

U.S. Department of Education
Washington, D.C. 20202-5335



APPLICATION FOR GRANTS
UNDER THE

Office of Innovation and Improvement: Magnet Schools Assistance Program CFDA 84.165A

CFDA # 84.165A

PR/Award # U165A130023

Grants.gov Tracking#: GRANT11338131

OMB No. , Expiration Date:

Closing Date: Mar 01, 2013

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

| | | |
|--|--|--|
| * 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application | * 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision | * If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/> |
|--|--|--|

| | |
|--|--|
| * 3. Date Received: <input type="text" value="02/28/2013"/> | 4. Applicant Identifier: <input type="text"/> |
|--|--|

| | |
|--|---|
| 5a. Federal Entity Identifier: <input type="text"/> | 5b. Federal Award Identifier: <input type="text" value="N/A"/> |
|--|---|

State Use Only:

| | |
|---|---|
| 6. Date Received by State: <input type="text"/> | 7. State Application Identifier: <input type="text"/> |
|---|---|

8. APPLICANT INFORMATION:

| | |
|--|--|
| * a. Legal Name: <input type="text" value="Seminole County Public Schools"/> | |
| * b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="596000855"/> | * c. Organizational DUNS: <input type="text" value="1000130850000"/> |

d. Address:

| | |
|----------------------|---|
| * Street1: | <input type="text" value="400 E. Lake Mary Blvd."/> |
| Street2: | <input type="text"/> |
| * City: | <input type="text" value="Sanford"/> |
| County/Parish: | <input type="text"/> |
| * State: | <input type="text" value="FL: Florida"/> |
| Province: | <input type="text"/> |
| * Country: | <input type="text" value="USA: UNITED STATES"/> |
| * Zip / Postal Code: | <input type="text" value="32773-7127"/> |

e. Organizational Unit:

| | |
|---|--|
| Department Name: <input type="text" value="Instructional Excellence"/> | Division Name: <input type="text"/> |
|---|--|

f. Name and contact information of person to be contacted on matters involving this application:

| | |
|--|---|
| Prefix: <input type="text" value="Dr."/> | * First Name: <input type="text" value="Anna-Marie"/> |
| Middle Name: <input type="text"/> | |
| * Last Name: <input type="text" value="Cote"/> | |
| Suffix: <input type="text"/> | |

| |
|---|
| Title: <input type="text" value="Deputy Superintendent"/> |
|---|

| |
|---|
| Organizational Affiliation: <input type="text"/> |
|---|

| | |
|---|---|
| * Telephone Number: <input type="text" value="407-320-0504"/> | Fax Number: <input type="text" value="407-320-0281"/> |
|---|---|

| |
|---|
| * Email: <input type="text" value="anna-marie_cote@scps.us"/> |
|---|

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.165

CFDA Title:

Magnet Schools Assistance

*** 12. Funding Opportunity Number:**

ED-GRANTS-123112-001

* Title:

Office of Innovation and Improvement (OII): Magnet Schools Assistance Program CFDA-84.165A

13. Competition Identification Number:

84-165A2013-1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Areas_affected_by_Project.pdf

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

Hamilton Elementary School of Engineering and Technology

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

| | |
|---------------------|---|
| * a. Federal | <input type="text" value="2,052,280.00"/> |
| * b. Applicant | <input type="text" value="0.00"/> |
| * c. State | <input type="text" value="0.00"/> |
| * d. Local | <input type="text" value="0.00"/> |
| * e. Other | <input type="text" value="0.00"/> |
| * f. Program Income | <input type="text" value="0.00"/> |
| * g. TOTAL | <input type="text" value="2,052,280.00"/> |

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number:

Fax Number:

* Email:

* Signature of Authorized Representative:

* Date Signed:

Areas affected by Project (Cities, Counties, States, etc.)

Seminole County, Florida

Additional Congressional Districts for the application and the project:

FL 007

FL 005

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

| | |
|--|---|
| <p>* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Jamee Minnetto</p> | <p>* TITLE</p> <p>Superintendent</p> |
| <p>* APPLICANT ORGANIZATION</p> <p>Seminole County Public Schools</p> | <p>* DATE SUBMITTED</p> <p>02/28/2013</p> |

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
0348-0046

| | | |
|--|--|--|
| 1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance | 2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award | 3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change |
|--|--|--|

4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name:

* Street 1: Street 2:

* City: State: Zip:

Congressional District, if known:

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

| | |
|--|--|
| 6. * Federal Department/Agency: <input type="text" value="Department of Education"/> | 7. * Federal Program Name/Description: <input type="text" value="Magnet Schools Assistance"/> CFDA Number, if applicable: <input type="text" value="84.165"/> |
|--|--|

| | |
|--|--|
| 8. Federal Action Number, if known: <input type="text"/> | 9. Award Amount, if known: \$ <input type="text"/> |
|--|--|

10. a. Name and Address of Lobbying Registrant:

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1: Street 2:

* City: State: Zip:

b. Individual Performing Services (including address if different from No. 10a)

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1: Street 2:

* City: State: Zip:

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature:

* Name: Prefix * First Name Middle Name

* Last Name Suffix

Title: Telephone No.: Date:

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

GEPA MSAP.pdf

Add Attachment

Delete Attachment

View Attachment

For Federal Programs - General Education Provisions Act (GEPA)

Seminole County Public Schools has determined that no students, teacher or other beneficiary will be denied access or participation in the programs and activities offered by the school system due to his or her gender, race, national origin, disability, or age. The Auditor General's Office of the State of Florida monitors programs on an annual basis to ensure equal access compliance.

The school district has plans, policies and procedures in place to assure equitable access and participation in its programs and activities that are in agreement with Florida Statutes:

Title: Equal Employment Opportunity

Statutory Authority: Section 230.22(2), Florida Statutes

Laws Implemented: Section 228.2001; 230.23(5), Florida Statutes

Title: Discrimination Policy Statement

Statutory Authority: Section 230.22(2), Florida Statutes

Law Implemented: Section 228,2001, Florida Statutes

Title: Educational Equity Complaint/Grievance Procedures

Statutory Authority: Section 230.22(2), Florida Statutes

Laws Implemented: Section 230.23(5); 230.32(4), 230.33(7), Florida Statutes

Title: Nondiscriminatory Admission of Students

Statutory Authority: Section 230.22(2), Florida Statutes

Laws Implemented: Section 228.2001, Florida Statutes

Title: Prohibition of Sexual/Racial Harassment

Statutory Authority: Section 230.22(2), Florida Statutes

Laws Implemented: Section 231.28(5), Florida Statutes

The district shall implement, but not be limited to, the following strategies to address the specific barriers that can impede access to and participation in federally assisted programs:

- Monitor and evaluate all programs to ensure compliance with the General Education Provisions Act.
- Promote timely adherence to the grievance process.
- Assign administrative staff to provide information to students, teachers, parents, staff, and community members regarding equal access to and participation in federally assisted programs.

Specific to the district's application to the *Magnet Schools Assistance Program*, there will be equal access available to all eligible students to the magnet program. District policy allows all students interested in a magnet school to submit an application. There are no entry criteria, auditions, or letters of recommendation. Applicants are offered a seat at a magnet school based on a random selection process. This process is arbitrary and non-biased program run by an outside consultant.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

| | |
|---|---|
| * APPLICANT'S ORGANIZATION | |
| <input style="width: 100%;" type="text" value="Seminole County Public Schools"/> | |
| * PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE | |
| Prefix: <input style="width: 100px;" type="text" value="Mr."/> | * First Name: <input style="width: 200px;" type="text" value="Walt"/> Middle Name: <input style="width: 150px;" type="text"/> |
| * Last Name: <input style="width: 300px;" type="text" value="Griffin"/> | Suffix: <input style="width: 80px;" type="text"/> |
| * Title: <input style="width: 250px;" type="text" value="Superintendent"/> | |
| * SIGNATURE: <input style="width: 300px;" type="text" value="Jamee Minnetto"/> | * DATE: <input style="width: 150px;" type="text" value="02/28/2013"/> |

Close Form

SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS

1. Project Director:

Prefix: * First Name: Middle Name: * Last Name: Suffix:

Ms. Pam [] Mazzotta []

Address:

* Street1: 400 E. Lake Mary Blvd.
 Street2: []
 * City: Sanford
 County: Seminole
 * State: FL: Florida
 * Zip Code: 32773-7127
 * Country: USA: UNITED STATES

* Phone Number (give area code) Fax Number (give area code)

407-320-0342 407-320-0105

Email Address:

pam_mazzotta@scps.us

2. Applicant Experience:

Novice Applicant Yes No Not applicable to this program

3. Human Subjects Research

Are any research activities involving human subjects planned at any time during the proposed project Period?

Yes No

Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #: []

No Provide Assurance #, if available: []

Please attach an explanation Narrative:

[] Add Attachment Delete Attachment View Attachment

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

Abstract

Seminole County Public Schools proposes to re-establish a magnet school program at Hamilton Elementary to advance early STEM learning. Utilizing an interdisciplinary approach, students will engage in learning that is infused with Science, Technology, Engineering and Mathematics (STEM) as the primary vehicle. The theme for the revised magnet school is **Engineering and Technology**, with a specific focus on the field of *Educational Robotics*.

The magnet theme centers on advancing engineering and technology concepts with the promotion of key standards within science, technology, engineering and mathematics (STEM) content areas. The proposed curriculum program provides students with hands-on learning experiences that encourage cooperative learning, while also engaging students in 21st century skills such as problem solving and creative thinking.

The Hamilton Elementary School of Engineering and Technology will target enrollment of 755 students by Year 3, and aims to meet two major **goals**: Goal 1 - Reduce, Eliminate or Prevent Minority Group Isolation; and Goal 2: Improve Student Achievement. To accomplish these goals, the district has set the following **objectives**: (1) To eliminate, reduce or prevent minority group isolation in the targeted school without negatively impacting feeder schools; (2) Design and develop innovative educational methods and practices, which promote diversity and ensure students gain 21st century skills; (3) Provide professional development for magnet school teachers related to increasing student achievement for all students and improving instructional practices; (4) Ensure parents and community members are actively involved in project planning, implementation, and decision-making; and (5) Increase percentages of all magnet students, including those from major racial and ethnic subgroups, who meet State proficiency targets in reading/language arts and mathematics.

Project Narrative File(s)

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Magnet Schools Assistance Program (MSAP) CFDA# 84.165A

Seminole County Public Schools

Hamilton Elementary School of Engineering and Technology

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Competitive Preference Priorities

PRIORITY 1 – Need for Assistance

Introduction and Background for Need

Seminole County Public Schools (SCPS) has not received funds under the Magnet Schools Assistance Program since the 2007 competitive cycle, when the district successfully implemented an MSAP magnet school revision at Midway Elementary School of the Arts. In addition to this initiative, the district has also implemented and sustained several magnet programs established through the 1998 and 2001 competitions.

The school district has been on a journey of excellence and equity for several decades, constantly examining student achievement data from multiple subgroups and perspectives, and then analyzing the policies, practices and procedures that created those results. In particular, the district began a deliberate road to unitary status in 1995 by addressing the opportunities of *all students* in the areas of student assignment, faculty assignment, facilities, resources, transportation, staff, extracurricular activities, student achievement and student discipline. The outcome of this work is that the district was declared Unitary in March of 2006 by the United States Department of Justice.

During the past six years since attaining unitary status, the district has maintained its excellence and equity commitment and has used the continuous improvement process to seek innovative methods and strategies to engage all subgroups of learners. In fact, the district has been designated an Academically High Performing district by the Florida Department of Education for five consecutive years, and based on 2012 Florida Comprehensive Assessment Test (FCAT) data is ranked 5th out of 67 Florida districts in overall academic achievement while reflecting a 44% districtwide free and reduced (F/R) priced lunch student population. However,

the most compelling evidence of the commitment to excellence and equity is the increased performance of student subgroups and the simultaneous narrowing of the achievement gap.

Since 2003, SCPS students have increased their performance on FCAT/FCAT 2.0 in both reading and mathematics. In 2003, 63.2% of all subgroup students scored proficient or above on FCAT Reading. In 2011, the percent proficient increased to 72.6%. Mathematics proficiency has seen an even larger increase, from 68.1% in 2003 to 78.9% in 2011. As important as district increases in proficiency have been since 2003, the performance of nearly all subgroups over this period has outpaced total district performance. Black and Hispanic subgroups have narrowed gaps with White students in reading and mathematics proficiency. Economically disadvantaged, Students with Disabilities, and English Language Learner subgroups also have narrowed gaps between their group performance and district performance in reading and mathematics.

Although the district is on the road to literally closing the achievement gap between subgroups, much work still needs to be done and replicating previous efforts will not result in providing students with the resources needed to maintain high performance and simultaneously close, not narrow, the achievement gap. District leaders have taken a focused, school-centered approach to guarantee equity and excellence, and ensure all students are prepared for post-graduation success. While the district as a whole is demonstrating grand success in narrowing achievement gaps among sub-groups, schools within the system struggle to reach this level of accomplishment. As such, the school district intends to utilize funds under the 2013 MSAP competition to reduce minority group isolation in its *highest minority, highest poverty, and lowest-performing* elementary school, Hamilton Elementary. ***The status quo within this school must be broken.*** Systemic change is necessary to ensure students are provided an academic program that *transforms* learning which leads to academic proficiency for all students.

(a) Costs of fully implementing the magnet schools project as proposed

The district is requesting \$2,052,280 over the three year project period to establish the Hamilton Elementary School of Engineering and Technology. These funds will be used to provide school-based administrative and instructional support of theme integration, curriculum materials and supplies, educational technology to support enhanced student learning through application, professional development of teachers (stipends, extended contract, substitutes, professional development providers, travel, registrations, and materials), recruitment and marketing resources, and program evaluation.

Table 1: Project Implementation Costs

| Category | Year 1 | Year 2 | Year 3 | Total Cost |
|-------------------------|------------------|------------------|------------------|--------------------|
| (1) Personnel | \$186,420 | \$192,280 | \$200,159 | \$578,859 |
| (2) Benefits | \$40,553 | \$41,255 | \$42,493 | \$124,301 |
| (3) Travel | \$27,000 | \$19,000 | \$19,000 | \$65,000 |
| (4) Equipment | \$143,145 | \$45,675 | \$215,700 | \$404,520 |
| (5) Supplies | \$119,901 | \$53,486 | \$69,186 | \$242,573 |
| (6) Contractual | \$103,100 | \$91,100 | \$91,100 | \$285,300 |
| (7) Other | \$44,250 | \$45,570 | \$46,650 | \$136,470 |
| (8) Indirect Costs | \$17,982 | \$15,273 | \$16,167 | \$49,422 |
| (9) Teacher Stipends | \$55,275 | \$53,800 | \$56,760 | \$165,835 |
| TOTAL | \$737,626 | \$557,439 | \$757,215 | \$2,052,280 |

Costs presented are reasonable and necessary to carry out the schoolwide project, which will impact 755 students in a single year by Year 3. The cost per student impacted across the three-year project (2,149) is \$955. Nearly all costs included in the proposed project are one-time program establishment expenses that will impact students for multiple years into the future. Over five school years post-grant period, the program will have served 5,924 students, with a cost per student at that point at \$346; and at ten years post-grant, 9,699 with a cost per student impacted at \$212.

Through established monitoring and coordination efforts within the district for magnet schools and programs, the district will provide the services of the Coordinator for Choices as the Project Director. Further, the staff within the Choices Office will also assist with program-related recruitment, application, and assignment of students. Non-MSAP funds will also be used to support school facilities, as well as the school-level staff and faculty to serve as classroom teachers and school administrators.

An additional cost to implement the districtwide magnet is transportation. This cost includes daily transportation to the school of choice, as well as educational field trip bus expenses. School day transportation costs are absorbed by the district, while the educational field trip expenses are paid for by the Choices Department's budget.

(b) Resources available to the district to carry out the project if funds under the program were not provided; and (c) Extent to which the costs of the project exceed the district's resources

Seminole County Public Schools (SCPS) has *consistently* been able to maintain a top-quality educational program for students, with a high percentage of the local budget dedicated to the classroom and corresponding low administrative costs. As noted in the 2012-13 Annual Budget, the district continues to be among the lowest funded of Florida school districts as it is ranked

62nd of 67 Florida districts in total education funding provided by the State per student, yet is ranked number one in the state for percentage of budget spent in the classroom (Florida Department of Education, 2012). With 96% of the district’s budget expended at the school level, Seminole County demonstrates a strong dedication to academic performance of students and the importance of school-level programs. Yet in times of economic distress decreased revenues create less and less opportunity for new academic initiatives.

