

# elmsford public schools

## Hamilton 2011 - 2013 Academic Improvement Plan

Performance Targets	Measure	2008	2009	2010	2011	2013 target
	Gr. 7-8 ELA % proficient	-	-	42	33	<b>45</b>
	- Gr. 7-8 ELA % proficient—SWD	-	-	11	n/a	<b>18</b>
	Gr. 7-8 Math % proficient	-	-	37	39	<b>50</b>
	% cohort passing Regents “gate” exams $\geq 65$	76	80	80	88	<b>95</b>
	% cohort graduating and $\geq 75$ on ELA and $\geq 80$ on Math Regents (4 yrs - 6/30)	-	-	39	n/a	<b>53</b>
	% cohort graduating (4 yrs by 6/30)	78	80	85	80	<b>93</b>
	% graduating w/ advanced designation diploma	27	25	29	53	<b>55</b>
	% graduated attending college, post-secondary	79	80	85	93	<b>93</b>
	Gr. 7 – 9: % quarterly core course pass rates	n/a	n/a	85	84	<b>90</b>
	Excellence: % graduates who have earned college credit and/or scored $\geq 3$ on AP exam	-	-	-	58	<b>63</b>

<b>2011 – 2013 Activities</b>	<b>Implement the common core learning standards.</b>	
	· Identify resources to provide turnkey training in order to implement the ELA and math common core learning standards (CCLS) effectively.	ASAP & ongoing
	· Devote PLC time to department CCLS planning.	ASAP & Ongoing
	· Revisit curriculum maps to find gaps or inconsistencies as per the CCLS.	ASAP & Ongoing
	· Provide opportunities for elective and interdisciplinary units that align with the CCLS.	April 2012
	· Present refined ELA and math curricula during faculty meeting.	May 2012
	· Provide enrichment opportunities to support the CCLS.	June 2012
	· Create local assessments to measure alignment to the CCLS.	January 2013
	· Continue to implement reading and writing across the curriculum.	On-going
<b>Continuously improve the formal process to identify, track and intervene with at-risk students.</b>		
· Implement response to intervention:	06/01/12	
· Research RTI mandates in New York State and current models being used.	12/2011	
· Present 2-4 effective models to the staff for their review and feedback.	1/2012	
· Taking into consideration staff input, select and modify RTI model conducive to the needs of Hamilton students.	2/2012	
· Present final RTI model to the staff, dispelling any negative connotation regarding the IST process.	3/2012	
· Schedule RTI into existing schedule for 2012-13 school year.	5/2012	
· Continuously monitor progress and obtain feedback for improvement.	12/2012	
· Continuously revisit and communicate the flow chart that describes the process/protocol for identifying and providing services to at-risk students.	On-going	
· Continue to revise, grow, and clearly define the credit recovery, embedding into the schedule and intervening with students earlier.	On-going	
· Monitor the effectiveness of the 9 <sup>th</sup> period AIS and modify as necessary.	06/20/12	

	<b>Target middle school performance.</b>	
	<ul style="list-style-type: none"> <li>Build a program that incorporates interior and exterior counseling opportunities: <ul style="list-style-type: none"> <li>Create time in the schedule for group counseling dealing with adolescent issues (e.g., Carteret, social skills, etc.).</li> <li>Continue with mentoring program.</li> <li>Treated demographic buddy system for tutoring and mentoring purposes.</li> </ul> </li> </ul>	
	<ul style="list-style-type: none"> <li>Revise and adopt district policies affecting the middle school: <ul style="list-style-type: none"> <li>Research and implement attendance policies.</li> <li>Revising communicate retention policies.</li> <li>Investigate summer academy possibilities and create summer school policies that require attendance from unsuccessful middle school students.</li> </ul> </li> </ul>	3/2012
	<ul style="list-style-type: none"> <li>Create an effective communication process: <ul style="list-style-type: none"> <li>Provide several opportunities to communicate to parents and students entering and exiting the middle school the expectations and/or or requirements for each level.</li> <li>Define criteria for being high school ready.</li> </ul> </li> </ul>	
	<ul style="list-style-type: none"> <li>Corporate successful high school intervention programs into the middle school.</li> </ul>	
	<ul style="list-style-type: none"> <li>Evaluate the effectiveness of the ELA/social studies block in grades 7 &amp; 8.</li> </ul>	
	<b>Increase academic rigor within all classes and provide additional opportunities to take AP, college-credit bearing and honors classes.</b>	
	<ul style="list-style-type: none"> <li>Define the process for selection of students for advanced courses. Identify the sequence and prerequisites for all advanced courses. Seek Board approval if necessary.</li> </ul>	01/31/12
	<ul style="list-style-type: none"> <li>Implement school-based inquiry. Charge PLCs with developing and implementing common formative and summative assessments to use the data to inform instruction and align curriculum. Define and implement best practices to increase academic rigor.</li> </ul>	01/01/12/ on-going
	<ul style="list-style-type: none"> <li>Design and implement a credit bearing internship program modeled on Ardsley, Irvington and Hastings.</li> </ul>	05/01/12
	<b>Facilitate a root cause analysis to determine factors impeding on-time graduation.</b>	
	<ul style="list-style-type: none"> <li>Determine and address the specific obstacles preventing students from graduation.</li> </ul>	01/31/12
	<ul style="list-style-type: none"> <li>Collect data from the 2008 cohort to determine potential dropouts.</li> </ul>	01/31/12
	<ul style="list-style-type: none"> <li>Identify reasons why students are failing due to lack of participation in academic offerings (summer school, etc.).</li> </ul>	01/31/12

	<b>Increase the focus on LEP and SWD.</b>	
	· Investigate implementing a combined LEP and SWD program within Hamilton.	11/30/11
	· Investigate the implementation of bilingual content classes for ESL students (Global 9 & Global 10).	01/31/12