

Seminole County Public Schools

Hamilton Elementary School



2016-17 Schoolwide 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 and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	91%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	79%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	C	C*	F	D

**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 a monitoring status of "Former F" (see page 4). 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>.

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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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Hamilton Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. Provide the school's vision statement.

Hamilton Elementary School of Engineering and Technology will be the premier school in the State of Florida. We will be recognized nationally for high standards, academic performance and offering students a rigorous and relevant education in a safe and caring environment.

2. School Environment

a. 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, parents, 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 posting 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/guidance counselors will to provide strategies on how to correct their behavior.

Students receive counseling, facilitated by guidance counselors and/or behavior interventionists.

b. 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.

c. 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/reviewed throughout the school year.

d. 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 (UCF 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).

3. Early Warning Systems

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

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

The school has a Multi-Tiered System of Supports (MTSS) core problem solving team, comprised of members with expertise in academic and behavioral domains. The MTSS team utilizes the continuous problem solving process to identify students who are at-risk in academics and/or behavior and conducts root cause analysis to determine why the problem is occurring. The MTSS core problem solving team utilizes a student performance data management system to view aggregated student data. To aid in recognizing early school disengagement, the MTSS core problem solving team utilizes an early warning identification system and digitized response to intervention process. Student data are aggregated to form a predictive analytic risk score configuration, comprised of indicators that flag a student at risk of graduation (attendance, misconduct, course failure, mobility, grade point average, overage, and retention).

To identify at-risk students in compliance with 1001.42, F.S., middle schools utilize an early warning identification report. This report specifically identifies students who meet two or more at-risk indicators (attendance below 90 percent, one or more in school or out of school suspensions, course failure in English Language Arts or Mathematics, and Level 1 score on statewide, standardized assessments in English Language Arts or Mathematics). In addition the report includes each student's early warning risk score. From this report, schools drill down on the student identification number to obtain more specified data in order to inform root cause analysis. Additionally from this report, schools schedule and monitor parent meeting invitations.

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

NA

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/313223>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

2. 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.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Pfeiffer, Michael	Principal
	Assistant Principal
MacDonald, Jennifer	Other

b. Duties

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

*Michael Pfeiffer, Principal:

Mr. Pfeiffer is a principal with Seminole County Public Schools at Hamilton Elementary School. He has been a public school administrator for 20 years as a principal and assistant principal. He has served as principal at a Special Education Center and three elementary schools. As a teacher he taught at the elementary, middle, high school, and post high school levels. He has an undergraduate degree in English Education from Florida State University, with a Post-Baccalaureate degree in Exceptional Student Education and a M.Ed. in Educational Leadership from the University of North Florida. He currently serves in a voluntary capacity on the Steering Committee for the College of Education at the University of Central Florida. Mr. Pfeiffer frequently conducts inservices and professional development for his school staff, district personnel, and University of Phoenix on ethical and legal issues, and how they impact professional educators and public school. He has developed

Webinars and Professional Development classes for the University of Phoenix, and has partnered with Scholastic to conduct a Webinar on Student Engagement with 8000 participants. Mr. Pfeiffer recently completed certification for "School Turnaround Leaders in Florida", provided by the Harvard University Graduate School of Education and the 2016 Florida School Improvement Conference.

At the college level, Mr. Pfeiffer is a professor and the Lead Faculty Area Chair for the University of Phoenix's College of Education and has also served as Lead Faculty Area Chair for the College of Humanities. He recently developed and presented continuing education programs on GRIT and Mindset for University of Phoenix faculty and conducted an exam preparation course for the Florida Dept. of Education General Knowledge teacher certification exams. Of note, he was part of the team who revised the entire University of Phoenix's Elementary Education program so that upon graduation, graduates not only qualified for a Florida teaching certificate in elementary education, but also for Reading and ESOL Endorsements to add to their professional certificate.