Historical budget data demonstrates a downward trend in per pupil funding by the State and student enrollment in the district since fiscal year (FY) 2008. The district has experienced a per pupil decrease in funding of \$905.66 per student (or full-time equivalent, FTE) over the past five years. As presented below, this is the equivalent of over \$67 million dollars in district funds. The level of per pupil funding in the current year – \$6,290.82 – is comparable to the funding provided in *FY 2006* (\$6,093.71).

Table 2: Funding Trend per FTE, FY08-FY13

| FY | Total Revenue | FTE | Funding per FTE |
|-----------|------------------|-----------|-----------------|
| 2007-2008 | \$467,895,189.00 | 65,017.23 | \$7,196.48 |
| 2008-2009 | \$440,434,258.00 | 64,589.71 | \$6,818.95 |
| 2009-2010 | \$445,130,639.00 | 64,187.61 | \$6,934.84 |
| 2010-2011 | \$440,569,945.00 | 63,904.22 | \$6,894.22 |
| 2011-2012 | \$393,893,879.00 | 63,838.85 | \$6,170.13 |
| 2012-2013 | \$400,795,132.00 | 63,711.14 | \$6,290.82 |

Note: Data presented in Table 2 is for the district’s General Fund only. Data for 2007-08 through 2011-12 is actual revenue and FTE from the 2011-12 Comprehensive Annual Financial Report. The 2012-13 data is based on the beginning budget.

Due to this per FTE funding decline, Hamilton Elementary operates on a schoolwide budget of \$3.7 million dollars, which includes staffing, instructional materials, school technology, capital outlay, custodial supplies, electricity, other utilities, and telephone.

Table 3: Hamilton Elementary, Funding Analysis FY 13

| Budget Category | FY 2013 Budget |
|---|------------------|
| Staffing (includes salaries and benefits) | 3,505,484.89 |
| FTE Budget (<i>operating funds, use at principal discretion; includes \$13,820.84 in carry forward funds from FY12</i>) | 32,519.84 |
| School Improvement (<i>Use at discretion of School Advisory Committee; includes \$1,468.14 in carry forward funds from FY12</i>) | 2,098.14 |
| Instructional Materials | 9,165.51 |
| School Technology | 1,568.70 |
| Capital Outlay | 12,547.60 |
| Custodial Supplies | 5,355.00 |
| Electricity, Other Utilities and Telephone | 137,334.00 |
| Total | \$3,706,071.68 |

As evidenced by Table 3, the flexible funds available for school-based initiatives are minimal in comparison to the number of students to be served. With a current student population of 636, funds available to be used at school leadership and School Advisory Committee discretion in the FTE and School Improvement budgets equate to \$54.43 per student. This level of funding is *not sufficient* for the school to develop a new magnet program solely utilizing local school funds.

Hamilton Elementary, as the school with the highest free or reduced lunch rate across the district (89.8%), is a Title I school. As such, the school receives Title I funds that provide

district level instructional support, additional staff, professional development, and parent involvement activities.

The district's Title I Department provides technical and program assistance to Hamilton Elementary throughout the year. The Title I Instructional Support Team, which includes the Coordinator of Instruction and Instructional Coaches, meets with the school a minimum of two times per year to determine the school needs and support school improvement efforts.

With Title I funding, the school's administration participates in monthly leadership meetings provided through the National Center for Urban School Transformation (NCUST). During the meetings, current levels of student performance and learning-related challenges are topical. Subsequently, school leadership teams meet to analyze and monitor data and make instructional decisions that target strategies that will enhance student achievement.

Nine additional certified instructional staff including literacy and behavioral specialists, and academic coaches funded through Title I provide professional development for teachers and extra academic support for students. Title I funds also provide additional parent involvement activities and training, and supplemental instructional materials. The school hosts parent nights that allow parents to participate in academic activities. Parents are provided with childcare while they receive training on curriculum, instructional strategies, and how to support their child's academic growth.

While the *supplemental services* provided through the Title I entitlement funds will support implementation of a magnet program at the school, program regulations limit the assistance this funding source can provide to introduce a magnet school to the area.

At present, the funds dedicated to academic performance at Hamilton Elementary are not sufficient to provide the level of teacher support (professional development and instructional

coaching), curriculum, instructional materials and supplies, educational equipment, and marketing/recruitment efforts necessary to implement this magnet program with fidelity. The costs to establish a magnet program at Hamilton Elementary far exceed the funds available to the district at present.

The district has developed a sound sustainability plan for post-award costs to maintain the magnet activities; however, local and state entitlement funds simply do not cover the costs to initiate an entirely new program. A significant portion of the financial resources needed to ensure proper implementation of the magnet is comprised of one-time, program establishment costs. The combination of local (district and school) operating funds, Title I resources, and MSAP funds will allow district leaders to fully execute the vision of Hamilton Elementary School of Engineering and Technology.

(d) Difficulty in effectively carrying out the approved plan and the project for which assistance is sought, including consideration of how the design of the magnet project impacts the district's ability to carry out the approved plan

The focus of funds for instructional support at Hamilton Elementary at present is on implementing core curriculum interventions to improve student achievement (i.e. the adoption of a new reading curriculum to enhance literacy among the student population). As a “C” school (ESEA/NCLB Prevent I School) multiple years in a row, and the lowest performing school in the district, budget allocations for the school have been centered on high-quality intervention personnel and support materials; rather than complete school renewal. These strategies address the result of a majority student population who are minority group isolated, high-poverty and academically low achieving. Recent intervention efforts have not been able to make a significant impact on student achievement within the school’s population; while research indicates the

noteworthy benefits of magnet program implementation on high minority populations, such as Hamilton Elementary: “...*African American and Latino students perform better in integrated schools than in schools with higher percentages of students of color. Decades of research has also shown that student achievement is higher (regardless of students’ own class background) when students are in classes where the average socio-economic status is higher—in other words, in classes with large numbers of students from families with middle-class or higher income levels. Higher student aspirations resulting from integrated schools have also been linked to higher expectations of students typically found within these schools*” (Tefera, Frankenberg, Siegel-Hawley & Chirichigno, 2011).

As noted in the project narrative, the minority population at Hamilton Elementary is a high majority of the overall students at the school (78.6%). Further, the sub-group of Black is more than half of the total student population, at 54.6%. Strides have been made at the school to reduce this minority isolation; however, efforts were not *widespread* enough to claim success. Hamilton Elementary was previously funded by an MSAP grant in 1998 as a *Cluster Magnet School for Communications through Advanced Technology*. The magnet program was discontinued in 2006. Through the former magnet theme (1998-2006), students were immersed in a program designed to accelerate communication skills by providing a strong verbal, written and oral foundation while using technology as an integral tool. Due to the "cluster magnet" approach to the former program, success in reducing minority group isolation was minimal. The population of the community in which Hamilton Elementary resides is high minority, with minority group isolation within the neighboring "cluster" school zones as well. As such, the ability for the school to reduce minority group isolation was not achieved. The school has not had a magnet program for six years.

Through the implementation of an academically rigorous, relevant magnet program at the school as a districtwide program, the Hamilton Elementary will have the opportunity to attract students from more diverse backgrounds in regard to socioeconomic status, race and ethnicity. The proposed theme of Engineering and Technology replaces the former magnet focus, and provides students with hands-on application of STEM concepts, while integrating the core content areas (including reading as a major component). This concept for learning is far different from the former magnet, and requires a culture shift within the school to truly engage and attract students from across the district in order to meet the desegregation and academic achievement goals of the project. Teachers at Hamilton Elementary at present are elementary education generalists. Through the proposed activities under MSAP, teachers will transform into educators well-versus STEM content and instructional strategies appropriate for the magnet theme infusion.

This significant re-design of the magnet project, and resulting goals of reduced minority group isolation and improved academic achievement, relies on MSAP funds to provide the costs associated with the *renewal* of a magnet program theme within a school. These costs – to include professional development and instructional coaching, curriculum design, instructional materials and supplies, educational equipment, and marketing/recruitment efforts – are far beyond the resources available to the school or district in the upcoming school year. Absent from external funding, the school will not be able to meet its desegregation goals.

PRIORITY 2 – New or Revised Magnet Schools Projects: Please see Table 6, per RFP instructions.

PRIORITY 3 – Selection of Students: Please see Table 5, per RFP instructions.

PRIORITY 4 – Promoting Science, Technology, Engineering, and Mathematics Education

(a) Provide students with increased access to rigorous and engaging coursework in STEM

The proposed MSAP project at Hamilton Elementary responds to an academic and economic need that cuts across local, regional and national boundaries. Addressing the MSAP Competitive Priority #4, *Promoting Science, Technology, Engineering and Mathematics (STEM) Education*, the school district presents students with unique opportunities for rigorous and engaging coursework in the STEM fields. The district realizes the importance of accelerated STEM education to prepare students for the workforce of the 21st Century, as well as recognizes the fundamental need for students at the **elementary level to be prepared for the wave of the future – an enhanced offering of innovative and progressive STEM courses at the secondary level**. As such, a *combination* of early implementation of curriculum with STEM foci and the introduction of new and innovative coursework at the secondary level is essential to equip students for the new generation of higher learning.

The recognition of a need for students to be prepared for an economy rich with STEM concentration is rooted in appeals of industry across Seminole County and surrounding regions. Central Florida, including Seminole County, is becoming a competitive hub for jobs, careers, and educational opportunities in STEM as the community transitions to a knowledge-based economy. During this economic shift, the school district has positioned itself as a principal driver in stimulating the local economy—an economy increasingly reliant on a workforce prepared for jobs and careers in technology-laden industries. These efforts have focused on the development of specialized programs and on the establishment of partnerships to support STEM disciplines. Programs have been developed that provide graduates with opportunities in emerging STEM fields and a number of other more traditional vocational careers. Many of these programs lead to

industry certification, which serves as a direct link to employment in industries.

Through business partnerships with STEM giants such as Symantec, Lockheed Martin and the Sanford Burnham Institute, the K-20 educational partnership with Seminole State College and the University of Central Florida, and economic partnerships with several local Chambers of Commerce and STEMFlorida, the district nurtures new high-tech, high demand, and high wage jobs and careers within the community. District leaders have listened to the needs of industry in creating the quality education that differentiates the county in the marketplace, places the county in a prime position to compete for new business development, and helps distinguish the area with a high quality of life that is recognized around the nation.

To this end, Seminole County Public Schools proposes to re-establish a magnet school program at Hamilton Elementary to advance early STEM learning. Utilizing an interdisciplinary approach, students will engage in learning that is infused with Science, Technology, Engineering and Mathematics (STEM) as the primary vehicle. The theme for the revised magnet school is **Engineering and Technology**, with a specific focus on the field of *Educational Robotics*. This district proposes to integrate *Engineering is Elementary*® (EiE) into the core content of the school. EiE is a standards-driven, research-based, project-based elementary curriculum created by the Museum of Science: Boston, National Center for Technological Literacy. The EiE curriculum is unique, because it provides practical application of multiple content areas simultaneously – to include the integration of engineering and technology with *reading, mathematics and science*. To further complement the EiE curriculum and the cross-curricular content approach, **Educational Robotics** will be presented as a component of the elementary “wheel” for students at all grade levels. This implementation will provide at least one class period week of direct, hands-on application of the concepts learned in the regular classroom.

Within a lab setting, students will experience the rigorous and engaging LEGO Education WeDo™ Robotics Curriculum through this program component.

The district currently offers an Engineering Magnet Program at Milwee Middle School, as well as an Institute of Engineering at Lyman High School. *The introduction of an elementary level engineering and technology magnet program at Hamilton Elementary will complete a comprehensive, rigorous K-12 continuum of STEM learning.*

(b) Increase opportunities for high-quality preparation of, or professional development for, teachers or other educators of STEM subjects

At the elementary level within most traditional schools, classroom teachers are generalists, focusing on the core subject areas of reading, math and science. As such, the opportunity presented by this magnet program will allow educators within Hamilton Elementary to obtain a high-level of professional development related to STEM subject areas.

Professional development for teachers at the magnet school will include trainings on project-based and inquiry learning, instructional plan development based on Engineering is Elementary curriculum components (including Common Core transition and reading program adoption), integration of technology in teaching and learning, and cultural competence in instruction. Integrated within each of these trainings is centralized attention on improved content area expertise in science, technology, engineering and mathematics.

Background and Needs Assessment

Project Introduction and Site Selection

Seminole County Public Schools (SCPS) serves the northern perimeter of the triad of counties (Orange, Osceola and **Seminole**) that make up the one of the most densely populated areas in Central Florida. SCPS is the 12th largest among the 67 school districts in Florida with an

enrollment as of October 2012 of 63,943 students in grades K – 12. The district is comprised of 65 schools – 36 elementary schools, 12 middle schools, 9 high schools, 3 special centers, 2 virtual schools, and 3 charter schools.

Through a dedication to high standards and academic performance, the district strives to meet its vision to “*provide a high quality education that results in **every child** being well educated and prepared for success as a productive citizen and member of a world class workforce*”. This vision ensures that:

- Every student will graduate from high school prepared for the future as a lifelong learner and a responsible citizen in a democratic society;
- All students and all schools will perform at the highest levels;
- There will be equitable facilities and opportunities for all students; and,
- The district’s personnel will be highly qualified, diverse, innovative, enthusiastic, energetic, and dedicated to the mission.¹

This vision, along with the district’s beliefs, mission, guiding principles and system initiatives, aid in the realization of high quality education which results in all children being well educated and prepared for success as productive citizens of the 21st century workforce. As a state designated "Academically High-Performing School District", SCPS boasts multiple accomplishments in recent years, such as:

- “A-rated” by the Florida Department of Education since 1999.
- Seminole County Public Schools ranked fourth among Florida’s 67 school districts based on FCAT scores for the 2011-2012 school year.

¹ Seminole County Public Schools. (2012). “ePathways: A Strategic Plan for Continuous Improvement to Ensure Districtwide Excellence and Equity”.

- SCPS students were ranked #1 in Central Florida and #1 amongst the 17th largest school districts on 2012 statewide standardized assessments in Reading and Mathematics.
- The graduation rate for 2011-2012 across the district was 80.3% (Federal Graduation Rate) and dropout rate was 0.4%. [*State average FGR = 74.5%; dropout rate 4.9%*]

Seminole County is the third most densely populated area in the state. According to the 2010 Census, Seminole County was the 13 largest county (population) in the state. Since 2000, the population of the county has increased 14% from approximately 365,196 to 422,718. In 2011, the population was estimated at 425,071, an indication of steady growth in the region. While the county hosts one of the largest populations in the state, the total land area is 309.22 square miles which is the 4th *smallest* in the state.

The county's close proximity to Orlando has created immense cultural, economic and social diversity. While agriculture and light manufacturing make the county a vital part of Central Florida, the atmosphere of the county favors family development and a comfortable quality of life. The county is corporate headquarters for the American Automobile Association (AAA), Mitsubishi Power Systems, and Scholastic Book Fairs and many high tech companies like Convergys and Faro Technologies. Several institutes of higher education (public and private) are nearby including: University of Central Florida, Rollins College, Seminole State College of Florida, Stetson University, and Valencia College.

The rich cultural, economic, and social diversity has also presented the county with a vast number of social issues and economic challenges. The range of incomes within the county reflects a great disparity in socioeconomic conditions. Statistics show that the median household income for 2010 ranged from \$43,470 to \$82,018, with several large pockets of poverty amid tracts of affluence. Forty-four percent of the students within Seminole County Public Schools

are eligible for free or reduced price meals and a number of schools have larger (45.5-89.8%) of economically disadvantaged students. There are also an overwhelming 1,150 students who are homeless or in transitional housing.

The system employs approximately 7,048 (August 2012) people and is the largest employer in Seminole County. Forty-five percent of the district's 4,437 teachers in the school district have a master's degree or higher.

Since 2000, minority representation in the district has increased from 31% to 44.4%. The percentage of minority students in the county is 44.2% (*4.2% Asian, 14.1% Black, 21.6% Hispanic, and 4.3% Other*). Overall, the school district represents 139 countries with 109 different languages spoken.

While the ethnic diversity across the school district in whole is lower than 50%, there are a number of schools that are minority group isolated. These schools are located in the **city of Sanford, which forms the urban core of the district**. This disparity in student enrollment resulted in action before the United States District Court which led to six Consent Decrees beginning in January 1997. The extensive Consent Decrees required school desegregation and a modification of intra-district transfer policies in the district. These decrees also established two cluster areas in the northern section of the county. The decrees addressed desegregation issues including the creation of elementary, middle, and high school magnet programs and new elementary school construction. In 2004, the U.S. Justice Department acknowledged the efforts of the district to eliminate racial group isolation and the district began the process toward achieving unitary status. In 2006, the U.S. Department of Justice granted that status to the district.

