
- Infused engineering curriculum (EIE) and robotics
- Ruby Payne strategies: A Framework for Understanding Poverty
- Eric Jensen: Engaging Students with Poverty In Mind (Book Study – Magnet Initiative)

Targeted Barriers to Achieving the Goal 3

- A significant percentage of students lack the understanding and motivation to follow appropriate rules and procedures.

Plan to Monitor Progress Toward G2. 8

The PBS team will meet monthly to review discipline data and provide student incentives.

Person Responsible

Sheleen Burgess

Schedule

Monthly, from 8/17/2015 to 5/27/2016

Evidence of Completion

EdInsight data

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. If we increase the effectiveness of standards-based instruction through best practices, we will increase the percentage of students meeting proficiency and making learning gains between 2015-2016. **1**

 G073100

G1.B1 Less than 50% of the students are responding to core instruction. **2**

 B190909

G1.B1.S1 Ensure that teachers are using a research based instructional delivery model. **4**

 S202390

Strategy Rationale

To improve core instructional practices ensuring effective delivery to improve student achievement.

Action Step 1 **5**

All teachers will be trained on the Gradual Release Model and monitored for implementation.

Person Responsible

Kimberlee Hayward

Schedule

On 5/27/2016

Evidence of Completion

Sign in sheets

Action Step 2 5

All teachers will implement small group and differentiated instruction.

Person Responsible

Sheleen Burgess

Schedule

On 5/27/2016

Evidence of Completion

Sign in sheets

Action Step 3 5

All teachers will be trained and utilize cooperative grouping strategies.

Person Responsible

Kimberlee Hayward

Schedule

On 5/27/2016

Evidence of Completion

Sign-in sheet

Action Step 4 5

Coaches will support teachers in the Gradual Release Model through the Intensive Coaching Cycle.

Person Responsible

Kimberlee Hayward

Schedule

On 5/27/2016

Evidence of Completion

Coaching Forms

Action Step 5 5

Model classrooms will be used to support effective instructional practice.

Person Responsible

Kimberlee Hayward

Schedule

Monthly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Instructional Rounds Form & Classroom Walkthroughs

Action Step 6 5

Thinking Maps will be used to increase student engagement and learning gains.

Person Responsible

Kimberlee Hayward

Schedule

On 5/27/2016

Evidence of Completion

Classroom Walkthroughs & Data Analysis

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

The fidelity of implementation will be monitored by scheduled and nonscheduled classroom walkthroughs, iObservation, data chats, Instructional calendars and plans, and the PD schedule.

Person Responsible

Kimberlee Hayward

Schedule

Weekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Tracking data sheets, teacher lesson plans, iObservation, teacher feedback, PD materials, Grade level PLC minutes

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

Increased student achievement as documented by assessment data will determine the effectiveness of the strategies.

Person Responsible

Kimberlee Hayward

Schedule

Biweekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Data sheets

G1.B1.S2 Teachers will participate in weekly professional learning communities to develop effective lesson plans. 4

 S202391

Strategy Rationale

Teachers will be able to plan rigorous and engaging lessons to improve student achievement.

Action Step 1 5

Create a master schedule including departmentalization and increased PLC time.

Person Responsible

Kimberlee Hayward

Schedule

Weekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Master schedule, Grade level Instructional Schedules

Action Step 2 5

PLC procedures (Data analysis, Lesson planning, unpacking standards) and expectations were established

Person Responsible

Kimberlee Hayward

Schedule

Weekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Non-negotiables and Daily expectations

Action Step 3 5

Aligned content with specific meeting days

Person Responsible

Kimberlee Hayward

Schedule

Weekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Meeting agenda; Student Data

Action Step 4 5

Instructional Coaches facilitate with Admin present to support grade level PLCs

Person Responsible

Kimberlee Hayward

Schedule

Weekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Sign-in sheets, lesson plans, data sheets, PLC minutes

Action Step 5 5

Instructional coaches will be available to work with teachers, during planning time, at teacher request.

Person Responsible

Kimberlee Hayward

Schedule

Weekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Tracking spreadsheets

Action Step 6 5

Additional planning days and extended PLC time will be offered periodically.

Person Responsible

Kimberlee Hayward

Schedule

Quarterly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Tracking spreadsheets, lesson plans

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

Instructional coaches will submit notes and concerns which address standards-based instruction and model / co-teach lessons when there's a need.

Person Responsible

Kimberlee Hayward

Schedule

Weekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Agenda, PLCs minutes, Completed Lesson Plans, Coaching Cycle, etc.

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

To monitor the effectiveness of the implementation, there will be regular classroom walkthroughs, feedback, and meetings as necessary.