*Sheleen Burgess, Assistant Principal:

Sheleen Burgess, Assistant Principal at Hamilton Elementary School of Engineering and Technology, is entering her 22nd year as an experienced educator and servant leader. Eighteen years were in Orange County and she is entering her fourth year as an administrator in Seminole County, for a total of five 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.

*Jennifer MacDonald, Dean of the Magnet Program

Jennifer MacDonald, Dean of the Magnet Program at Hamilton Elementary School of Engineering and Technology, was recently the Dean at Tuskawilla Middle School, working on the PBS team and instituting a school-wide set of behavior expectations under the acronym SPIRIT. Prior to being Dean, she was the instructional coach at Millennium Middle School for almost 10 years. In that position, she helped teachers improve reading and writing instructional practices in all content areas to increase student achievement. She has also worked at the district level on curriculum writing teams and have delivered professional development to teachers and administrators in all areas of literacy instruction. Prior to this, she co-directed the Central Florida Writing Project (an NWP site) and worked at the elementary level as a teacher-on-assignment, training teachers on best practices in writing instruction and assessment. Her career started as a fourth grade teacher in South Florida.

2. 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 used to provide supplemental staff and support improved instruction and interventions. Hamilton Elementary School of Engineering and Technology 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 ensure the gap between special education students and other student groups is reduced. 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. Also, 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.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Michael Pfeiffer	Principal
Kay Boehart	Education Support Employee
Heather Vickers	Teacher
Anita Malcolm	Teacher
Deidra Lattimore	Teacher
Ulysses Ward	Education Support Employee
Lalisa Harris	Parent
Erica Harris	Parent
Nicole Draper	Parent
Erica Wolling	Parent
Dana Young	Parent
Gus Valverde	Parent
Liz Rodriguez	Parent
Mike Abbott	Parent
Tennyson Meade	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

The 2015-2016 school improvement plan was completed, Midyear reviewed, and modified as necessary, with input from all stakeholders.

b. 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.

c. 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.

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

The first SAC meeting of the 2016-2017 school year will be held the week of September 8, 2016. 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 \$, which was used to purchase student incentives and materials.

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

Yes

a. 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.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Pfeiffer, Michael	Principal
	Assistant Principal
Barber, Lynn	Instructional Coach
Crawford, Linda	Instructional Coach
MacDonald, Jennifer	Other
Hosack, Lindsey	Instructional Coach
Raulerson, Rachel	Instructional Coach
Staley, Heather	Instructional Coach

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

There are three major initiatives for the 2016-2017 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 growth in one year's time. These three initiatives will support all students in their academic/behavioral performance.

D. Public and Collaborative Teaching

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

1. 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, community, and build relationships with the student population we serve.

2. 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 is a high academic achieving school district that is nationally and internationally recognized. Seminole County Public Schools is highly recruited by educators from all over the world. 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 of 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!

3. 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 Instructional Practices Specialist 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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.

b. Instructional Strategies

1. 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 meta cognitive 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 student 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 half 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.

2. 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: 5,400

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

Pfeiffer, Michael, michael_pfeiffer@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 Iowa, iReady Reading and Math, and school based formative and summative assessments are being used to determine student progress.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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.

b. College and Career Readiness

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

NA

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

NA

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

NA

4. 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

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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

B. 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

C. Strategic Goals

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.** The staff of Hamilton Elementary School of Engineering and Technology will (a) develop relationships using the 5Essentials Survey; (b) implement and monitor research-based best practices for standard and data-driven differentiated instruction using iReady, Iowa, & FSA to ensure a minimum of one year of growth for one year of instruction in ELA, Math, and Science. Additional Professional Development including our book study, the Javitz, Harvard, & Magnet grants will reduce the barriers.