SCPS recognizes the importance of socioeconomic, racial and ethnic diversity among student populations and the impact of minority isolation on student achievement. As such, the school district proposes to re-establish a magnet school program at Hamilton Elementary. Utilizing an interdisciplinary approach, students will engage in learning that is infused with Science, Technology, Engineering and Mathematics (STEM) as the primary vehicle. The theme for the revised magnet school is **Engineering and Technology**, with a specific focus on the field of *Educational Robotics*. The proposed magnet school design has been crafted to support the district's *Theory of Change* for Hamilton Elementary [The complete Theory of Change is presented in the Appendix]:

By June 2016, Seminole County Public Schools will introduce innovative and effective educational practices into Hamilton Elementary through the establishment of a magnet school of Engineering and Technology in order to ensure a high level of instruction that allows students to meet high academic standards and master a rigorous curriculum that exceeds state standards. The program will reduce the minority group isolation at the school, with the ultimate outcome of improving student learning and academic achievement while closing the achievement gap.

Hamilton Elementary is a racially isolated (78.5% minority), Title I school and the most academically low-performing school in the district. Hamilton resides in the historical City of Sanford, a region of generationally high poverty, high minority, high crime, and low educational attainment. Hamilton Elementary is one of 9 elementary schools within the city, each with relatively high poverty and high minority populations (most with 30% White, 30% Hispanic, and 30% Black student populations). These nine schools comprise the district's Northeast and Northwest school clusters. Within these clusters, and across the district, students are provided

ample choice due to diversity transfer options. Two existing magnet school programs – Goldsboro Elementary School and Midway School of the Arts – have demonstrated success in reducing minority isolation among the student populations, while improving achievement.

In a review of the schools in north Seminole County, the three most high-need, academically low-performing schools are Hamilton Elementary, Pine Crest Elementary, and Wicklow Elementary. [*High-need for the purposes of this project is defined as schools with high levels of poverty and low academic achievement.*] With a student population of 78.5% minority, including 54.3% of students in the sub-group of Black, Hamilton Elementary is at most need for this strategic intervention. Parents and students across the district have demonstrated interest in magnet programs in the Sanford cluster schools, specifically in the areas of science, technology, engineering and technology. Waiting lists at Goldsboro Elementary Math and Science Magnet School and the Sanford Middle School for Science, Technology and Mathematics are evidence of this level of commitment from parents and students.

Target Demographics

Table 4: Student Population Demographics, District Survey 2: October 2012

| | <i># Students</i> | Minority % | <i>Hispanic</i> % | <i>Black</i> % | <i>Asian</i> % | <i>Other</i> % | Non-Minority (White, Non-Hispanic) % |
|-----------------------|-------------------|----------------------|----------------------|-------------------|-------------------|-------------------|--|
| Hamilton ES | 636 | 78.5 | 18.2 | 54.3 | 1.1 | 4.9 | 21.5 |
| North Cluster Schools | 7,307 | 61.7 | 22.9 | 29.8 | 4.7 | 4.3 | 38.3 |
| District (Elementary) | 27,438 | 46.9 | 23.2 | 15.0 | 4.4 | 4.3 | 53.1 |

Students within the current school population at Hamilton Elementary possess a high-level of poverty, with a free- and reduced-priced lunch (FRL) rate of **89.8%**; while neighboring schools in the North Cluster are at 65.7% FRL. These rates are in comparison to the districtwide elementary average FRL rate of 50.1%.

School Facilities – Capacity: School capacity at Hamilton Elementary at present is significantly lower than the district’s average capacity at the elementary level. With 71.1% of total building capacity (including relocateable units) filled, the facility is well-positioned for expansion due to magnet programming.

Table 5: Capacity of School Facilities, Florida Inventory of School Houses (FISH) Survey 2012

| <i>School</i> | <i>% of Permanent Building Capacity</i> | <i>% of Total Building Capacity (including relocateable units)</i> |
|-----------------------|---|--|
| Hamilton ES | 83.2 | 71.1 |
| North Cluster | 90.1 | 95.9 |
| District (Elementary) | 89.8 | 87.0 |

Feeder School Demographics

The MSAP regulations are designed so that implementing a magnet school will not have a negative impact on schools that students would have attended had each not enrolled in the magnet school. These schools are called “feeder schools” in the regulations. Developed as a district-wide magnet, Hamilton Elementary School of Engineering and Technology will serve students from all elementary school zones in the county.

Presented below are feeder schools within the cities of Lake Mary and Sanford for which transfer would most benefit the diversity and capacity of both the proposed magnet and the feeder schools: **Heathrow Elementary, Crystal Lake Elementary, and Wilson Elementary.**

Each of these schools are within a 10-mile radius from Hamilton Elementary, represent a lower than district average minority population, and each are above the average facility capacity for elementary schools. The following section provides baseline data for these target feeder schools for the magnet program at Hamilton Elementary. A complete list of feeder schools, including student population demographics and projected enrollments, can be found in the MSAP Table 4 required attachment.

As noted in Table 6, the minority populations at the targeted feeder schools are significantly lower than Hamilton Elementary. Further, these schools represent student populations that have lower than district average free-and reduced priced lunch rates: Heathrow, 9.4%; Crystal Lake, 39.5%; and Wilson, 32.3%. Recruitment of students from these schools into Hamilton Elementary would ensure a more balanced socioeconomic, ethnic and racial student population within each school.

Table 6: Select Feeder Schools Student Demographics, District Survey 2: October 2012

| | <i># Students</i> | Minority <i>%</i> | <i>Hispanic</i> | <i>Black</i> | <i>Asian</i> | <i>Other</i> | Non-Minority <i>(White, Non-Hispanic)</i> |
|--------------------------|-------------------|-----------------------------|-----------------|--------------|--------------|--------------|---|
| Crystal Lake | 841 | 41.1 | 19.5 | 12.6 | 4.4 | 4.6 | 58.9 |
| Heathrow | 895 | 28.6 | 8.6 | 4.0 | 12.0 | 4.0 | 71.4 |
| Wilson | 913 | 44.0 | 16.4 | 13.7 | 10.8 | 3.1 | 56.0 |
| Hamilton ES | 636 | 78.5 | 18.2 | 54.3 | 1.1 | 4.9 | 21.5 |
| North Cluster | 7,307 | 61.7 | 22.9 | 29.8 | 4.7 | 4.3 | 38.3 |
| District (Elementary) | 27,438 | 46.9 | 23.2 | 15.0 | 4.4 | 4.3 | 53.1 |

Each school identified in the targeted feeder list also has school facilities at high capacity. Most notably, Heathrow Elementary is at 103.7% permanent building capacity (92% total capacity, including relocateable units). These high capacities are in comparison to the relatively low capacity at Hamilton Elementary: 83.2% permanent building capacity (71.1% total capacity, including relocateable units).

Table 7: Capacity of School Facilities - Feeder Schools (selected), FISH Survey 2012

| <i>School</i> | <i>% of Permanent Building Capacity</i> | <i>% of Total Building Capacity (including relocateable units)</i> |
|-----------------------|---|--|
| Crystal Lake | 95.9 | 95.9 |
| Heathrow | 103.7 | 92.0 |
| Wilson | 94.0 | 92.3 |
| Hamilton ES | 83.2 | 71.1 |
| North Cluster | 90.1 | 95.9 |
| District (Elementary) | 89.8 | 87.0 |

Needs Assessment

The district has identified priorities based on the approved Voluntary Desegregation Plan, the purposes of the MSAP, and the identified needs of students in the targeted areas. These needs, and supporting data, follow:

NEED #1:

Reduce minority group isolation at Hamilton Elementary.

As noted previously, Hamilton Elementary is 78.6% minority with Black as the largest sub-group at 54.6%. There is a significant need to reduce the percentage of students in the black sub-group to balance the diversity within the school.

Table 8: Hamilton Elementary Student Population by Grade, District Survey 2: October 2012

| <i>Grade Level</i> | <i>Total</i> | <i>Minority</i> | | <i>Non-Minority</i> | |
|--------------------|--------------|-----------------|-------------|---------------------|-------------|
| | | # | % | # | % |
| K | 128 | 100 | 78.1 | 28 | 21.9 |
| 1 | 111 | 88 | 79.3 | 23 | 20.7 |
| 2 | 106 | 81 | 76.4 | 25 | 23.6 |
| 3 | 114 | 93 | 81.6 | 21 | 18.4 |
| 4 | 91 | 66 | 72.5 | 25 | 27.5 |
| 5 | 86 | 72 | 83.7 | 14 | 16.3 |
| Total | 636 | 500 | 78.6 | 136 | 21.4 |

The **projected enrollment** of 755 for the magnet school program by the end of the project period is the basis for the program objectives presented in this application. These projections are detailed in the following table:

Table 9: Hamilton Elementary, Projected Student Population by Project Year

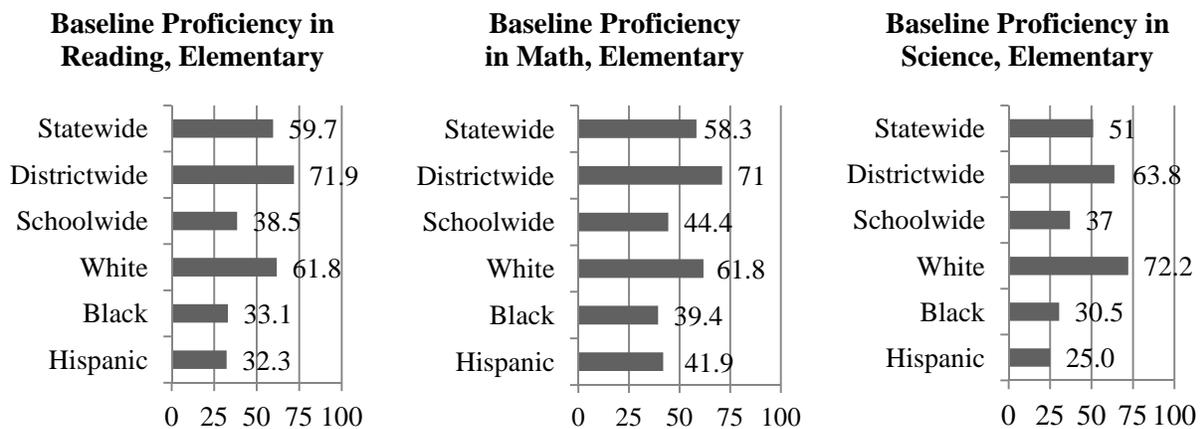
| | Baseline % | Year 1 (%) | Year 2 (%) | Year 3 (%) |
|--------------------|-------------------|-------------------|-------------------|-------------------|
| Black (MGI Target) | 54.6 | 53.2 | 51.6 | 48.7 |
| Non-Black Minority | 24.0 | 24.7 | 25.9 | 27.3 |
| White | 21.4 | 22.1 | 22.5 | 24.0 |

NEED #2:

Promote national, state, and local systemic reforms which are aligned to the rigorous State-adopted Common Core State Standards and Next Generation State Standards (as appropriate) in order to improve academic performance of all accountability sub-groups.

In SY11-12, Hamilton Elementary did not make Annual Yearly Progress. Hamilton Elementary is persistently low-performing and is classified under the ESEA waiver as a *Prevent* school. A review of the performance data for Hamilton students over the past 10 years (SY2001 – SY2011) indicates minimal to null growth on state standardized assessments [Florida Comprehensive Assessment Test, FCAT] in Reading, Mathematics and Science. The 2012 FCAT results for Hamilton Elementary, presented below, demonstrate a low rate of proficiency across all core content areas; as well as a considerable gap in proficiency between sub-groups, the districtwide elementary mean, and state average.

Figure 1: Proficiency (Level 3+) on FCAT 2.0 Reading, Mathematics and Science 2012



The data presented demonstrates a significant gap in achievement between the average proficiencies on all assessments at the target school, the district ($\Delta 28.9\%$) and the state ($\Delta 16.4\%$); as well as a further gap in achievement between student sub-populations. At the school level, on average across all three assessments, 31.6% more students in the white sub-group performed at a proficient level than the sub-groups of black and Hispanic [specific to each core area -- *Reading*: 28.7% White/Black; 29.5% White/Hispanic; *Mathematics*: 22.4% White/Black; 19.9% White/Hispanic; and *Science*: 41.7% White/Black; 47.2% White/Hispanic]

With a district goal of all students scoring proficient or above on state standardized assessments, Hamilton Elementary is in need of *systemic change* to reach this outcome.

NEED #3:

Feature innovate and research-based educational methods, including a variety of instructional modalities, which meet a diverse student population’s unique needs and interests in preparation for college and/or career, and demonstrate cultural competency.

Seminole County’s magnet schools must feature innovative educational methods and practices. This is specified in the Voluntary Plan. The Plan mandates that “curricular content, instructional methodology, magnet program facilities, technology, equipment and other resources” be state-of-the-art. This means that all aspects of the magnet program must be on the cutting edge of technology and pedagogy. In order to attain the goals listed in the Voluntary Plan, the magnet school will adopt new practices and teaching methods. These methods will be oriented toward improving student academic achievement and enabling students to meet the higher State student performance standards.

Further, district leadership recognizes that today’s students learn in different ways, at different rates, and on different schedules. As such, schools offer the flexibility to accommodate today’s students and families through a variety of *choice programs* that include magnet schools and programs of emphasis, as well as virtual options for full-time Kindergarten through grade 12 and part-time virtual coursework for students in grades 6-12.

Beginning with the 2012-2013 school year, the district embarked on an extraordinary journey implementing educational pathways – **ePathways**, focused on personalized learning experiences that are most appropriate for preparing students to be highly successful academically, and to pursue college and/or careers in the global workforce post-graduation. Aligned with the

Common Core State Standards and the Next Generation State Standards (as appropriate), the ePathways provides Seminole County Public Schools' students with personalized support in cultivating and accomplishing individual goals. Through ePathways, Seminole County students now have increased opportunities to choose the learning pathway that best suits their *learning style, personal interests and academic strengths*.

The ePathways philosophy presents the district with the ability to transform learning in the public school setting. Implementation of a magnet school program at Hamilton Elementary will allow the ePathways philosophy to be expanded to include the School for Engineering and Technology, which will complete the K-12 continuum for engineering education within the district. Students with an interest and passion for STEM will have the opportunity to engage in this learning beginning in Kindergarten, and transitioning into Milwee Middle Magnet School of Engineering and the Institute of Engineering at Lyman High School.

NEED #4:

Cultivate improved student academic performance through increased capacity of instructional staff and school leaders through professional development and curriculum support specific to science, technology, engineering, and mathematics (STEM) content areas and integration of these content areas to support literacy growth.

The magnet school must have academic and career courses (where appropriate) that are of high quality and meet the needs of the enrolled students. The Voluntary Plan mandates that the district provide high quality instruction. It particularly calls for improvement of the preparation that students receive toward successful attainment of tangible and marketable vocational skills. The Plan states that it is essential to ensure minority students are provided with the opportunity to be academically prepared for the rigorous curriculum offered in the magnet programs; such

preparation must begin before high school and the magnet elementary school must effectively address this concern.

Educators at Hamilton Elementary, while highly qualified, are elementary education generalists. As such, with the implementation of a magnet theme into the school, there is a need for these teachers to be provided support specific to STEM learning and interdisciplinary presentation of core content. Through the proposed project, teachers at Hamilton Elementary will be provided professional development opportunities in project- and inquiry-based approaches to classroom instruction, as well as content and curriculum training and support.

(a) Plan of Operation

(1) Quality of the plan of operation for the project; and (2)(i) Ensure proper and efficient administration of the project.

The district has selected a team of personnel who have the expertise and professional capacity to implement the major activities of this project with fidelity. The project will be managed under two major strands – (1) *district-level coordination* and (2) *school-level operations*. Under the supervision of the Superintendent, the Deputy Superintendent for Instructional Excellence and Equity, Dr. Anna-Marie Cote, will provide administrative oversight for the project. Pam Mazzotta, Choices Coordinator (*Project Director*), and Dr. Corbet Wilson, Director of Teaching and Learning, will ensure district-level coordination; while the Executive Directors for Elementary Education, Dr. Marian Cummings and Dr. Beth Sharpe, will provide regulation of school-level operations.

The core responsibility for MSAP execution will be assigned to the Choices Coordinator, Pam Mazzotta, who will serve as the **Project Director**. Ms. Mazzotta reports to Dr. Anna-Marie Cote, the Deputy Superintendent for Instructional Excellence and Equity. The Project Director

will manage and monitor the budget; prepare all interim and final program and fiscal reports; coordinate the operation of the magnet program with the general education programs; direct the development and implementation of student recruitment and selection; direct the development and implementation of the instructional program; assist in staff selection, and provide visibility and central leadership to the program. The Project Director has primary responsibility for magnet and choice programs. As such, Ms. Mazzotta will dedicate at minimum 25% of her time to administration of this project's implementation.