Person Responsible

Kimberlee Hayward

Schedule

Weekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Classroom Walkthrough data, Feedback, Florida Core Standards, iObservation, etc.

G1.B1.S3 Student engagement will increase through the implementation of Thinking Maps. 4

 S202392

Strategy Rationale

Teachers will implement the school-wide Thinking Maps plan in all content areas, which will ultimately increase student learning gains.

Action Step 1 5

The school-wide Thinking Maps teaching schedule was created to allow time for students to practice and develop strategies for learning.

Person Responsible

Michelle St. Amour

Schedule

Weekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

The 8 Thinking Maps, Student work samples, Cooperative group work, Map Galleries, etc

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

As a monitoring and support tool, the schedule should be followed with fidelity, allowing time to review and practice with previously taught maps.

Person Responsible

Michelle St. Amour

Schedule

Weekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

School-wide Thinking Maps Teaching Schedule, Student work samples, etc.

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

In order to monitor the effectiveness of the implementation, teachers will understand the extent to which students have difficulties problem solving and help them develop strategies for learning.

Person Responsible

Michelle St. Amour


Schedule

Weekly, from 8/17/2015 to 5/27/2016


Evidence of Completion

Observations, Map assessments, Map galleries, Student summaries, etc

G1.B2 The amount of time off task impacts core instruction **2**

 B190910

G1.B2.S1 A comprehensive intervention structure will be put in place to meet student needs. **4**

 S202393

Strategy Rationale

A necessary component to MTSS.

Action Step 1 **5**

The MTSS Team meet throughout the year to discuss all students and devise a plan to ensure that all students' needs are met.

Person Responsible

Sheleen Burgess

Schedule

Weekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

MTSS Agenda, notes, reports, etc.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 **6**

The team will meet, during cycles, to review progress monitoring of students in Tier 2 and 3 process.

Person Responsible

Lynn Barber

Schedule

Weekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Student Study meetings, data reports, etc.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

After each assessment, the MTSS team will meet with teachers in order to review the percentage of students within each class meeting/exceeding benchmarks or at high risk and evaluate the progress of each student.

Person Responsible

Lynn Barber

Schedule

Monthly, from 8/17/2015 to 5/27/2016


Evidence of Completion

Data results/reports, SST, etc.

G2. If we practice and enforce safety and reporting procedures amongst staff, parents, and students, then we will decrease the amount of behavioral infractions from 2014-2015 to 2015-2016. 1

 G073101

G2.B1 A significant percentage of students lack the understanding and motivation to follow appropriate rules and procedures. 2

 B190911

G2.B1.S1 Ensure that teachers have established rules and procedures in order to decrease classroom disruptions and are implementing the school-wide discipline plan with fidelity. 4

 S202394

Strategy Rationale

Classroom disruptions are impeding student learning.

Action Step 1 5

Analyze behavioral infractions by students for trends.

Person Responsible

Sheleen Burgess

Schedule

Monthly, from 8/17/2015 to 5/27/2016

Evidence of Completion

The evidence will include but not limited to behavior infraction forms, referrals, student reporting forms, and observation checklists, etc

Action Step 2 5

Tough kids toolbox will be utilized by teachers to provide strategies to decrease minor infractions.

Person Responsible

Kimberlee Hayward

Schedule

Monthly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Behavior incentives, teacher resources, behavior contracts

Action Step 3 5

A school-wide Positive Behavior Support team is established.

Person Responsible

Sheleen Burgess

Schedule

Daily, from 8/17/2015 to 5/27/2016

Evidence of Completion

Sign-in sheets, PBS minutes

Action Step 4 5

A school-wide Positive Behavior Support plan will be implemented.

Person Responsible

Sheleen Burgess

Schedule

Daily, from 8/11/2014 to 5/29/2015

Evidence of Completion

Poster, Token Economy, PBS Benchmarks of Quality

Action Step 5 5

All faculty will implement a comprehensive school-wide discipline plan.

Person Responsible

Sheleen Burgess

Schedule

Quarterly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Poster/chart of rules, procedures, rewards, and consequences

Action Step 6 5

Provide training to teachers on the Comprehensive Discipline Plan.

Person Responsible

Sheleen Burgess

Schedule

On 8/14/2015

Evidence of Completion

PowerPoint, Sign-in sheets

Action Step 7 5

Guidance counselors and behavior support team will implement the Second Step program in all classrooms.