Strategic Goals Detail

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

G1. The staff of Hamilton Elementary School of Engineering and Technology will (a) develop relationships using the 5Essentials Survey; (b) implement and monitor research-based best practices for standard and data-driven differentiated instruction using iReady, Iowa, & FSA to ensure a minimum of one year of growth for one year of instruction in ELA, Math, and Science. Additional Professional Development including our book study, the Javitz, Harvard, & Magnet grants will reduce the barriers. **1a**

G085242

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
FSA ELA Achievement	50.0
FSA Mathematics Achievement	50.0
5Es Score: Ambitious Instruction	52.0
Math Gains	60.0

Targeted Barriers to Achieving the Goal **3**

- There's little time to evaluate data in PLCs.
- The amount of time off task impacts core instruction.
- Teachers need to spend more time working on instructional strategies.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Florida Core Standards
- iReady Reading & Math
- Additional student devices
- EIE Curriculum (Magnet Initiative)
- Shawn Gard-Harold (District Personnel)
- Culturally Responsive Standards-Based (Magnet Book Study)
- 5Essentials Survey Results (2015-2016)
- Javitz Grant

Plan to Monitor Progress Toward G1. **8**

Ongoing discussions with administration, instructional coaches. and teachers.

Person Responsible

Michael Pfeiffer

Schedule

Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Teacher data, student work samples, lesson plans, meeting notes, and iObservation reports

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. The staff of Hamilton Elementary School of Engineering and Technology will (a) develop relationships using the 5Essentials Survey; (b) implement and monitor research-based best practices for standard and data-driven differentiated instruction using iReady, Iowa, & FSA to ensure a minimum of one year of growth for one year of instruction in ELA, Math, and Science. Additional Professional Development including our book study, the Javitz, Harvard, & Magnet grants will reduce the barriers. 1

G085242

G1.B1 There's little time to evaluate data in PLCs. 2

B226676

G1.B1.S1 The school needs to schedule additional times to review and disaggregate data. 4

S239158

Strategy Rationale

Allowing more time to disaggregate data will help teachers identify their students' strengths and weaknesses and use the data to help drive instruction.

Action Step 1 5

Dates and/or substitutes teachers will be scheduled, so that teachers will have more time to disaggregate student data.

Person Responsible

Michael Pfeiffer

Schedule

Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Sign in sheets, data reports, lesson plans

Action Step 2 5

All teachers will plan to prepare student / class data for Academic Parent-Teacher Teams (APTT) Family Nights.

Person Responsible

Kay Boehart

Schedule

Triannually, from 9/1/2016 to 5/4/2017

Evidence of Completion

Sign in sheets

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

The students will demonstrate improvement on classroom and district assessments.

Person Responsible

Michael Pfeiffer

Schedule

Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Data reports that show proficiency and learning gains

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

The students show learning gains on class and district assessments.

Person Responsible

Michael Pfeiffer

Schedule

Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Individual student and class data

G1.B1.S2 The teachers need to follow the instructional frameworks, incorporate common assessments, and differentiate instruction based student data. 4

 S239159

Strategy Rationale

By following the instructional frameworks, teachers will develop time management and students will receive the standards-based instruction in a fair and systematic order.

Action Step 1 5

Create a master schedule which allows time to teach with fidelity, assess, and review the standards-based lessons.

Person Responsible

Michael Pfeiffer

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Master schedule, Grade level instructional schedules, Lesson plans

Action Step 2 5

Continue with follow-up PLCs to unwrap the Florida Core Standards.

Person Responsible

Michael Pfeiffer

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Classroom Observations, Student work samples and data, Lesson plans

Action Step 3 5

Instructional Coaches facilitate times to co-teach and support classroom teachers.

Person Responsible

Michael Pfeiffer

Schedule

Biweekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Classroom observations, Lesson plans, Coaching logs

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

Michael Pfeiffer

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Agenda, PLC minutes, 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

Michael Pfeiffer

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

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

G1.B1.S3 The administration and instructional coaches need to consistently support teachers to determine next steps when disaggregating classroom, state, and district student data. 4

S239160

Strategy Rationale

Providing ongoing feedback will allow teachers time to adjust their delivery of instruction, while differentiating student needs.

Action Step 1 5

The school-wide master schedule allows time for students to practice and develop strategies for learning.