The Project Director will work with the building **Principal**, Greg Turner, in coordination with the **Executive Directors for Elementary Education** – Dr. Marian Cummings and Dr. Beth Sharpe. The principal will be responsible for the operation of the magnet program at the school level. Mr. Turner will supervise program staff and ensure the successful implementation of the program. The principal will supervise teachers and meet regularly with the Project Director and School Advisory Committee to ensure program success at the school.

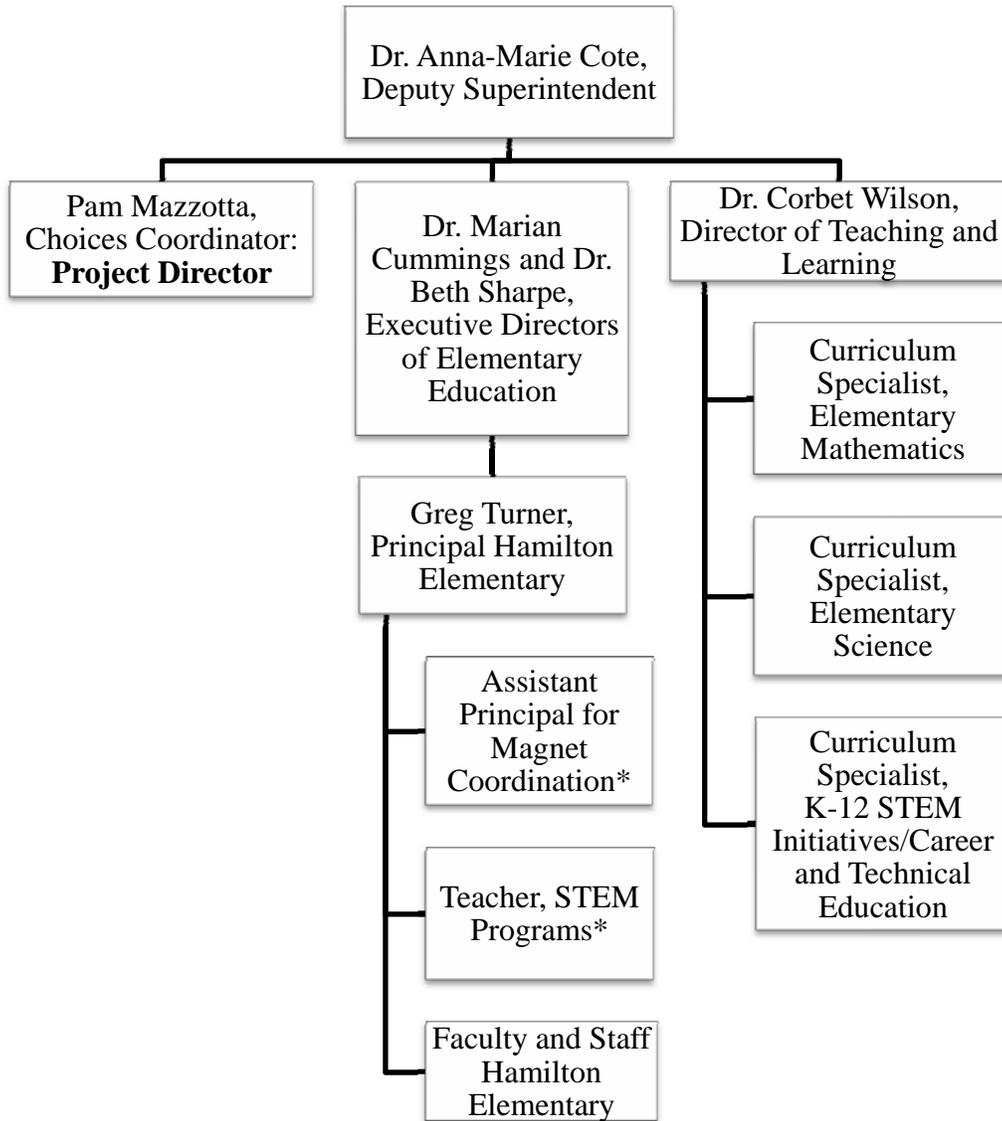
The principal will be assisted in implementation by an **Assistant Principal for Magnet Coordination** (Administrator-on-Assignment, TBD). The Assistant Principal will be a specialist in the magnet program's theme. This position will organize and lead professional development opportunities for teachers, as well as provide input to the principal on various aspects of teacher performance and classroom integration of the magnet theme. The Assistant Principal will assist in the development and implementation of the information and recruiting plan for the school. In addition, the position will be responsible for curriculum development, and facilitation and monitoring of all magnet activities at the site, as well as be responsible for the implementation of the course of instruction and special programs designed to improve student achievement.

A **Teacher for STEM Programs** will serve as a content and pedagogy expert for the science, technology, engineering and mathematics content within the school, as well as act as the classroom teacher for the Educational Robotics program on the specials rotation. This position will work with the district-level curriculum specialists to ensure collaboration among all teachers on lesson development, as well as for the training of teachers in the new curriculum programs and integration of the curricula into the regular school schedule.

The development of the magnet school curriculum is in cooperation with Dr. Corbet Wilson, **Director of Teaching and Learning** and the district's Curriculum Specialists for Elementary Mathematics, Elementary Science, and K-12 STEM Initiatives. Dr. Wilson is responsible for coordination of the district's curriculum and professional development plans, as well as the supervision of content area specialists. These specialists will work directly with the magnet school administrators and educators in developing the theme integration. The specialists will also work closely with the testing coordinator to ensure that evaluation and assessment components are implemented.

The figure below (*Figure 2*) provides an illustration of the administration hierarchy for the project. Qualifications of the project personnel are presented in the following section, with resumes and position descriptions (for vacant positions) included in the appendix.

Figure 2: Project Administration Organizational Chart



**Positions noted with an asterisk are MSAP-funded*

In addition to monitoring project-level implementation, it is vital to the sustained success of the magnet school to ensure coordination of efforts with district initiatives. As such, the district-level **Educational Support Team** (EST) will review the project’s status regularly. This work team is chaired by the Superintendent, and is comprised of all executive directors and legal counsel. The Deputy Superintendent and Program Director will provide regular briefings on the

progress and needs of the program to administration during these meetings. The EST will monitor activities and results of the evaluation to provide for continuous project improvement.

District personnel responsible for both the direct implementation and administrative project oversight will provide an expansive capacity for coordinating the management and gathering of data for federal reporting requirements. The district has a history of success in implementing school-based programs utilizing grant funds. An example of these projects include the development and implementation of magnet schools, with the district receiving grant funding to establish six schools which provided staff the knowledge and management capacity to create numerous other magnet schools and programs of emphasis across the district without the benefit of external funding. As with prior projects, a strong evaluation and its findings will inform administrators of appropriate and continuous program modifications, as necessary.

In addition, experience related to data and financial reporting within the district is expansive. The district is the recipient of multiple millions of dollars in entitlement grant funds and has been awarded several competitive grants through the U.S. Department of Education (USDE) and the Florida Department of Education (FDOE) for student programs that cross disciplines and student needs. Each of these awards required high levels of data management and regular reporting. A sampling of these accomplishments include the following multi-year awards: USDE: Magnet Assistance Program, \$2.1M; Foreign Language Assistance Program, \$443,000; and FDOE: 21st Century Community Learning Centers (3 awards), \$6.7M; Race to the Top, \$4.9M; Enhancing Education through Technology, \$163,826 (one-year, STEM initiative).

To complement the experience and management capacity gained by the project's administrators and staff, the district maintains a solid organizational capacity within financial and data management functions. The district's departments of Finance, Information Services,

and Assessment & Accountability have qualified personnel and data systems to ensure records are maintained as required by the grant. Management and reporting of performance measures will be coordinated without issue due to this comprehensive level of accessible data.

(2)(ii) Effectiveness of the plan to attain specific outcomes.

(A) Will accomplish the purposes of the program.

The project design for Hamilton Elementary School of Engineering and Technology has been established to support the statutory purposes for MSAP as noted in the Elementary and Secondary Education Act (ESEA). Presented below is a conceptual framework that aligns district needs (*page 21*) and project objectives (*page 35*) with ESEA MSAP purpose statements.

| MSAP Statutory Purposes in the Elementary and Secondary Education Act | |
|--|--|
| A Conceptual Framework | |
| Category of Purpose Statement / Link to District MSAP Project | ESEA MSAP Purpose Statement |
| <p>Desegregation and Choice</p> <ul style="list-style-type: none"> • Need 1 • Need 3 • Goal 1, Objective 1 • Goal 2, Objective 2 • Goal 2, Objective 4 | <ol style="list-style-type: none"> 1. The elimination, reduction or prevention of minority isolation in elementary schools and secondary schools with substantial proportions of minority students, which shall include assisting in the efforts of the United States to achieve voluntary desegregation in public schools 3. The development and design of innovative educational methods and practices that promote diversity and increase choices in public elementary schools and public secondary schools/public educational programs |

| | |
|--|--|
| <p>Building Capacity</p> <ul style="list-style-type: none"> • Need 3 Need 4 • Goal 2, Objective 3 | <p>5. Improvement of the capacity for local educational agencies, including through professional development, to continue operating magnet schools at a high performance level after Federal funding of the magnet schools is terminated</p> |
| <p>Academic Achievement of Students</p> <ul style="list-style-type: none"> • Need 2 Need 3 Need 4 • Goal 2, Objective 2 Goal 2, Objective 3 Goal 2, Objective 5 | <p>2. The development and implementation of magnet school programs that will assist local educational agencies in achieving systemic reforms and providing all students the opportunity to meet challenging State academic content standards and student academic achievement standards</p> <p>4. Provide courses of instruction within magnet schools that will substantially strengthen the knowledge of academic subjects and the attainment of tangible and marketable vocational, technological and professional skills of students attending such schools.</p> <p>6. To ensure that all students enrolled in the magnet school programs have equitable access to high quality education that will enable the students to succeed academically and continue with postsecondary education or productive employment</p> |

(2)(ii) *Effectiveness of the plan to attain specific outcomes.*

(B) Are attainable within the project period.

The management timeline and milestones have been developed based on successful implementation of multiple magnet programs across the district, including programs at the elementary, middle and high school levels. The focus of Year 1 will be on program branding, collaboration and communication with parents, student recruitment and staff professional development, with Years 2-3 implementing the magnet theme into the school and conducting ongoing recruitment and professional development opportunities.

Table 10: Project Milestones, Staff Responsibilities and Timeline

| Milestone | Staff Responsible | Timeframe | Yr 1 | Yr 2 | Yr 3 |
|---|-----------------------------------|--|-------------|-------------|-------------|
| Identify/Hire Personnel | Director/Principal | Upon award, estimated - October | ◆ | | |
| Order Equipment and Supplies | Principal/ Assistant Principal | October (<i>ongoing, as needed</i>) | ◆ | | |
| Orient Staff to Magnet Theme | Principal/ Assistant Principal | Upon award, estimated - October (<i>annual update</i>) | ◆ | ◆ | ◆ |
| Conduct In-Service Professional Development | Assistant Principal | Ongoing, Annually | ◆ | ◆ | ◆ |
| Develop/Revise Curriculum | Assistant Principal | Ongoing, Annually | ◆ | ◆ | ◆ |
| Collect Baseline Evaluation Data | Evaluator | October | ◆ | | |

| | | | | | |
|---|--|------------------|---|---|---|
| Charge the School Advisory Committee with monitoring of magnet activities | Principal | October | ◆ | | |
| Secure Approval for Recruitment Plan | Director/Principal | November | ◆ | ◆ | ◆ |
| Student Recruitment | Director/Principal | January/February | ◆ | ◆ | ◆ |
| Assign Students | Director | March – August | ◆ | ◆ | ◆ |
| Open Magnet Program | Director/Principal | August | ◆ | | |
| Monitor Program Activities | Director/Principal/ Assistant Principal | Ongoing | ◆ | ◆ | ◆ |
| Collect Data for Evaluation | Evaluator | May – July | ◆ | ◆ | ◆ |
| Complete Evaluation Report | Evaluator | July/August | ◆ | ◆ | ◆ |

(2)(ii) Effectiveness of the plan to attain specific outcomes.

(C) Are measurable and quantifiable.

All of the project objectives are measurable and quantifiable. The district has set goals that can be evaluated and has established standards for that evaluation. The projected outcomes are realistic and were developed using the best judgment of the staff. The methods of evaluation will be detailed in the *Evaluation* section of this application.

The specific outcomes are reflected in the project objectives. These objectives are based on the purpose of the MSAP, with consideration to the GRPA measures required of all grantees. Goal #1 is related to desegregation and choice, which can be measured by student application

and enrollment data; and Goal #2 demonstrates commitment to increase academic achievement, measurable quantitatively through annual analysis of student assessment data and qualitatively by survey and focus group results. (See Table 11)

Table 11: Project Goals, Objectives and Performance Measures

| |
|---|
| Goal 1: Reduce, Eliminate or Prevent Minority Group Isolation |
| Objective 1.1: To eliminate, reduce or prevent minority group isolation in the targeted schools without negatively impacting feeder schools. <i>[Meets MSAP Performance Measure (a)]</i> |
| <p>Performance Measures</p> <p>A. The percentage of black students enrolled in Hamilton Elementary will be increasingly lower than in the previous school year. (SY 14 – 1% <i>from baseline</i>; SY 15 – 3% <i>from baseline</i>; SY 16 – 6% <i>from baseline</i>; projection SY 17 – 8% <i>from baseline</i>)</p> <p>B. In the second year of the project and for each succeeding year, the percentage of black students in the target school will be less than 54.3%. (SY 14 – 1% <i>from baseline</i>; SY 15 – 3% <i>from baseline</i>; SY 16 – 6% <i>from baseline</i>; projection SY 17 – 8% <i>from baseline</i>)</p> <p>C. Hamilton Elementary will receive the appropriate number of applications from students attending its feeder schools. (SY 14 – 40 students; SY 15 – 50 students; SY 16 – 60 students; projection SY 17 – 70 students)</p> <p>D. The annual Ad Hoc report will indicate that, as a result of recruitment for the new school-wide magnet program, there will be no significant impact on Minority Group Isolation at any of the feeder schools (zero), as verified by school and district enrollment records. (Significant impact is defined as: a projected increase in MGI of more than 2 percentage points, which would be caused by students leaving a feeder school to attend an MSAP-funded magnet school.)</p> |

Goal 2: Improve Student Achievement

Objective 2: Design and develop innovative educational methods and practices which promote diversity and ensure students gain 21st century skills. [*Supports achievement of MSAP*

Performance Measures (a), (b), (c), (e) and (f)]

Performance Measures

- A. Staff responding to items on an online survey will agree with all five statements: (1) My magnet classroom instruction includes innovative, challenging instructional materials and content that promote diversity and choice; (2) I am using a minimum of 3 new MSAP-identified research-based “best practices” this school year; (3) I use strategies that encourage students from different racial and ethnic groups to interact; (4) My magnet school provides students with a resource-rich, interactive learning environment; and (5) The magnet curriculum includes and ensures students develop 21st century skills. (SY 14 – 50%; SY 15 – 75%; SY 16 – 90%)
- B. Magnet students will participate in weekly theme-related instruction. (SY 14 – 120 minutes; SY 15 – 150 minutes; SY 16 – 180 minutes)
- C. Students responding to items on an online survey will agree with all five statements: In my classroom(s), (1) students work together in groups; (2) I have worked with most of the students in my classroom (core classes); (3) the teacher(s) allows me to demonstrate my learning through projects and/or class presentations; (4) I feel my teacher(s) care about me and my fellow classmates; and (5) I am developing 21st century learning skills. (SY 14 – 50%; SY 15 – 65%; SY 16 – 85%)
- D. Classroom visit reports by outside evaluators and/or school-based personnel will confirm that the magnet program: (1) provides a resource-rich, interactive learning environment,

equipped with computers and other technology; (2) that teachers are using MSAP-identified research-based “best practices” and strategies that promote diversity and encourage students from different racial and ethnic groups to interact; and (3) students are demonstrating 21st century learning skills. (SY 14 –N/A; SY 15 – 50%; SY 16 – 75%)

Objective 3: Provide professional development for magnet school teachers related to increasing student achievement for all students and improving instructional practices. *[Supports achievement of MSAP Performance Measures (b), (c), (e) and (f)]*

Performance Measures

- A. Staff responding to items on an online survey will agree with all three statements:
Project professional development activities have, (1) increased my content knowledge; (2) improved my instructional skills; and (3) supported innovative practices. (SY 14 – 50%; SY 15 – 75%; SY 16 – 90%)
- B. Staff responding to items on an online survey will agree with all four statements: (1) I participate in Professional Learning Communities (PLC); (2) PLC groups meet regularly; (3) PLC team members reinforce strategies learned in professional development; and (4) PLC team members collaborate with each other. (SY 14 – 50%; SY 15 – 75%; SY 16 – 90%)
- C. Staff responding to items on an online survey will agree with all four statements: (1) The instructional staff at my magnet school has a clear understanding of the Common Core Standards, Next Generation Sunshine State Standards, and Next Generation State Standards (as applicable) content and performance standards; (2) Staff is developing magnet units/curriculum aligned with Common Core Standards, Next Generation

Sunshine State Standards, and Next Generation State Standards (as applicable); (3) Staff uses curriculum aligned with these standards; and (4) Based on the Technology Integration Matrix (TIM), I am more frequently using technology for instruction at stage three (adaptation) or higher. (SY 14 – 50%; SY 15 – 75%; SY 16 – 90%)

D. Classroom visit reports by the outside evaluators and/or school-based personnel will show evidence of all of the following: (1) challenging instructional materials; (2) magnet units/curriculum aligned with Common Core Standards, Next Generation Sunshine State Standards, and Next Generation State Standards (as applicable); and (3) measures of technology integration using the Technology Integration Matrix (TIM). (SY 14 – N/A; SY 15 – 50%; SY 16 – 75%)

E. Magnet teachers at the school will earn at least 90 hours of professional development credits. (SY 14 – 50%; SY 15 – 75%; SY 16 – 90%).