Person Responsible

Sheleen Burgess

Schedule

Weekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Classroom walkthrough forms, decreased amount of infraction forms, etc

Action Step 8 5

Academic Parent-Teacher Teams

Person Responsible

Lynn Barber

Schedule

Quarterly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Sign-in sheets, surveys results, increased students achievement and decreased behavior

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

Weekly updates and reports will be shared to monitor and support the fidelity of the implementation.

Person Responsible

Sheleen Burgess

Schedule

Monthly, from 8/17/2015 to 5/27/2016

Evidence of Completion

The evidence will include but not limited to behavior infraction forms, referrals, student reporting forms, and observation checklists.

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

The effectiveness of this strategy will help reduce the number of infractions and increased student engagement.

Person Responsible

Sheleen Burgess

Schedule

Monthly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Behavior infraction forms, referrals, student reporting forms, observation checklists, etc

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	All teachers will be trained on the Gradual Release Model and monitored for implementation.	Hayward, Kimberlee	8/17/2015	Sign in sheets	5/27/2016 one-time
G1.B1.S2.A1	Create a master schedule including departmentalization and increased PLC time.	Hayward, Kimberlee	8/17/2015	Master schedule, Grade level Instructional Schedules	5/27/2016 weekly
G1.B1.S3.A1	The school-wide Thinking Maps teaching schedule was created to allow time for students to practice and develop strategies for learning.	St. Amour, Michelle	8/17/2015	The 8 Thinking Maps, Student work samples, Cooperative group work, Map Galleries, etc	5/27/2016 weekly
G1.B2.S1.A1	The MTSS Team meet throughout the year to discuss all students and devise a plan to ensure that all students' needs are met.	Burgess, Sheleen	8/17/2015	MTSS Agenda, notes, reports, etc.	5/27/2016 weekly
G2.B1.S1.A1	Analyze behavioral infractions by students for trends.	Burgess, Sheleen	8/17/2015	The evidence will include but not limited to behavior infraction forms, referrals, student reporting forms, and observation checklists, etc	5/27/2016 monthly
G1.B1.S1.A2	All teachers will implement small group and differentiated instruction.	Burgess, Sheleen	9/8/2015	Sign in sheets	5/27/2016 one-time
G1.B1.S2.A2	PLC procedures (Data analysis, Lesson planning, unpacking standards) and expectations were established	Hayward, Kimberlee	8/17/2015	Non-negotiables and Daily expectations	5/27/2016 weekly
G2.B1.S1.A2	Tough kids toolbox will be utilized by teachers to provide strategies to decrease minor infractions.	Hayward, Kimberlee	8/17/2015	Behavior incentives, teacher resources, behavior contracts	5/27/2016 monthly
G1.B1.S1.A3	All teachers will be trained and utilize cooperative grouping strategies.	Hayward, Kimberlee	8/17/2015	Sign-in sheet	5/27/2016 one-time
G1.B1.S2.A3	Aligned content with specific meeting days	Hayward, Kimberlee	8/17/2015	Meeting agenda; Student Data	5/27/2016 weekly
G2.B1.S1.A3	A school-wide Positive Behavior Support team is established.	Burgess, Sheleen	8/17/2015	Sign-in sheets, PBS minutes	5/27/2016 daily
G1.B1.S1.A4	Coaches will support teachers in the Gradual Release Model through the Intensive Coaching Cycle.	Hayward, Kimberlee	8/17/2015	Coaching Forms	5/27/2016 one-time
G1.B1.S2.A4	Instructional Coaches facilitate with Admin present to support grade level PLCs	Hayward, Kimberlee	8/17/2015	Sign-in sheets, lesson plans, data sheets, PLC minutes	5/27/2016 weekly
G2.B1.S1.A4	A school-wide Positive Behavior Support plan will be implemented.	Burgess, Sheleen	8/11/2014	Poster, Token Economy, PBS Benchmarks of Quality	5/29/2015 daily
G1.B1.S1.A5	Model classrooms will be used to support effective instructional practice.	Hayward, Kimberlee	8/17/2015	Instructional Rounds Form & Classroom Walkthroughs	5/27/2016 monthly
G1.B1.S2.A5	Instructional coaches will be available to work with teachers, during planning time, at teacher request.	Hayward, Kimberlee	8/17/2015	Tracking spreadsheets	5/27/2016 weekly
G2.B1.S1.A5	All faculty will implement a comprehensive school-wide discipline plan.	Burgess, Sheleen	8/17/2015	Poster/chart of rules, procedures, rewards, and consequences	5/27/2016 quarterly
G1.B1.S1.A6	Thinking Maps will be used to increase student engagement and learning gains.	Hayward, Kimberlee	8/17/2015	Classroom Walkthroughs & Data Analysis	5/27/2016 one-time
G1.B1.S2.A6	Additional planning days and extended PLC time will be offered periodically.	Hayward, Kimberlee	8/17/2015	Tracking spreadsheets, lesson plans	5/27/2016 quarterly
G2.B1.S1.A6	Provide training to teachers on the Comprehensive Discipline Plan.	Burgess, Sheleen	8/14/2015	PowerPoint, Sign-in sheets	8/14/2015 one-time
G2.B1.S1.A7	Guidance counselors and behavior support team will implement the Second Step program in all classrooms.	Burgess, Sheleen	8/17/2015	Classroom walkthrough forms, decreased amount of infraction forms, etc	5/27/2016 weekly