Person Responsible

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Thinking Maps, Student work samples, Cooperative group work, Project-based learning, etc

Action Step 2 5

Brainstorm instructional strategies and allow students to choose three strategies that would enhance their learning.

Person Responsible

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Classroom walkthroughs, iObservation, Student work samples, Student data, Lesson plans

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 instructional strategies.

Person Responsible

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

School-wide schedule, Class schedule, Student work samples, Student data, Lesson plans

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

Sheleen Burgess

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Observations, common assessments, Student, Student work samples, etc

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

 B226677

G1.B2.S1 Teacher lesson plans and classroom schedules need to include transition times. **4**

 S239161

Strategy Rationale

Teachers can enhance their classroom behavior management with explicit instruction and practice in behavioral expectations and routines.

Action Step 1 **5**

Maximize the class schedule and lesson plans.

Person Responsible

Michael Pfeiffer

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Master Schedule and Class Schedule

Action Step 2 **5**

Allow class meetings to develop a learning community of active and motivated learners.

Person Responsible

Schedule

Daily, from 8/10/2016 to 5/26/2017

Evidence of Completion

Class meeting notes and Classroom walkthroughs

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

Students will demonstrate learning gains as a result of time on task behaviors.

Person Responsible

Michael Pfeiffer

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Test scores and progress monitoring data

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

Monitor and observe teacher and student transitions in class and throughout the school campus.

Person Responsible

Michael Pfeiffer

Schedule

Daily, from 8/10/2016 to 5/26/2017

Evidence of Completion

Teacher feedback for students, Administration Instructional coach feedback for teachers

G1.B2.S2 The lesson plans should be maximized to help with organization and eliminate guesswork. 4

S239162

Strategy Rationale

Effective teachers see consistency and organization in their classrooms as important because they allow the central focus of classroom time to be on teaching and learning.

Action Step 1 5

Select and plan priority state standards biweekly to eliminate any guesswork.

Person Responsible

Schedule

Biweekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Lesson plans and student work samples

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Students will demonstrate improvement with time on task as a result of effective lesson planning.

Person Responsible

Schedule

Biweekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Lesson plans and student work samples

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Teachers will prepare students to be successful in achieving organizational skills and eliminating off task behaviors.

Person Responsible

Schedule

Biweekly, from 8/10/2016 to 5/26/2017


Evidence of Completion

Lesson plans, classroom management, and student work samples

G1.B3 Teachers need to spend more time working on instructional strategies. **2**

 B226678

G1.B3.S1 The administration and instructional coaches need to consistently observe the implementation of instructional strategies taught and provide feedback as needed. **4**

 S239163

Strategy Rationale

Providing ongoing feedback will allow teachers time to adjust when needed, so that students can use these strategies to become better critical thinkers and problem solvers.

Action Step 1 **5**

Set clear goals, scales, and expectations

Person Responsible

Schedule

Daily, from 8/10/2016 to 5/26/2017

Evidence of Completion

Learning goals, scales, and classroom expectations posted

Action Step 2 **5**

Provide ongoing Professional Development

Person Responsible

Schedule

Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion

PD Sign-in sheets, agendas, and learning logs

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Review data, assessments, and evaluation methods

Person Responsible

Michael Pfeiffer

Schedule

Biweekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Assessments, data reports, and lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Review data in PLCs meetings

Person Responsible

Michael Pfeiffer

Schedule

Every 3 Weeks, from 8/10/2016 to 5/26/2017

Evidence of Completion

Score reports for targeted assessments

G1.B3.S2 Teachers need to allow for class discussion and for students to learn from each other. 4

 S239164

Strategy Rationale

By allowing students opportunities to plan, organize, monitor their own work, they direct their own learning and self-reflect along the way.

Action Step 1 5

Teachers develop a shift in thinking....more student talk and less teacher talk.