Objective 4: Ensure parents and community members are actively involved in project planning, implementation, and decision-making. *[Supports achievement of MSAP Performance Measure (e)]*

Performance Measures

A. Staff responding to items on an online survey will agree that their magnet program provides parents opportunities to have an active role in magnet implementation, as well as input into decision-making. (SY 14 – 50%; SY 15 – 65%; SY 16 – 80%)

B. Parents responding to items on an online survey will agree that they (1) participate in magnet planning; (2) have an active role in magnet implementation; and (3) provide input into decision-making. (SY 14 – 50%; SY 15 – 65%; SY 16 – 80%)

C. The magnet school will develop and conduct at least two (2) new (or significantly

revised), theme-related parent events (i.e. a STEM Fair) and attendance and/or participation by parents will increase for each year of the project. (SY 14 – baseline; SY 15 - +10%; SY 16 - +20%)

D. Staff and parents responding to items on an online survey will agree that community partners are active in the design and implementation of the magnet program and that they help the school ensure relevance and extend learning into the 21st century. (SY 14 – 50%; SY 15 – 65%; SY 16 – 80%)

E. Focus group data will confirm that parents and community partners are active in magnet planning, implementation, and decision-making. (SY 14 – N/A; SY 15 – 50%; SY 16 – 75%).

Objective 5: Increase percentages of all magnet students, including those from major racial and ethnic subgroups, who meet State proficiency targets in reading/language arts and mathematics.

[meets MSAP Performance Measures (b) and (c), supports achievement of (f)]

Performance Measures

A. Annually increase the percentages of students from major racial and ethnic groups scoring proficient or above on the Florida Comprehensive Assessment Test (FCAT) in reading/language arts. (SY 14 – baseline; SY 15 - 3%; SY 16 - 3%)

B. Decrease the average of the achievement gaps between white students who score proficient or above on the FCAT in reading/language arts and other major racial subgroups (minimum 25) in the same magnet school. (SY 14 – baseline; SY 15 – 1%; SY 16 – 3%)

C. Annually increase the percentages of students from major racial and ethnic groups scoring proficient or above on the FCAT in mathematics. (SY 14 – baseline; SY 15 - 3%;

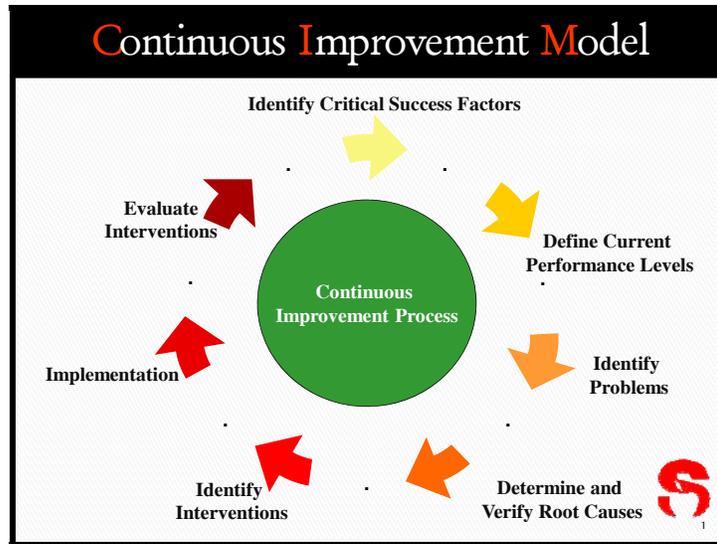
SY 16 - 3%)

- D. Decrease the average of the achievement gaps between white students who score proficient or above on the FCAT in mathematics and other major racial subgroups (minimum 25) in the same magnet school. (SY 14 – baseline; SY 15 – 1%; SY 16 – 3%)

(2)(ii) Effectiveness of the plan to attain specific outcomes.

(D) Can be used to determine the project’s progress in meeting its intended outcomes.

The district uses a rigorous continuous improvement model to provide timely and regular feedback on progress toward district and project goals. This model offers opportunities for ongoing review, modification, and improvement of specific initiatives throughout implementation. This strategy will be used for the MSAP implementation at Hamilton Elementary. With the priorities of **excellence** and **equity**, the district is committed to high standards and expectations for performance of all students; quality instruction; consistency in expectations for all student subgroups; rigorous curriculum; professional, high-quality workforce; high standardized test scores across the board; higher average test scores combined with a tighter range of scores and decreased variance in scores for all student sub-groups; and diversity in district leadership, school student enrollment, and instruction/support staffing. The school district continually monitors progress of initiatives within the schools and across various special projects which impact excellence and equity in student learning. The chart below graphically illustrates the SCPS Continuous Improvement Model.



As offered in Table 11 on page 35, the proposed plan presents **annual benchmarks for each objective**, for each year of the project period. Using the continuous improvement model, these performance measures (annual benchmarks) are the transitional objectives to gauge the progress the project has made in reaching the final objectives, which will be evaluated through a summative report. While analysis of data will be continuous, mid-year and annual reports will be shared with district and school leadership, as well as the School Advisory Committee.

(2)(iii) Effectiveness of the plan for utilizing resources and personnel to achieve the objective of the project, including how well it utilizes key personnel to complete tasks and achieve the objectives of the project .

The school district will utilize resources requested under this application to implement a strategy based on best practices and research-base to meet the Voluntary Plan, reduce minority isolation, and improve academic achievement of students at Hamilton Elementary. The focus of this strategy is to develop an attractive magnet program that will *appeal to and retain students* from diverse socioeconomic, ethnic and racial backgrounds. The magnet school program has

been purposefully designed to establish an alluring K-12 continuum for STEM learning – *specific to engineering and technology* – within the district.

The Voluntary Plan requiring school desegregation is extensive and builds upon the mandates required of the district under the Consent Decrees. The Plan requires the district to maintain the Consent Decree policies on intra-district transfers and maintained the procedures for student assignment to elementary schools. **To ensure success of the Voluntary Plan and the proposed magnet program, the district will use the most innovative and effective educational practices to ensure a high level of instruction that allows students to meet high academic standards and master a rigorous curriculum that exceeds state standards.** The academic program will be supported with a strong in-service and professional development program to upgrade the skills of teachers and to guarantee the highest level of teaching staff.

Key personnel and project staff, as described in this proposal, are highly qualified to implement school-based systemic change. With a wide support net of district and school-based leadership, the tasks and milestones identified will be achieved within the timeframes established on page 33 in the *Table 10: Project Milestones, Staff Responsibilities and Timeline* table. **The strategies for reducing minority isolation and increasing academic achievement** include continuous monitoring of: (1) relevance of magnet theme; (2) professional development of personnel; (3) best practices for innovative STEM instruction; and (4) instructional plan development and implementation.

(1) *Magnet Theme*: The magnet theme of Engineering and Technology – including Educational Robotics – is a highly specialized and ever-changing academic field. With new technologies developed frequently, it will be vital for project staff and other key stakeholders to review and update the trajectory of the magnet focus as needed. With the support of the School

Advisory Committee (including parents and students), project staff, school-based administrators and teachers, district leaders and STEM industry representatives, the magnet school program is well-supported in this continuous refinement.

- (2) *Professional Development:* Teachers within Hamilton Elementary are focused on the success of students, providing a solid foundation for systemic change that will improve the opportunities for learning among the student population. This willingness and ability to adopt new methods and to be flexible during the change process is one of the school's many strengths in regard to capacity to meet objectives. As a strategy for success, professional development of the teaching staff will be an ongoing effort. Through content and pedagogy specific training, as well as cultural competence training, teachers will promote positive student and teacher interactions while maintaining high expectations of student achievement.
- (3) *Best Practices:* Through the planned redesign of the instructional program at Hamilton Elementary, individual student interests and needs will be met which will ultimately lead to the recruitment and retention of a diverse population of students to the school. Utilizing research-based best practices in the field of STEM instruction, Hamilton will provide a rigorous, integrated, high-quality educational program. Through this rigor, the program will raise students' expectations of learning and encourage these students to meet improved levels of academic achievement. Integration of innovative best practices within the classroom will result in the adoption of new, improved instructional strategies that are proven effective. This effectiveness will further be demonstrated and shared by the evaluation process.
- (4) *Instructional Plan Development/Implementation:* The Assistant Principal for Magnet Coordination will be responsible, in coordination with the school Principal, for the development and implementation of instructional plans that align to the Engineering is

Elementary and LEGO WeDo curriculum. The curriculum implementation will be supported by district-level Curriculum Specialists for Elementary Mathematics and Elementary Science, with additional assistance from the Curriculum Specialist for K-12 STEM. This level of system wide assistance in instructional plan development and curriculum roll-out will make certain that the program is able to be executed with fidelity in the timeframe established.

Staff's ability to provide continuous monitoring of these activities will ensure the objectives of the program, as well as MSAP's purposes, are met within the project period. The proposed strategies utilize the expertise and program implementation experience of the Project Director and district leadership, in collaboration with the school Principal and Assistant Principal, to execute a prosperous magnet program.

Apart from program staff, the resources necessary to implement these strategies to achieve the goals and objectives of this project include funds for in-service professional development (i.e. teacher stipends, professional development providers, materials/supplies), off-site conferences on best practices (i.e. travel, registrations), and instructional plan development (i.e. teacher extended time and benefits).

(2)(iv) Ensure equal access and treatment for eligible project participants who have been traditionally underrepresented in courses or activities offered.

There will be equal access to the magnet program available to all eligible students. District policy allows all students interested in a magnet school to submit an application. There are no entry criteria, auditions, or letters of recommendation. Applicants are offered a seat at a magnet school based on a random selection process. This process is an arbitrary, non-biased process run by an outside consultant.

Further, the Voluntary Plan procedures for student assignment establish two cluster areas in north Seminole County. Hamilton Elementary resides in one of the cluster zones. The cluster zone is comprised of Hamilton Elementary, Midway Elementary School of the Arts, and Pine Crest Elementary. As such, student assignment at the school currently is accomplished through a random selection that includes parental preference order, free/reduced lunch data, geographic preference zone, sibling/employee priorities, and class size. Additionally, transfer options are offered based on diversity incentives that bring the school closer to the district average percentage of free and reduced lunch students. If awarded this grant, the school will become a district-wide magnet open by application only to all K-5 students that reside in Seminole County. A portion of the seats will be reserved for students who reside within the geographic Northeast Cluster. All assignments will be based on the random selection process.

Seminole County Public Schools achieved unitary status and does not use race/ethnicity as a factor in school assignment. The complete *Controlled Open Enrollment Plan* for the district has been included in the appendix.

(2)(v) Effectiveness of the plan to recruit students from different social, economic, ethnic, and racial backgrounds into the magnet schools.

The key to assuring that the project will successfully recruit students of different social, economic, ethnic, and racial backgrounds to the magnet school is the quality of the recruitment program. In August of 2013, work will begin on an enhanced Marketing Plan to address the needs identified at Hamilton Elementary. A school-level Marketing Committee will be formed consisting of school and district personnel. In addition, community leaders, parents, and other interested personnel will be invited and encouraged to participate.

Seminole County Marketing Strategies

The district will select a marketing consulting firm to assist with the development of the plan. The firm will help the district to develop materials and techniques that can be transferred to district staff at the end of the project period so the district can maintain the marketing effort at a reduced cost. In addition to the use of a marketing consulting firm, Hamilton Elementary will participate in a number of successful recruitment and marketing campaigns for which the district has developed for all magnet schools. The following marketing strategies have been identified:

1. School Level Pamphlets: Each school develops its own pamphlet describing its program and the characteristics that make it special and unique. These are for use at the kick-off presentations and to inform parents of the opportunities available.

2. Kick-off Presentations: Elementary families are invited to take part in “Elementary Magnet Information Sessions” to learn about the exciting programs at each school across the district. The session is conducted at the district’s Educational Support Center, providing a centralized facility for recruitment. The sessions are advertised to all Kindergarten – Grade 4 students, and showcase elementary choice options. Highlights of the sessions include presentations by school principals, program videos, and student portfolio displays.

3. Video: The Marketing Committee will develop a video to be used as a promotional tool throughout the recruitment campaign. This video will be shown on television and will be made available for use throughout the county as requested.

4. Presentations: Numerous presentations are given to groups such as Realtors, PTA’s, School Advisory Committees, Clubs, etc. Presentations are designed for use with parents, school personnel, teachers, realtors, daycare providers, and media representatives. In addition, the district will utilize “Choices Chats”, which are informal information sessions at the highly

targeted feeder schools. The Choices Chats provide a small group environment for parent and student interaction with magnet school representatives.

5. Media Involvement: Press conferences provide uniform information to local media.

6. Written Communication: Written communication is distributed through flyers, school newspapers, and county level publications.

7. Special Events: Special events include Kick-off Presentation, Grand Opening Celebration, and magnet school information meetings.

8. Social Media: Social media outlets, such as Facebook and Twitter, will be used in combination with the district’s website to provide real-time information and updates on magnet school recruitment.

The marketing of the magnet program involves the complete school community in the recruitment process and demands the joint efforts of the Project Director, school principal, and teachers. Following is the Marketing Plan Time Line, detailing the events, dates, and persons responsible for implementing the various marketing activities.

| Milestone / Timeframe | Staff Responsible | Yr 1 | Yr 2 | Yr 3 |
|--|------------------------|------|------|------|
| Consult Marketing Agency / October | Director | ◆ | | |
| Design Interim Materials / October | Director/ Agency | ◆ | | |
| Design Three Year Marketing Plan (update annually) / October-November | Agency | ◆ | ◆ | ◆ |
| Approve Annual Marketing Plan / November | Director/ Principal | ◆ | ◆ | ◆ |

| | | | | |
|--|-----------------------------------|---|---|---|
| Develop Brochure and Other Print Materials / December | Agency | ◆ | ◆ | ◆ |
| Develop Electronic Media Materials / January | Agency | ◆ | ◆ | ◆ |
| Student Recruitment / February - August | Principal/AP | ◆ | ◆ | ◆ |
| Mail Brochures and Applications to Homes / February | AP | ◆ | ◆ | ◆ |
| Newspaper and Television Ads / March | AP | ◆ | ◆ | ◆ |
| Conduct District Magnet Information Sessions /February | Director/ Principal | ◆ | ◆ | ◆ |
| Conduct School Open House / April | Principal/AP | ◆ | ◆ | ◆ |
| Conduct School Tours / April | Principal/AP | ◆ | ◆ | ◆ |
| Conduct Grand Opening Event / August | Principal/Asst. Principal (AP) | | ◆ | |
| Print News Releases / Ongoing | AP | ◆ | ◆ | ◆ |
| Make Pre-Scheduled Media Appearances / Ongoing | Principal/AP | ◆ | ◆ | ◆ |
| Assess Recruitment Process / September | Director/ Evaluator | ◆ | ◆ | ◆ |

(b) Quality of Personnel

(1) Qualifications of the personnel to be used on the project.

As described in the Plan of Operations (page 26), management of the MSAP implementation will involve both district and school-level personnel. While a number of district-funded staff will be involved in the execution of the magnet project, included under MSAP funds at the

school level is an Assistant Principal for Magnet Coordination and a Teacher for STEM Programs. The district elected to streamline the personnel funded by MSAP to ensure a *sustainable* implementation plan.

At each level, staff members responsible for administrative oversight and project implementation have ample experience in **instructional program design, curriculum development and staff professional development**, as well as **instructional content and pedagogy appropriate for the student population**. Further, select personnel have experience in **desegregation strategies** and previous **magnet program implementation**.

District Personnel

[Resumes for each individual are included in the application attachments.]