Seminole - 0021 - Hamilton Elementary School - 2015-16 SIP
Hamilton Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A8	Academic Parent-Teacher Teams	Barber, Lynn	8/17/2015	Sign-in sheets, surveys results, increased students achievement and decreased behavior	5/27/2016 quarterly
G1.MA1	The progress towards meeting the goal includes district and school based assessments.	Burgess, Sheleen	8/17/2015	iReady reading and math, common grade level district and school level assessments, fluency checks, progress monitoring assessments, Florida Standards Assessments, FCAT 2.0 Science, etc.	5/27/2016 monthly
G1.B1.S1.MA1	Increased student achievement as documented by assessment data will determine the effectiveness of the strategies.	Hayward, Kimberlee	8/17/2015	Data sheets	5/27/2016 biweekly
G1.B1.S1.MA1	The fidelity of implementation will be monitored by scheduled and nonscheduled classroom walkthroughs, iObservation, data chats, Instructional calendars and plans, and the PD schedule.	Hayward, Kimberlee	8/17/2015	Tracking data sheets, teacher lesson plans, iObservation, teacher feedback, PD materials, Grade level PLC minutes	5/27/2016 weekly
G1.B2.S1.MA1	After each assessment, the MTSS team will meet with teachers in order to review the percentage of students within each class meeting/exceeding benchmarks or at high risk and evaluate the progress of each student.	Barber, Lynn	8/17/2015	Data results/reports, SST, etc.	5/27/2016 monthly
G1.B2.S1.MA1	The team will meet, during cycles, to review progress monitoring of students in Tier 2 and 3 process.	Barber, Lynn	8/17/2015	Student Study meetings, data reports, etc.	5/27/2016 weekly
G1.B1.S2.MA1	To monitor the effectiveness of the implementation, there will be regular classroom walkthroughs, feedback, and meetings as necessary.	Hayward, Kimberlee	8/17/2015	Classroom Walkthrough data, Feedback, Florida Core Standards, iObservation, etc.	5/27/2016 weekly
G1.B1.S2.MA1	Instructional coaches will submit notes and concerns which address standards-based instruction and model / co-teach lessons when there's a need.	Hayward, Kimberlee	8/17/2015	Agenda, PLCs minutes, Completed Lesson Plans, Coaching Cycle, etc.	5/27/2016 weekly
G1.B1.S3.MA1	In order to monitor the effectiveness of the implementation, teachers will understand the extent to which students have difficulties problem solving and help them develop strategies for learning.	St. Amour, Michelle	8/17/2015	Observations, Map assessments, Map galleries, Student summaries, etc	5/27/2016 weekly
G1.B1.S3.MA1	As a monitoring and support tool, the schedule should be followed with fidelity, allowing time to review and practice with previously taught maps.	St. Amour, Michelle	8/17/2015	School-wide Thinking Maps Teaching Schedule, Student work samples, etc.	5/27/2016 weekly
G2.MA1	The PBS team will meet monthly to review discipline data and provide student incentives.	Burgess, Sheleen	8/17/2015	EdInsight data	5/27/2016 monthly
G2.B1.S1.MA1	The effectiveness of this strategy will help reduce the number of infractions and increased student engagement.	Burgess, Sheleen	8/17/2015	Behavior infraction forms, referrals, student reporting forms, observation checklists, etc	5/27/2016 monthly
G2.B1.S1.MA1	Weekly updates and reports will be shared to monitor and support the fidelity of the implementation.	Burgess, Sheleen	8/17/2015	The evidence will include but not limited to behavior infraction forms, referrals, student reporting forms, and observation checklists.	5/27/2016 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. If we increase the effectiveness of standards-based instruction through best practices, we will increase the percentage of students meeting proficiency and making learning gains between 2015-2016.

G1.B1 Less than 50% of the students are responding to core instruction.

G1.B1.S1 Ensure that teachers are using a research based instructional delivery model.