Person Responsible

Michael Pfeiffer

Schedule

Biweekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Classroom observations and class meetings

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Administration provide ongoing feedback as a result of classroom walkthroughs

Person Responsible

Michael Pfeiffer

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Classroom visits and student discussions

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

Schedule Face-to-meetings and input feedback using iObservation.

Person Responsible

Michael Pfeiffer

Schedule

Weekly, from 8/10/2016 to 5/26/2017










Evidence of Completion

iObservation reports and meeting notes

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.B1.S1.A2 A309714	All teachers will plan to prepare student / class data for Academic Parent-Teacher Teams (APTT)...	Boehart, Kay	9/1/2016	Sign in sheets	5/4/2017 triannually
G1.MA1 M316938	Ongoing discussions with administration, instructional coaches. and teachers.	Pfeiffer, Michael	8/10/2016	Teacher data, student work samples, lesson plans, meeting notes, and iObservation reports	5/26/2017 monthly
G1.B1.S1.MA1 M316924	The students show learning gains on class and district assessments.	Pfeiffer, Michael	8/10/2016	Individual student and class data	5/26/2017 monthly
G1.B1.S1.MA1 M316925	The students will demonstrate improvement on classroom and district assessments.	Pfeiffer, Michael	8/10/2016	Data reports that show proficiency and learning gains	5/26/2017 monthly
G1.B1.S1.A1 A309713	Dates and/or substitutes teachers will be scheduled, so that teachers will have more time to...	Pfeiffer, Michael	8/10/2016	Sign in sheets, data reports, lesson plans	5/26/2017 monthly
G1.B2.S1.MA1 M316930	Monitor and observe teacher and student transitions in class and throughout the school campus.	Pfeiffer, Michael	8/10/2016	Teacher feedback for students, Administration Instructional coach feedback for teachers	5/26/2017 daily
G1.B2.S1.MA1 M316931	Students will demonstrate learning gains as a result of time on task behaviors.	Pfeiffer, Michael	8/10/2016	Test scores and progress monitoring data	5/26/2017 weekly
G1.B2.S1.A1 A309720	Maximize the class schedule and lesson plans.	Pfeiffer, Michael	8/10/2016	Master Schedule and Class Schedule	5/26/2017 weekly
G1.B2.S1.A2 A309721	Allow class meetings to develop a learning community of active and motivated learners.		8/10/2016	Class meeting notes and Classroom walkthroughs	5/26/2017 daily
G1.B3.S1.MA1 M316934	Review data in PLCs meetings	Pfeiffer, Michael	8/10/2016	Score reports for targeted assessments	5/26/2017 every-3-weeks
G1.B3.S1.MA1 M316935	Review data, assessments, and evaluation methods	Pfeiffer, Michael	8/10/2016	Assessments, data reports, and lesson plans	5/26/2017 biweekly
G1.B3.S1.A1 A309723	Set clear goals, scales, and expectations		8/10/2016	Learning goals, scales, and classroom expectations posted	5/26/2017 daily
G1.B3.S1.A2 A309724	Provide ongoing Professional...		8/10/2016	PD Sign-in sheets, agendas, and learning logs	5/26/2017 monthly
G1.B1.S2.MA1 M316926	To monitor the effectiveness of the implementation, there will be regular classroom walkthroughs,...	Pfeiffer, Michael	8/10/2016	Classroom walkthrough data, Feedback, Florida Core Standards, iObservation, etc.	5/26/2017 weekly
G1.B1.S2.MA1 M316927	Instructional coaches will submit notes and concerns which address standards-based instruction and...	Pfeiffer, Michael	8/10/2016	Agenda, PLC minutes, Lesson plans, Coaching cycle, etc.	5/26/2017 weekly
G1.B1.S2.A1 A309715	Create a master schedule which allows time to teach with fidelity, assess, and review the...	Pfeiffer, Michael	8/10/2016	Master schedule, Grade level instructional schedules, Lesson plans	5/26/2017 weekly
G1.B1.S2.A2 A309716	Continue with follow-up PLCs to unwrap the Florida Core Standards.	Pfeiffer, Michael	8/10/2016	Classroom Observations, Student work samples and data, Lesson plans	5/26/2017 weekly
G1.B1.S2.A3 A309717	Instructional Coaches facilitate times to co-teach and support classroom teachers.	Pfeiffer, Michael	8/10/2016	Classroom observations, Lesson plans, Coaching logs	5/26/2017 biweekly
G1.B2.S2.MA1 M316932	Teachers will prepare students to be successful in achieving organizational skills and eliminating...		8/10/2016	Lesson plans, classroom management, and student work samples	5/26/2017 biweekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S2.MA1  M316933	Students will demonstrate improvement with time on task as a result of effective lesson planning.		8/10/2016	Lesson plans and student work samples	5/26/2017 biweekly
G1.B2.S2.A1  A309722	Select and plan priority state standards biweekly to eliminate any guesswork.		8/10/2016	Lesson plans and student work samples	5/26/2017 biweekly
G1.B3.S2.MA1  M316936	Schedule Face-to-meetings and input feedback using iObservation.	Pfeiffer, Michael	8/10/2016	iObservation reports and meeting notes	5/26/2017 weekly
G1.B3.S2.MA1  M316937	Administration provide ongoing feedback as a result of classroom walkthroughs	Pfeiffer, Michael	8/10/2016	Classroom visits and student discussions	5/26/2017 weekly
G1.B3.S2.A1  A309725	Teachers develop a shift in thinking....more student talk and less teacher talk.	Pfeiffer, Michael	8/10/2016	Classroom observations and class meetings	5/26/2017 biweekly
G1.B1.S3.MA1  M316928	In order to monitor the effectiveness of the implementation, teachers will understand the extent to...	Burgess, Sheleen	8/10/2016	Observations, common assessments, Student, Student work samples, etc	5/26/2017 weekly
G1.B1.S3.MA1  M316929	As a monitoring and support tool, the schedule should be followed with fidelity, allowing time to...		8/10/2016	School-wide schedule, Class schedule, Student work samples, Student data, Lesson plans	5/26/2017 weekly
G1.B1.S3.A1  A309718	The school-wide master schedule allows time for students to practice and develop strategies for...		8/10/2016	Thinking Maps, Student work samples, Cooperative group work, Project-based learning, etc	5/26/2017 weekly
G1.B1.S3.A2  A309719	Brainstorm instructional strategies and allow students to choose three strategies that would...		8/10/2016	Classroom walkthroughs, iObservation, Student work samples, Student data, Lesson plans	5/26/2017 weekly