Dr. Anna-Marie Cote – Deputy Superintendent, Instructional Excellence and Equity: Dr. Cote has been in the field of education for over 30 years. Eleven of these years have been in district administration for Seminole County Public Schools. Experience outside of administration has been in the area of curriculum development and as a classroom teacher. Dr. Cote holds a Doctorate of Education, an Educational Specialist, a Master of Elementary Education, and a Bachelor of Science in Elementary Education. In her tenure, Dr. Cote has been instrumental in establishing and implementing a number of successful student achievement programs, including coordination of the district’s road to *unitary status* in her role as Executive Director for Instructional Excellence and Equity.

Dr. Marian Cummings – Executive Director for Elementary Schools: Dr. Cummings has dedicated nearly 30 years to educational leadership at the elementary and high school levels, with experience as a principal, assistant principal and classroom teacher. Dr. Cummings possesses a Doctorate in Educational Leadership, a Master of Education in Administration and

Supervision, and a Bachelor of Science in Sociology. In her endeavors, Dr. Cummings has successfully cultivated, introduced and implemented effective instructional improvement strategies at the school level.

Dr. Beth Sharpe – Executive Director for Elementary Schools: As a school principal, assistant principal and teacher, Dr. Sharpe has earned ample experience in curriculum and program development, implementation and execution during her 39 years of educational experience. Dr. Sharpe holds a Doctorate of Education, a Master of Education in Administration and Supervision, and a Bachelor of Science in Elementary Education. In her tenure, Dr. Sharpe has served as a school administrator for both Title I and non-Title I schools which has provided her a solid framework for best practices to accomplish student achievement.

Dr. Corbet Wilson – Director of Teaching and Learning: Dr. Wilson has served as school principal, assistant principal, and classroom teacher in his 14 years of experience in education. With ample curriculum development, program implementation and professional development practice at the school and district level, Dr. Wilson will serve a vital role in the magnet project. Dr. Wilson possesses a Doctorate of Education in Educational Leadership, a Specialist Degree in Education, a Master of Science in Educational Leadership, and dual Bachelor of Arts degrees in History and Physical Education.

Dr. Kim Dahl – Curriculum Specialist for K-12 STEM Programs and Career/Technical Education: Dr. Dahl has experience in the K-12 public school system, the state college, and the university system. With over 33 years in public school education, Dr. Dahl is an expert on implementation of STEM programming to impact student achievement. In addition to her work within public schools, Dr. Dahl has served as an instructor for pre-service educators and in grant

program administration projects at the community college and university levels. Dr. Dahl has a Doctorate of Education, a Master of Science in Education, and a Bachelor of Science in Biology.

Elizabeth Gehron – Curriculum Specialist for Elementary Mathematics: In Ms. Gehron’s 31 years in education, she has served as a professional development facilitator, classroom teacher, literacy specialist, math/science coach, and elementary curriculum specialist. With both a Master’s Degree and Bachelor’s Degree in Education, Ms. Gehron has expertise in collaborating with administrators and teacher to create and implement school-wide initiatives to improve student achievement, which includes leading teams in creating integrated curricula for schools.

Lindsey Hosack – Curriculum Specialist for Elementary Science: With 12 years of experience in education, Ms. Hosack brings to the leadership team a blend of content knowledge and pedagogy in the field of science. As a classroom teacher and science specialist, Ms. Hosack has facilitated the development and implementation of districtwide elementary science instructional curricula, as well as provided professional development to teachers in the areas of curriculum, assessment and pedagogy. Ms. Hosack holds both a Master’s in Elementary Education and a Bachelor’s of Science in Elementary Education.

School Personnel

[Resumes/Position Descriptions are included in the application attachments.]

Greg Turner – Principal, Hamilton Elementary: Mr. Turner has been an administrator within the district for 16 years. In his tenure, he has served Title I schools exclusively. Under Mr. Turner’s leadership, his former school – Wicklow Elementary, the third ranked high-poverty school in the district - was able to maintain a school grade of “A”. In his shift to Hamilton Elementary Mr. Turner has been successful at implementing numerous intervention programs and new teaching practices in ways that are leading to substantial increases in student learning.

Mr. Turner possesses a Master's in Educational Leadership and a Bachelor of Science in Physical Education.

Assistant Principal for Magnet Coordination (TBD): The AP for Magnet Coordination will be recruited upon award of the grant. This position will be a specialist in the magnet program's theme. Responsibilities of the position include facilitation and monitoring of all magnet activities at the site, management of curriculum/instructional plan development, organization of staff training opportunities, coordination and implementation of the information and recruiting plan for the school, and implementation of the course of instruction and special programs designed to improve student achievement. A successful candidate will possess a master's degree with certification in elementary administration, elementary administration and supervision with emphasis in curriculum, educational leadership or school principalship, experience in the execution of special instructional projects, specialized training and/or experience in instructional strategies for STEM education, and three years satisfactory teaching experience.

Teacher for STEM Programs (TBD): The Teacher for STEM Programs will serve as a content and pedagogy expert for the science, technology, engineering and mathematics within the school, as well as *act as the classroom teacher* for the Educational Robotics program on the specials rotation. The primary responsibility of this position will be classroom instruction. Other roles will include working with the district-level curriculum specialists to ensure collaboration among all teachers on lesson development and serving as the trainer of (new) teachers in the new curriculum programs and integration of the curricula into the regular school schedule. A successful candidate will hold at minimum a bachelor's degree with certification in elementary education, specialized training and/or experience in educational robotics and instructional strategies in STEM education, and expertise in the content area.

(2)(i) The project director is qualified to manage the project.

Under the direct oversight of the Deputy Superintendent for Instructional Excellence and Equity, the **Project Director – Pam Mazzotta** – will be responsible for the planning and implementation process at the project’s magnet school. Ms. Mazzotta serves as the district’s Choices Coordinator. Prior to her role as Coordinator, Ms. Mazzotta was the Choices Facilitator responsible for marketing and recruiting for magnet and choice programs. Ms. Mazzotta received a Bachelor of Arts at the University of South Florida and a Master of Arts in Educational Leadership from Stetson University. She served as a classroom teacher for twenty-seven years, as well as an Educational Technology Facilitator and Magnet School Coordinator for a magnet program in the Northeast Cluster for five years.

(2)(ii) Other key personnel are qualified to manage the project.

The district will contract with an external evaluator – **DKH Consulting Services** – to provide program support. Deidra K Honeywell, Ph.D., is the president and sole owner of DKH Consulting Services, which was incorporated in August of 2002. Since becoming a consultant in 2000, Dr. Honeywell has been an evaluator on three districtwide magnet program evaluations and 17 MSAP grant projects– nine of the MSAP grants are/were DKH contracts. Dr. Honeywell began working with magnet schools in 1991 and, in addition to her evaluation experience, she has managed two MSAP projects and was the primary or major contributing author on eight funded MSAP applications. Dr. Honeywell has managed and has evaluated MSAP grants that established STEM programs at the elementary, middle and high school levels. In addition to her MSAP experience, Dr. Honeywell has a broad foundation in higher-level mathematics (eight courses) and statistics (four graduate courses), which provides her with a thorough understanding of quantitative and qualitative research and evaluation, as well as the use of various types of data

and statistical analyses and processes. She has a BA in math education, an MA in gifted education and a Ph.D. in curriculum and instruction. Over 20 years of magnet school experience have provided Dr. Honeywell with a broad foundation in, and extensive knowledge of, desegregation issues, innovative programs and strategies for ensuring interaction among students from different racial and ethnic groups. [See the appendix for additional details on DKH and the MSAP Scope of Work.]

(2)(iii) Teachers who will provide instruction in participating magnet schools are qualified to implement the special curriculum of the magnet schools.

At present, Hamilton Elementary is comprised of 33 classroom teachers, with 6 Kindergarten, 6 First Grade, 6 Second Grade, 7 Third Grade, 4 Fourth Grade, and 4 Fifth Grade teachers. The school also has 4 teachers dedicated to intervention programs, 2 ESOL teachers, 7 ESE teachers, 1 teacher of the gifted, 1 math/science specialist, and 1 reading coach.

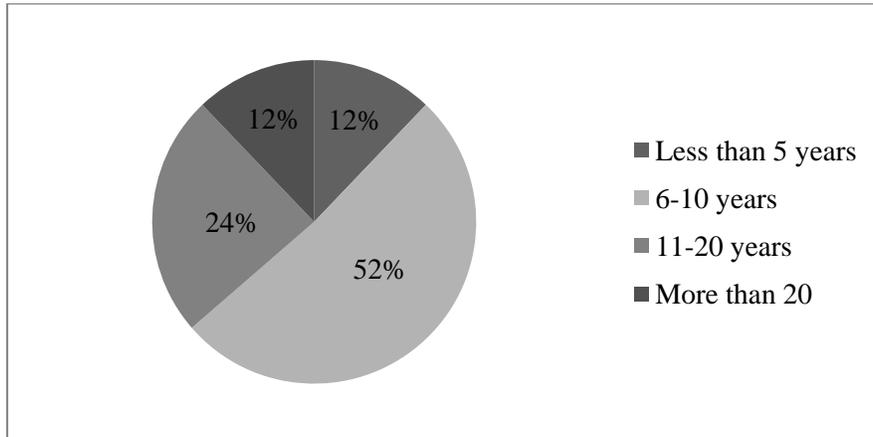
Within the core grade level teachers, 22 have Bachelor’s degrees and 11 have Master’s degrees. This level of professional qualifications is comparable with that of the district’s average (see *Table 12*). Further, all classrooms at Hamilton Elementary are staffed with teachers who are teaching in-field.

Table 12: Professional Qualifications of Teachers, Degree Level SY2011/2012

| Degree Level | Hamilton ES | District |
|---------------------|--------------------|-----------------|
| Bachelor’s Degree | 56.0 | 55.3 |
| Master’s Degree | 44.0 | 41.1 |
| Specialist Degree | 0.0 | 1.8 |
| Doctorate | 0.0 | 1.8 |

In addition to the educational qualifications of the teaching staff at Hamilton, the majority of teachers at the school are veterans in the education field, which will aid in the transition to a new curriculum and content focus.

Figure 3: Years of Experience for Teaching Staff



Further, the 33 regular classroom teachers jointly hold 72 educational certifications and/or special endorsements. These include 17 ESOL certifications and four reading endorsements.

While the instructional staff is well-qualified and experienced in elementary education, classroom teachers will experience intensive professional development opportunities on the specific curriculum and content to be implemented in the magnet school. This professional development will include trainings in project-based and inquiry learning, instructional plan development based on Engineering is Elementary curriculum components (including Common Core transition and reading program adoption), integration of technology in teaching and learning, and cultural competence in instruction.

(2)(iv) Personnel are selected using nondiscriminatory employment practices, with assurance that staff members are selected for employment without regard to race, religion, color, national origin, sex, age, or disability.

Seminole County Public Schools adopted a non-discrimination equal employment opportunity policy in 1976 and revised it in 1995. The revised policy requires that no employee, student, or applicant shall on the basis of race, color, national origin, sex, disability, marital status, age, religion, or any other basis prohibited by law be excluded from participation in, be denied the benefits of or be subjected to discrimination under any education program or activity, or in any employment condition or practices conducted by Seminole County Public Schools.

As a result of the effective implementation of the equal employment policies of the School Board, the **staff, districtwide, reflects the minority/nonminority demographics of the district.** The policy states in part:

The purpose of this policy is to foster the continued maintenance of a diverse workforce at all levels of employment to the greatest extent possible within available qualified applicant resources. Evidence shows that student learning is maximized when students are exposed to a diverse workforce of administrative, instructional, and support personnel. Diversity in employment at both the school and district level provide students of all backgrounds and abilities with examples of achievement through education. A diverse workforce represents an extension of a student's home, neighborhood, and community. This extension provides students with a viable transition from home to productive membership in their chosen community. (School Board Policy 6.05)

The Board recognizes that special measures and extraordinary effort may be required to prevent equity imbalances and eliminate it within the organizational structure where it may exist. This commitment must be approached with a determined and sustained effort in support of this belief. Therefore, it is the ultimate goal of this district to reflect diversity of the school district population by reaching and maintaining an appropriate proportion within each employee group at

all cost center. This policy neither suggests nor requires the hiring, promotion, or transfer of the unqualified, but rather assures all persons that equal employment opportunity with the School Board of Seminole County is equally accessible to qualified persons without regard to race, sex, age, religion, marital status, disability, creed or national origin.

The overall district responsibility for implementation of the equal employment opportunities policy is entrusted to the Superintendent of Schools. The Superintendent is assisted in this function by other administrative staff members who monitor schools and departments to assure that actions are taken to carry out the policy.

The Director of Human Resources is required to:

- Maintain a recruitment program to attract and obtain the best qualified applicants for existing and anticipated vacancies.
- Work closely with administrators to determine employment needs and to identify prospective employees.
- Identify problem areas (under- and non-utilization).
- Keep the Superintendent and other chief administrative staff informed of the progress in attaining the policy goals on an annual basis.

Dr. Ron Pinnell, Executive Director, Human Resources, monitors the equal employment policies. Reports are generated quarterly on the racial and ethnic composition of the staff. The policy is reviewed annually by the Policy Committee and a report is given to the Superintendent and the School Board.

(3) Experience and training of personnel in fields related to the objectives of the project, including the key personnel's knowledge of and experience in curriculum development and desegregation strategies.

Personnel assigned to the administrative oversight and direct project implementation have ample experience in instructional program design, curriculum development and staff professional development, as well as instructional content and pedagogy appropriate for the student population. Further, select personnel have experience in desegregation strategies and previous magnet program implementation. As demonstrated in the qualifications of personnel selection criteria, experience of the project leadership team is vast to include decades of experience in curriculum development and intervention strategy execution.

Specific to desegregation strategies, Dr. Cote – Deputy Superintendent for Instructional Excellence and Equity – served as the **Unitary Status Project Coordinator** and **Director of Student Equity and Excellence** during the district’s path to unitary status. In addition, Dr. Cote has administered the implementation of six MSAP school reforms in her tenure at the district. Further, the Project Director, Pam Mazzotta has been involved in magnet and choice programs for 15 years. Ms. Mazzotta has held roles in magnet school executions to include: Magnet School Coordinator/Educational Technology Facilitator, Choices Facilitator, and Choices Coordinator. In each of these positions Ms. Mazzotta has been responsible for the facilitation of program design, implementation and assessment. Ms. Mazzotta’s experience includes serving as Project Director for the MSAP project, Midway Elementary School of the Arts.

(c) Quality of Project Design

Project Design and Implementation Plan

(1) Quality of the project design based on sections 5305(b)(1)(A), 5305(b)(1)(B), 5305(b)(1)(D)(i), 5305(b)(2)(D) of the ESEA.

Central Florida, including Seminole County, is becoming a competitive hub for jobs, careers, and educational opportunities in *science, technology, engineering and technology (STEM)* as the

community transitions to a knowledge-based economy. During this economic shift, the school district has positioned itself as a principal driver in stimulating the local economy—an economy increasingly reliant on a workforce prepared for jobs and careers in technology-laden industries. These efforts have focused on the development of specialized programs and on the establishment of partnerships to support STEM disciplines. Programs have been developed that provide graduates with opportunities in emerging STEM fields and a number of other more traditional vocational careers. Many of these programs lead to industry certification, which serves as a direct link to employment in industries.

Through business partnerships with STEM giants such as Symantec, Lockheed Martin and the Sanford Burnham Institute, the K-20 educational partnership with Seminole State College and the University of Central Florida, and economic partnerships with several local Chambers of Commerce and STEMFlorida, the district nurtures new high-tech, high demand, and high wage jobs and careers within the community. District leaders have listened to the needs of industry in creating the quality education that differentiates the county in the marketplace, places the county in a prime position to compete for new business development, and helps distinguish the area with a high quality of life that is recognized around the nation.

Further, the district realizes the importance of accelerated STEM education to prepare students for the workforce of the 21st Century, as well as recognizes the fundamental need for students at the **elementary level to be prepared for the wave of the future – an enhanced offering of innovative and progressive STEM courses at the secondary level**. As such, a *combination* of early implementation of curriculum with STEM foci and the introduction of new and innovative coursework at the secondary level is essential to equip students for the new generation of higher learning.

To this end, Seminole County Public Schools proposes to re-establish a magnet school program at Hamilton Elementary to advance early STEM learning. Utilizing an interdisciplinary approach, students will engage in learning that is infused with Science, Technology, Engineering and Mathematics (STEM) as the primary vehicle. The theme for the revised magnet school is **Engineering and Technology**, with a specific focus on the field of *Educational Robotics*.

The district currently offers an Engineering Magnet Program at Milwee Middle School, as well as an Institute of Engineering at Lyman High School. The introduction of an elementary level engineering and technology magnet program at Hamilton Elementary will complete a **comprehensive, rigorous K-12 continuum of STEM learning**.