PD Opportunity 1

All teachers will be trained on the Gradual Release Model and monitored for implementation.

Facilitator

School-based instructional coaches

Participants

Hamilton Faculty

Schedule

On 5/27/2016

PD Opportunity 2

All teachers will implement small group and differentiated instruction.

Facilitator

School-based instructional coaches

Participants

Hamilton Faculty

Schedule

On 5/27/2016

PD Opportunity 3

All teachers will be trained and utilize cooperative grouping strategies.

Facilitator

School-based instructional coaches

Participants

Hamilton Faculty

Schedule

On 5/27/2016

PD Opportunity 4

Coaches will support teachers in the Gradual Release Model through the Intensive Coaching Cycle.

Facilitator

School-based instructional coaches

Participants

Hamilton Faculty

Schedule

On 5/27/2016

PD Opportunity 5

Model classrooms will be used to support effective instructional practice.

Facilitator

Michelle St. Amour

Participants

Hamilton Faculty

Schedule

Monthly, from 8/17/2015 to 5/27/2016

PD Opportunity 6

Thinking Maps will be used to increase student engagement and learning gains.

Facilitator

Grade level trainers

Participants

Hamilton Instructional Staff

Schedule

On 5/27/2016

G2. If we practice and enforce safety and reporting procedures amongst staff, parents, and students, then we will decrease the amount of behavioral infractions from 2014-2015 to 2015-2016.

G2.B1 A significant percentage of students lack the understanding and motivation to follow appropriate rules and procedures.

G2.B1.S1 Ensure that teachers have established rules and procedures in order to decrease classroom disruptions and are implementing the school-wide discipline plan with fidelity.

PD Opportunity 1

Tough kids toolbox will be utilized by teachers to provide strategies to decrease minor infractions.

Facilitator

Behavior Support Team

Participants

Hamilton Faculty

Schedule

Monthly, from 8/17/2015 to 5/27/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	All teachers will be trained on the Gradual Release Model and monitored for implementation.				\$0.00
2	G1.B1.S1.A2	All teachers will implement small group and differentiated instruction.				\$0.00
3	G1.B1.S1.A3	All teachers will be trained and utilize cooperative grouping strategies.				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide			\$0.00
			District-Wide	General Fund		\$2,000.00
4	G1.B1.S1.A4	Coaches will support teachers in the Gradual Release Model through the Intensive Coaching Cycle.				\$0.00
5	G1.B1.S1.A5	Model classrooms will be used to support effective instructional practice.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	General Fund		\$1,000.00
6	G1.B1.S1.A6	Thinking Maps will be used to increase student engagement and learning gains.				\$0.00
7	G1.B1.S2.A1	Create a master schedule including departmentalization and increased PLC time.				\$0.00
8	G1.B1.S2.A2	PLC procedures (Data analysis, Lesson planning, unpacking standards) and expectations were established				\$0.00
9	G1.B1.S2.A3	Aligned content with specific meeting days				\$0.00
10	G1.B1.S2.A4	Instructional Coaches facilitate with Admin present to support grade level PLCs				\$0.00
11	G1.B1.S2.A5	Instructional coaches will be available to work with teachers, during planning time, at teacher request.				\$0.00
12	G1.B1.S2.A6	Additional planning days and extended PLC time will be offered periodically.				\$20,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Title I Part A		\$5,000.00
			District-Wide	Title I Part A		\$15,000.00
13	G1.B1.S3.A1	The school-wide Thinking Maps teaching schedule was created to allow time for students to practice and develop strategies for learning.				\$0.00

Budget Data

14	G1.B2.S1.A1	The MTSS Team meet throughout the year to discuss all students and devise a plan to ensure that all students' needs are met.	\$0.00
15	G2.B1.S1.A1	Analyze behavioral infractions by students for trends.	\$0.00
16	G2.B1.S1.A2	Tough kids toolbox will be utilized by teachers to provide strategies to decrease minor infractions.	\$0.00
17	G2.B1.S1.A3	A school-wide Positive Behavior Support team is established.	\$0.00
18	G2.B1.S1.A4	A school-wide Positive Behavior Support plan will be implemented.	\$0.00
19	G2.B1.S1.A5	All faculty will implement a comprehensive school-wide discipline plan.	\$0.00
20	G2.B1.S1.A6	Provide training to teachers on the Comprehensive Discipline Plan.	\$0.00
21	G2.B1.S1.A7	Guidance counselors and behavior support team will implement the Second Step program in all classrooms.	\$0.00
22	G2.B1.S1.A8	Academic Parent-Teacher Teams	\$0.00
Total:			\$23,000.00