V. Professional Development Opportunities

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

G1. The staff of Hamilton Elementary School of Engineering and Technology will (a) develop relationships using the 5Essentials Survey; (b) implement and monitor research-based best practices for standard and data-driven differentiated instruction using iReady, Iowa, & FSA to ensure a minimum of one year of growth for one year of instruction in ELA, Math, and Science. Additional Professional Development including our book study, the Javitz, Harvard, & Magnet grants will reduce the barriers.

G1.B1 There's little time to evaluate data in PLCs.

G1.B1.S1 The school needs to schedule additional times to review and disaggregate data.

PD Opportunity 1

Dates and/or substitutes teachers will be scheduled, so that teachers will have more time to disaggregate student data.

Facilitator

Administration and school-based instructional coaches

Participants

Instructional Staff

Schedule

Monthly, from 8/10/2016 to 5/26/2017

PD Opportunity 2

All teachers will plan to prepare student / class data for Academic Parent-Teacher Teams (APTT) Family Nights.

Facilitator

Parent Liason, Instructional Coaches, and Classroom Teachers

Participants

Hamilton Faculty and Families

Schedule

Triannually, from 9/1/2016 to 5/4/2017

G1.B1.S3 The administration and instructional coaches need to consistently support teachers to determine next steps when disaggregating classroom, state, and district student data.

PD Opportunity 1

The school-wide master schedule allows time for students to practice and develop strategies for learning.