In order to facilitate this rigorous STEM learning, classroom teachers within the district follow the 5 E Learning Model (adapted from the Biological Sciences Curriculum Study): Engage, Explore, Explain, Elaborate and Evaluate.

- *Engage*: Activities make connections between past and present learning experiences; anticipate activities and organizes students' thinking toward the learning outcomes of current activities;
- *Explore*: Provides a common base of experiences in which current concepts, processes, and skills are identified and developed; encourages creative thinking, testing and cultivation of alternative solutions;
- *Explain*: Allows opportunities for students to demonstrate conceptual understanding, process skills, or behaviors;
- *Elaborate*: Challenges and extends students' conceptual understanding and skills; and,
- *Evaluate*: Encourages students to assess understanding and abilities; provides opportunities for teachers to evaluate student progress.

These five Es relate directly to the direction of the National Research Council’s Framework for K-12 Science Education (2012), which has a focus on “*practices, crosscutting concepts, and disciplinary core ideas*”. These foci have been presented as the foundation for the proposed Next Generation Science Standards. Each of these components of the NRC’s framework connects the understanding of scientific theory to interdisciplinary learning, with a specific focus on the practical application of science in engineering and technology.

Instructional Structure

To ensure this applied application of STEM content, the core curriculum provided at the school will be infused with the ***Engineering is Elementary***® (EiE) program curriculum. EiE is a standards-driven, research-based, project-based elementary curriculum created by the Museum of Science: Boston, National Center for Technological Literacy. The curriculum centers on advancing engineering and technology concepts with the promotion of key standards within science, technology, engineering and mathematics (STEM) content areas. EiE provides students with hands-on learning experiences that encourage cooperative learning, while also engaging students in 21st century skills such as problem solving and creative thinking. The EiE curriculum is comprised of 20 units, complete with storybook narratives, lesson plans, student handouts (leveled for grade level understanding), standardized student assessments and rubrics, and reference resources for teachers to expand the learning experience.

The EiE units meet the International Technology and Engineering Educators Association (ITEEA) Standards for Technological Literacy, as well as align with the rigorous Next Generation Science Standards, the Framework for K-12 Science Education, and the Common Core Standards for Mathematics.

The EiE curriculum has been introduced in classrooms across 50 states, connecting to 2.7 million students and 32,000 teachers (Museum of Science, 2012). Through this nationwide implementation, EiE curriculum has undergone eight years of field testing and evaluation, resulting in positive impacts on student learning. The most recent field studies of five of 20 units concluded that the curriculum units tested “*show promise as a means for helping students learn about science and engineering – both content and skills such as discussion, teamwork, and problem solving*” (Lachapelle, Cunningham, Jocz, Kay, Phadnis, Wertheimer & Arteaga, 2011). The study also found that students were engaged and motivated to participate in lessons. Further, in an independent 2011 study on the impacts of EiE on students who are historically underserved or who underperform in STEM fields, researchers concluded that the curriculum provided a higher level of student engagement and positive impacts on student performance, versus traditional classroom instruction (Moffett, Weis & Banilower, 2011).

Each day, students at Hamilton Elementary will engage in mathematics and science activities, along with reading and language arts. With weekly theme-related instruction classroom teachers will utilize ***project-based learning*** as an instructional method to ensure a smooth integration of EiE into the core curriculum. In all content areas, the focus will be upon 21st century skills (collaboration, problem-solving, and hands-on learning) and the application of engineering and technology concepts. Students will experience daily, *rigorous* content and emphasis on the interconnectedness of all content areas with science, technology, engineering and mathematics through educational opportunities that focus on application of learning. Students will also be provided with opportunities for learning outside of the school day through after-school enrichment activities and Saturday STEM camps (*utilized as outlets for STEM*

application and reinforcement of standards), as well as be provided educational field trips that complement the magnet theme.

The EiE curriculum will be infused into the core curriculum programs in order to reinforce basic concepts learned during the science and mathematics skill development periods. Students will experience *Go Math!* and Fusion (Science) to develop fundamental skills in these content areas prior to applying these skills to the challenges presented within the EiE units.

- The districtwide K-5 mathematics curriculum is aligned to the Common Core Standards for Mathematics. The district's adopted textbook, ***Go Math!*** (Houghton Mifflin Harcourt) provides students with interactive lessons, research-based instructional approaches and best practices, as well as resources for differentiated instruction to ensure individualized learning.
- **Fusion** (Houghton Mifflin Harcourt) is the districtwide K-5 science curriculum. Aligned to the Next Generation Sunshine State Standards for Science, Fusion provides students with interactive lessons, research-based instructional approaches and best practices, as well as resources for differentiated instruction to ensure individualized learning.

The following chart presents the instructional sequence for implementation of EiE at Hamilton Elementary. This sequence creates a crosswalk between the lessons to be presented and the mathematics and science key concepts, which are aligned to the academic standards.

Table 13: Engineering is Elementary Instructional Sequence

| Instructional Time Frame | Science Topic | Math CCSS Connection | Engineering Field | EiE Unit Title | EiE Story Book |
|--|----------------------|-----------------------------|--------------------------|-----------------------|-----------------------|
| Kindergarten | | | | | |
| <i>N/A: Selected curriculum not intended for Kindergarten; Instruction staff will incorporate STEM theme utilizing age and developmentally appropriate activities.</i> | | | | | |

| Instructional Time Frame | Science Topic | Math CCSS Connection | Engineering Field | EiE Unit Title | EiE Story Book |
|---|----------------------|-----------------------------|--------------------------|---|-----------------------|
| First Grade (*Can be either 1 st or 2 nd grade) | | | | | |
| *Nature of Science | Solids and Liquids | Geometry Domain | Chemical | A Work In Progress: Improving a Playdough Process | Michelle's MVP Award |
| Second Grade (*Can be either 1 st or 2 nd grade) | | | | | |
| *Nature of Science | Solids and Liquids | Geometry Domain | Chemical | A Work In Progress: Improving a Playdough Process | Michelle's MVP Award |
| Earth and Space Science | Earth Materials | Measuring Capacity | Materials | A Sticky Situation: Designing Walls | Yi Min's Great Wall |
| Third Grade | | | | | |
| Physical Science | Light | Angle Measure | Optical | Lighten Up: Designing Lightening Systems | Omar's Time to Shine |

| Instructional Time Frame | Science Topic | Math CCSS Connection | Engineering Field | EiE Unit Title | EiE Story Book |
|---------------------------------|----------------------|--------------------------------|--------------------------|---|--|
| Earth and Space Science | Energy from the Sun | Domain of Measurement and Data | Green | Now You're Cooking: Designing Solar Ovens | Lerato Cooks Up a Plan |
| Life Science | Plants | Domain of Measurement and Data | Package | Thinking Inside the Box: Designing Plant Packages | A Gift From Fadil |
| Fourth Grade | | | | | |
| Life Science | Insect and Plants | NA | Agricultural | The Best of Bugs: Designing a Hand Pollinator | Mariana Becomes a Butterfly (Dominican Republic) |
| Earth and Space Science | Rocks and Minerals | NA | Materials | Solid as a Rock: Replicating an Artifact | Galya and Natasha's Rocky Adventure |
| Earth and | Water | Domain of | Environmental | Water, Water | Saving |

| Instructional Time Frame | Science Topic | Math CCSS Connection | Engineering Field | EiE Unit Title | EiE Story Book |
|---------------------------------|----------------------|--------------------------------|--------------------------|--|---------------------------------|
| Space Science | | Measurement and Data | | Everywhere: Designing a Water Filter | Salila's Turtle |
| Physical Science | Sound | NA | Acoustical | Sounds Like Fun: Seeing Animal Sounds | Kwame's Sound |
| Earth and Space Science | Landforms | Domain of Measurement and Data | Geotechnical | A Stick in the Mud: Evaluating a Landscape | Suman Crosses the Karnali River |
| Fifth Grade | | | | | |
| Earth and Space Science | Wind and Weather | Domain of Measurement and Data | Mechanical | Catches the Wind: Designing Windmills | Leif Catches the Wind (Denmark) |
| Life Science | Human Body | Domain of Measurement and Data | Biomedical | No Bones About it: Designing a Knee Brace | Erik's Unexpected Twist |

| Instructional Time Frame | Science Topic | Math CCSS Connection | Engineering Field | EiE Unit Title | EiE Story Book |
|---------------------------------|----------------------|--------------------------------|--------------------------|---|---------------------------|
| Physical Science | Circuits | Domain of Measurement and Data | Electrical | An Alarming Idea: Designing Alarm Circuits | A Reminder for Emily |
| Physical Science | Magnetism | Domain of Measurement and Data | Transportation | The Attraction is Obvious: Designing Maglev Systems | Hikaru's Toy Troubles |
| Life Science | Organisms | Domain of Measurement and Data | Bioengineering | Just Passing Through: Designing Model Membranes | Juan Daniel's Futbol Frog |

Educational Robotics

To further complement the EiE curriculum and the cross-curricular content approach, *Educational Robotics* will be presented as a component of the elementary “wheel” for students at all grade levels. With the robotics curriculum on the “wheel”, students at all grade levels will receive instruction specific to educational robotics one class period per week. While students

will receive a well-balanced education that includes special classes such as music, the arts, physical education and computer/technology education, a new component will be added to the specials “wheel” to ensure students have a specific outlet for the integration of *robotics* as a learning tool.

Within the Robotics classroom students will engage in learning through the LEGO Education *WeDo™ Robotics* curriculum. The LEGO Education Jr. FIRST LEGO League and FIRST LEGO League activities are currently used in the after-school robotics programs at the district. These activities provide activities and materials that support student achievement. The *WeDo Robotics* curriculum will allow classroom-based instruction for all students to further enhance student learning through a teaching and learning process that combines a facilitative teaching method with hands-on manipulatives. The WeDo Robotics curriculum integrates the delivery of science, mathematics, technology, engineering and communications, while at the same time providing students with opportunities to build 21st century skills such as problem solving, critical thinking and collaboration – all three a major focus in the EiE classroom component.

Classroom lessons within the Educational Robotics component will include project-based, hands-on activities with themes to include: Amazing Mechanisms, Wild Animals, Play Soccer, and Adventure Stories. Through the *WeDo Robotics* curriculum, students will incorporate core STEM content area foundation skills in order to program, design, and build a working model as a result of these lessons. A sampling of the curriculum components are as follows (*from LEGO Education WeDo Robotics Curriculum Grid*):

- Science: Scientific inquiry; investigation; use tools to gather information; communicate investigations; observation; reasoning; transfer of energy; lever; pulley; gear; friction; and use evidence to support conclusions

- Technology: Program and build a working model; interpret 2D and 3D illustrations and models; compare natural systems with mechanical systems; use software media to acquire information; apply principals of motion and other concepts in physical science
- Engineering: Build, program, and test models; modify a model’s behavior by changing the mechanical system; find creative solutions; teamwork
- Mathematics: Whole number relationships; use standard units; estimate; time in seconds and tenths of seconds; measure; use simple counting variables; ratio of gear teeth and pulley diameter affects speed; organize lists or tables of information; organize and display data
- Language: Communicate using appropriate vocabulary; use visual props; write logical sequence of events; write a dialogue among characters; use technology to create and communicate ideas

After-School Enrichment

At present, Hamilton Elementary is the recipient of 21st Century Community Learning Centers (21st CCLC) funding, which provides academic (*reading, mathematics and science*) and personal enrichment for 195 students each day after school. As a 21st CCLC site, the school is dedicated to providing supplemental learning that complements the academic focus of the regular school day. Implementation of a magnet focus at Hamilton Elementary will allow after-school staff to spotlight STEM learning, including Educational Robotics, during the 21st CCLC program. Examples of activities provided at present during the after-school program include:

- *SECME* (Science, Engineering, Computer and Mathematics Education): The SECME program allows students an opportunity to experience applied learning through the design

and production of model bridges, mousetrap cars, water bottle rockets, and gliders.

Students involved in SECME are able to compete in regional and national competitions.

- *FIRST Robotics*: Robotics provides students with hands-on learning in the content areas of mathematics and science. Students work collaboratively to create a robot, while passively and actively addressing academic standards and developing interpersonal skills such as cooperation, teamwork, and verbal communication/presentation.
- *Mathletics*: Harcourt Mathletics is a research-based program that provides direct instruction lessons that are sequenced to build students' success within a grade level. The curriculum box sets are reinforced with games, computer activities and problem solving to complement student learning.
- *SuccessMaker*: Students are provided direct instruction in reading and mathematics, with concepts supplemented through use of SuccessMaker. All sessions of this activity are delivered in a block format with a portion of the time provided for direct instruction (small group or one-to-one) and a segment of the time dedicated to computer instruction which is facilitated by program staff.
- *Quest Atlantis*: Quest Atlantis provides students with a teacher-facilitated virtual world in which each participant is faced with various quests and missions, all based in solid educational research and focused towards academic content areas.

Community Partnerships to Complement STEM Learning

As briefly discussed, the district currently participates in a number of STEM-related partnerships across the Central Florida region, to include industry leaders such as Lockheed Martin, Siemens and Blue Chip. Of important note to this project is the solid Education Partnership Agreement that exists between the Naval Air Warfare Center Training Systems

Division (NAWCTSD) and Seminole County Public Schools. District and school-based administrators have developed strong relationships with NAWCTSD personnel, to include mentor and advisor roles within the district's middle and high school programs of emphasis for engineering. This partnership has included classroom and club activities such as competitive educational robotics.

In addition to the local industry partners, the district has a long history of partnering with regional educational institutions including Seminole State College (SSC), Full Sail University, and the University of Central Florida (UCF) to provide innovative educational experiences to students. SCPS has an articulation agreement with SSC, which provides for a seamless path of courses leading to high-wage, high-tech, and/or high demand jobs and careers. A collaboration with UCF on the Expand your Horizons program focuses on female students in engineering. In 2010, the district received Race to the Top, a \$4.96 million grant, under which the school district utilizes these partnerships to enhance the learning of STEM subjects at the elementary, middle and high school levels. These partnerships serve to expand the proposed K-12 continuum for STEM learning into a pipeline for *K-20 and beyond*.

This project will rely heavily on professionals in the STEM fields to spark students with the desire to learn mathematics and science. As such, the magnet experience for students will include visits from professionals to serve as motivational speakers -- another avenue for showing students how science and mathematics are applied in the industry. Industry partnership will also afford students opportunities to visit the research facilities and see STEM disciplines at work. Potential sites for field trips include waste management/water treatment plants, a local manufacturing company which displays robotics and automation as a manufacturing strategy, Kennedy Space Center, Fantasy of Flight, ITSEC (military convention), alternative energy

research centers, video gaming companies, and the Florida Fish and Wildlife Hatchery. All field trips will be educational in nature and address state/national standards.

Learning Environment

To ensure the learning environment will be optimal for implementation of the EiE curriculum, the school will be equipped with *state of the art technology*. Under the project the district requests funds to introduce mobile learning devices – including digital learning materials and applications – into the intermediate classrooms (Grades 4-5), as well as funds to provide all general classrooms a minimum of four desktop computers. Each of these tools will allow teachers to seamlessly infuse the theme into daily instruction with students. Further, two Engineering and Technology Labs will be introduced into the magnet school. Each lab will be outfitted with furniture and technology which *facilitates cooperative learning and hands-on application* of STEM concepts. Students will have access to large collaboration tables, as well as chairs on wheels to allow for a more transportable learning experience. Each of the labs will feature two modern, high-end desktop computer units (to support the demanding theme-related industry software), a laptop cart (25 units), interactive projector and screen, access to team collaboration software, student response system, and a classroom set of other mobile learning devices (i.e. interactive tablets).

Professional Development to Support Implementation

Professional development for teachers at the Hamilton Elementary School of Engineering and Technology will include trainings on project-based and inquiry learning, instructional plan development based on Engineering is Elementary curriculum components (including Common Core transition and reading program adoption), integration of technology in teaching and learning, field study, and cultural competence in instruction. The number of instructional staff

participating in professional development and curriculum writing experiences will vary depending on content and grade level focus. To ensure coordination of efforts, district-level content support staff will also be included in curricular trainings.

- *Engineering is Elementary Curriculum/Common Core Transition* (27 hours): Classroom teachers in Grades K-5, as well as the school and district science and mathematics curriculum specialists, will participate in professional development for Engineering is Elementary. The EiE teacher education component will be conducted on-site, with a focus on increasing these educators' proficiencies in teaching engineering at the elementary level. Through the teacher education, facilitated by an outside consultant, teachers will be provided an introduction to engineering concepts, structure of the EiE curriculum, and use of curricular materials, as well as opportunities to strategize appropriate instructional strategies for implementation of the curriculum in the classroom setting. One six-hour training session per year will be conducted, providing teachers the opportunity to have ample time for reflection and coordination with peers on instructional implementation approaches by grade level.