Facilitator

Administration and Instructional Coaches

Participants

Classroom teachers and students

Schedule

Weekly, from 8/10/2016 to 5/26/2017

PD Opportunity 2

Brainstorm instructional strategies and allow students to choose three strategies that would enhance their learning.

Facilitator

Administration and Instructional Coaches

Participants

Classroom teachers and students

Schedule

Weekly, from 8/10/2016 to 5/26/2017

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

G1.B2.S1 Teacher lesson plans and classroom schedules need to include transition times.

PD Opportunity 1

Maximize the class schedule and lesson plans.

Facilitator

Administration and Instructional Coaches

Participants

Teachers

Schedule

Weekly, from 8/10/2016 to 5/26/2017

PD Opportunity 2

Allow class meetings to develop a learning community of active and motivated learners.

Facilitator

Administration and Instructional Coaches

Participants

Teachers

Schedule

Daily, from 8/10/2016 to 5/26/2017

G1.B3 Teachers need to spend more time working on instructional strategies.

G1.B3.S1 The administration and instructional coaches need to consistently observe the implementation of instructional strategies taught and provide feedback as needed.

PD Opportunity 1

Set clear goals, scales, and expectations

Facilitator

Administration and Instructional Coaches

Participants

Teachers

Schedule

Daily, from 8/10/2016 to 5/26/2017

PD Opportunity 2

Provide ongoing Professional Development

Facilitator

Administration and Instructional Coaches

Participants

Teachers

Schedule

Monthly, from 8/10/2016 to 5/26/2017

G1.B3.S2 Teachers need to allow for class discussion and for students to learn from each other.

PD Opportunity 1

Teachers develop a shift in thinking....more student talk and less teacher talk.

Facilitator

Administration and Instructional coaches

Participants

Teachers

Schedule

Biweekly, from 8/10/2016 to 5/26/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Dates and/or substitutes teachers will be scheduled, so that teachers will have more time to disaggregate student data.				\$749.25
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	140-Substitute Teachers	0021 - Hamilton Elementary School			\$749.25
2	G1.B1.S1.A2	All teachers will plan to prepare student / class data for Academic Parent-Teacher Teams (APTT) Family Nights.				\$1,710.10
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6150	510-Supplies	0021 - Hamilton Elementary School	Title I, Part A		\$1,710.10
3	G1.B1.S2.A1	Create a master schedule which allows time to teach with fidelity, assess, and review the standards-based lessons.				\$0.00
4	G1.B1.S2.A2	Continue with follow-up PLCs to unwrap the Florida Core Standards.				\$0.00
5	G1.B1.S2.A3	Instructional Coaches facilitate times to co-teach and support classroom teachers.				\$0.00
6	G1.B1.S3.A1	The school-wide master schedule allows time for students to practice and develop strategies for learning.				\$0.00
7	G1.B1.S3.A2	Brainstorm instructional strategies and allow students to choose three strategies that would enhance their learning.				\$0.00
8	G1.B2.S1.A1	Maximize the class schedule and lesson plans.				\$0.00
9	G1.B2.S1.A2	Allow class meetings to develop a learning community of active and motivated learners.				\$0.00
10	G1.B2.S2.A1	Select and plan priority state standards biweekly to eliminate any guesswork.				\$4,988.97
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5000	510-Supplies	0021 - Hamilton Elementary School	General Fund		\$4,988.97
11	G1.B3.S1.A1	Set clear goals, scales, and expectations				\$0.00
12	G1.B3.S1.A2	Provide ongoing Professional Development				\$2,178.32
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	310-Professional and Technical Services	0021 - Hamilton Elementary School	School Improvement Funds		\$1,842.60

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	6400	510-Supplies	0021 - Hamilton Elementary School	School Improvement Funds		\$335.72
13	G1.B3.S2.A1	Teachers develop a shift in thinking....more student talk and less teacher talk.				\$0.00
					Total:	\$9,626.64