To complement the EiE-specific training, the district's Department of Teaching and Learning will also facilitate follow-up sessions annually to engage teachers in the integration of core content areas with the EiE curriculum (3 hours per year). These sessions will allow participants to develop instructional units aligned with the Common Core Standards based on the EiE curriculum. Both the EiE and curriculum development sessions will be supplemented at the district-level with opportunities for teachers to participate in trainings on Common Core implementation.

- *Project-based and Inquiry Learning with Instructional Technology Integration* (66 hours): Due to the heavy emphasis on instructional technology supported project- and inquiry-based

learning in the EiE curriculum, the district proposes a three-day workshop (18 hours) on project-based learning (PBL) in Year 1 of the project to ensure a solid foundation for the theme integration. This training will allow teachers to learn to design, manage and assess standards-based units using PBL instructional strategies.

To further the teacher education component, district curriculum and instructional technology specialists will also provide joint workshops specific to developing lessons that incorporate instructional technology with inquiry-based learning. These sessions will be provided in Years 1-3 of the project (48 hours). This training will focus on the foundational elements of inquiry-based learning and the ways teachers can incorporate this learning into the classroom.

In addition to the formal PBL and inquiry workshops, teachers will be provided follow-up coaching from the district's curriculum specialists in mathematics, science and STEM initiatives during the school's Professional Learning Community (PLC) meetings on student early release days, as well as through summer learning experiences as needed. Coaching will be provided at least four times during Year 1, with on-going support in Years 2-3. Select instructional staff will also participate in industry field study experiences in order to comprehend the impact of the magnet theme on the workforce.

- Cultural Competence in Instruction (3 hours): Staff development in cultural competence for instruction will be provided in coordination with ongoing work being conducted at the school site in regard to eliminating the achievement gap between subgroups. During PLC meetings the classroom teachers will engage in instructional strategy development in regard to ensuring cultural competence in instruction. While this work will be continuous throughout the project, at minimum two PLC meetings will focus on this topic during each project year.

(2)(i) Extent to which each magnet school proposed promotes desegregation, including plan for increased interaction among diverse social, economic, ethnic and racial backgrounds.

The transition of Hamilton Elementary into a Magnet School of Engineering and Technology will generate interest from students from diverse socio-economic and racial backgrounds. As such, the minority isolation within Hamilton Elementary will be substantially reduced as a result of districtwide recruitment. Across the North cluster of the Seminole County Public School district, magnet efforts have resulted in changing demographics in the school populations; however, the overall minority population of the cluster schools remains above 60%. The introduction of an attractive magnet program at Hamilton Elementary will allow a further desegregation of the region. With the districtwide minority population for elementary schools at 46.9%, opportunity is at its prime for students from across the district to be recruited – heavily impacting Hamilton’s ability to reduce minority group isolation among the black racial sub-group.

The small geographic size of the county provides an advantage to the district for the successful recruitment and retention of students in the magnet programs. The farthest distance between two elementary schools in the county is 29.8 miles, an estimated 40 minute drive. This relatively short distance between the district’s 36 elementary schools creates a highly suitable environment for students to attend magnet schools, as commute time to the school is minimal, even for students in the farthest communities.

The offering of rigorous academics integrated with a strong focus on STEM, as well as unique opportunities for knowledge application through experiences which allow students to inquire, create and reflect, will attract and cultivate creative, understanding lifetime learners who appreciate diversity and academic excellence.

Through the proposed curriculum elements, students will experience an array of opportunities to interact with students from various racial, ethnic, and socioeconomic backgrounds within the classroom. Further, the EiE curriculum incorporates storybooks which feature young characters from various cultures and backgrounds.

Impact on Academic Achievement

(2)(ii) Extent to which each magnet school proposed improves student academic achievement for all students attending each magnet school program, including the extent to which each program will increase student academic achievement in the instructional area or areas offered by the school.

Systemic transformation is needed within Hamilton Elementary to yield and sustain change in the academic proficiency of students. Introduction of the magnet school program into the community will not only attract students from diverse socioeconomic, ethnic and racial backgrounds, but will also initiate a culture of academic success through student motivation and eagerness to learn. This modification in the school culture is intended to alter the way in which students think about going to school. As presented by Gilberto Conchas (2006) and echoed in the works of Tefera, Frankenberg, Siegel-Hawley & Chirichigno (2011), “Some institutional arrangements successfully channel students of varying academic abilities into a culture of academic achievement.” Conchas further describes a level of faculty expectation that encourages achievement by presenting relevant, rigorous, and relationship-oriented curriculum and pedagogy.

The use of high-quality and rigorous curriculum and activities, such as *Engineering is Elementary* and *LEGO WeDo* (aligned to Common Core and Next Generation Standards), will improve reading skills and knowledge of mathematics, science, English, engineering,

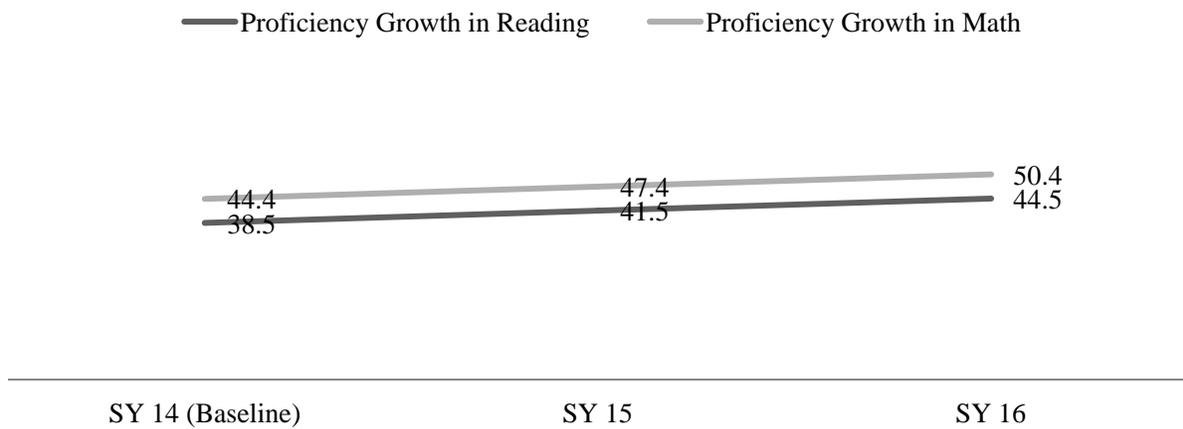
technology, and 21st century skills. The integrated approach to the curriculum, combined with project- and inquiry-based learning strategies, is intended to engage all students in the learning process. Noted as a best-practice in classroom instruction by Marzano (2007), project-(or problem) based learning provides students with the opportunity to generate and test hypotheses which in turn requires students to ask essential questions about information being learned. Further, project-based learning emphasizes depth of understanding over content covered by challenging students to think critically, conceptualize connections between disciplines, and investigate personal research interests (Campbell & Campbell, 1999; Newell, 2003). Within the construct of project-based learning, the teacher sets a clear and reasonable outcome, and structures the classroom as a team devoted to an end product which benefits all students (Marzano, 2007). As framed in notable research by Gardner (1984), offering various modes of learning provides more opportunity for students to be successful at learning tasks (in Campbell & Campbell, 1999).

It is through these school reform approaches and instructional strategies that Hamilton Elementary will reach the states academic performance objective and related performance measures: *Objective (#5) to increase percentages of all magnet students, including those from major racial and ethnic subgroups, who meet State proficiency targets in reading/language arts and mathematics.*

Performance Measures: (A) Annually increase the percentages of students from major racial and ethnic groups scoring proficient or above on the Florida Comprehensive Assessment Test (FCAT) in reading/language arts (SY 14 – baseline; SY 15 - 3%; SY 16 - 3%); (B) Decrease the average of the achievement gaps between white students who score proficient or above on the FCAT in reading/language arts and other major racial subgroups (minimum 25) in the same

magnet school (SY 14 – baseline; SY 15 – 1%; SY 16 – 3%); (C) Annually increase the percentages of students from major racial and ethnic groups scoring proficient or above on the FCAT in mathematics (SY 14 – baseline; SY 15 - 3%; SY 16 - 3%); and (D) Decrease the average of the achievement gaps between white students who score proficient or above on the FCAT in mathematics and other major racial subgroups (minimum 25) in the same magnet school (SY 14 – baseline; SY 15 – 1%; SY 16 – 3%).

Figure 4: Proficiency (Level 3+) on FCAT 2.0 Reading, Mathematics and Science 2012



The district has established these growth measures to be fair and reasonable, with variables such as new implementation of curriculum taken into consideration. It is anticipated that future years of academic growth will be significantly higher once the curriculum, equipment and supplies have been fully vetted through the school’s system.

Parental Decision-Making and Involvement

(2)(iii) Extent to which each magnet school proposed encourages greater parental decision-making and involvement.

Parent and guardian involvement will be integral to the success of the Hamilton Elementary School of Engineering and Technology. As such, the school will utilize the School

Advisory Committee (SAC) to ensure continuous and meaningful involvement of parents/guardians, as well as community members, to monitor implementation of the magnet program at the school. The school's SAC is comprised of school administrators, teachers, parents/guardians, community members and students. The SAC will meet specifically to engage in discussions on the magnet school focus, curriculum, and activities at a minimum of two times per year; with other meetings during the year to address school-related planning such as the School Improvement Plan.

To introduce each new academic year, grade specific parent meetings will be held August – September to review the mission, vision and academic commitment of the school to all students' learning. Administrators will also review parent use of the district's *Parent Portal* as a tool for monitoring student achievement (i.e. grades and assessment scores) and areas of needed growth. A mid-year meeting will be conducted to energize the magnet's commitment for STEM learning, as well as inform parents of the spring term state standardized assessments. Communication strategies such as electronic newsletters, brochures and social media will also be used to ensure each parent is informed and understands the mission of the school as a magnet for Engineering and Technology.

In addition, all parents/guardians will be invited to participate in parent organizations such as the Parent/Teacher Association. Parents will also be encouraged to enroll as a school volunteer or mentor through the district's "Dividends" program, which will allow them to assist with individual classrooms, on field trips, and during special projects or schoolwide activities. Parents will also be recruited to assist with the school's after-school SECME and Robotics teams which will further the excitement and retention of students in the school.

Parental choice is of supreme importance to the school district. Many school choice options are available to Seminole County students, providing an opportunity for students to attend a school other than their zoned school. These educational experiences, including magnet schools/programs, cluster schools and school transfer options, provide families with choices to customize their child's education.

Elementary, middle and high school magnet programs provide students with an innovative, theme-based learning opportunity that matches the child's special interests and abilities. Elementary families living in a cluster zone with multiple schools have the opportunity to request a specific school. Families throughout the district can apply for a transfer option that enables students to attend a school outside of their designated zone. **The establishment of the Hamilton Elementary School of Engineering and Technology will serve as a choice option for parents.** As described on page 44, the district has established protocol and admissions procedures that will provide choice options to parents and students within the district.

(d) Budget and Resources

(1) Adequacy and reasonableness of school facilities.

Implementation of the Hamilton Elementary School of Engineering and Technology will not impact the school in a manner that would require facility modification or expansion. At a facility capacity of 71.1%, the school is able to accommodate 119 new students. Through the district's choice options, minority and non-minority students will have access to the school via district sponsored transportation. As such, the school is well-suited for introduction of the magnet program at the facility.

The school site has 23 primary grades (K-3) sized classrooms (average, 877 sq ft) and 19 intermediate grades (4-8) sized classrooms (average, 937 sq ft) available for programming. In

addition, the school has a 730 square foot intermediate skills lab, an art room, a music room, a media center, a cafeteria, 3 resource rooms, and 4 exceptional student support (ESE) specific rooms. All spaces meet state space and health specifications, as well as adhere to the Americans with Disabilities Act.

(2) Adequacy of the equipment and supplies.

Educational equipment and instructional supplies, as demonstrated in the previous review of the school budget, is included in an annual allocation for schools. As such, per pupil funding allows for the procurement of basic consumable materials and other continuous needs, such as textbooks, standard furniture for classrooms, instructional supplies, and intervention materials. Through local funding, in combination with Title I entitlement supplemental funding, students have adequate access to basic supplies needed to be engaged in learning.

In regard to adequacy of equipment, Hamilton Elementary is among the better equipped schools in the district; however, much of the educational equipment is outdated and will provide difficulties in implementing the necessary software programs required by the theme. A state survey conducted in October 2012 showed desktops for students total 298 with 16 in the library media center, 215 in classrooms and 67 in computer labs. Of these, it is estimated that at minimum 107 will need to be upgraded to be at a minimum standard for use in the program. Additional computers will also be needed to ensure access to more students during classroom instruction. Since October, the school received 25 iPads with a storage/recharging cart to add to 76 laptops and 2 laptop carts listed on the survey, giving the school an introduction to mobile technology.

A majority of classrooms contain a teacher presentation station including a computer, document camera, and either an interactive short-throw project or projector and interactive white

board, both of which give the white board touch screen computer functionalities. To provide teachers with more flexibility 14 Mimio pads and 5 Mobi Views (tablets the teacher can carry around the classroom and work on the whiteboard), were purchased in the past year. The entire school went wireless in December 2012 and the media center was upgraded with a projector, interactive white board, and computer lab.

The school also possesses one class set of personal response systems/clicker technology, 60 digital cameras, 15 video cameras, and 7 digital microscopes.

The survey also indicated that students use digital programs frequently including simulation software, integrated learning systems (assessment, diagnostics, and computer-based curriculum), research and reference tools, content-specific programs, drill and practice software, and technology tutorials several times a week. Teachers and students use Web 2.0 (wikis and blogs), open source productivity suites, and video streaming on a weekly basis, and creativity tools, tool-based software, and communication tools at least monthly.

All educational staff members have participated in professional development in the past year addressing integration of technology into the curriculum, and 75% of teachers are regular users of digital content in the classroom.

With this level of technology and teacher fluency, the core *need for support* of the magnet implementation is technology specifically related to the integration of engineering, technology and robotics curriculum in the classroom. As such, need within the school lies in equipping classrooms with technology for student use. This technology will cross the “instructional use” line and allow students to see, touch and experience learning.

Under the project the district requests funds to introduce mobile learning devices – including digital learning materials and applications – into the intermediate classrooms (Grades 4-5), as

well as funds to provide all general classrooms a minimum of four desktop computers. Each of these tools will allow teachers to seamlessly infuse the theme into daily instruction with students. Further, two Engineering and Technology Labs will be introduced into the magnet school. Each lab will be outfitted with furniture and technology which *facilitates cooperative learning and hands-on application* of STEM concepts. Students will have access to large collaboration tables, as well as chairs on wheels to allow for a more transportable learning experience. Each of the labs will feature two modern, high-end desktop computer units (to support the demanding theme-related industry software), a laptop cart (25 units), interactive projector and screen, access to team collaboration software, student response system, and a classroom set of mobile learning devices (i.e. interactive tablets).

(3) Adequacy and reasonableness of the budget in relation to the project objectives.

The objectives of this project are of great importance to the community and the school district in order to reduce minority group isolation within Hamilton Elementary and improve student achievement in reading/language arts and mathematics. The magnet school will attract a diverse student population by offering curricula and programs that are unique and of the highest quality.

The personnel that are requested in this application are those whose functions are critical to implementing quality magnet school programs that have the potential to attract students of all socioeconomic, racial and ethnic groups.

The materials and equipment requested represent the necessary investment to initiate the project described in this application. The district will augment the federal funds with local funds and contributions from collaborating businesses and partners. The district will make prudent and informed resource choices to ensure high quality materials and services.

The district has developed a budget that will allow the project to meet its objectives while at the same time having a reasonable cost that can be assumed at the end of the project. The project expenses and numbers to be served are presented in the following table.

Table 14: Per Pupil Cost for Hamilton Elementary School of Engineering and Technology

| School | Cost | Number of Students | Per Pupil Cost |
|----------------|-------------|--------------------|----------------|
| Project Year 1 | \$737,626 | 675 | \$1,093 |
| Project Year 2 | \$557,439 | 719 | \$775 |
| Project Year 3 | \$757,215 | 755 | \$1,003 |
| Total | \$2,052,280 | 2,149 | \$955 |

The cost per student impacted across the three-year project (2,149) is \$955. Most costs included in the proposed project are one-time program establishment expenses that will impact students for multiple years into the future. Over five school years post-grant period, the program will have served 5,924 students, with a cost per student at that point at \$346; and at ten years post-grant, 9,699 with a cost per student impacted at \$212.

The costs represented in the MSAP budget reflect the commitment of the district to implement a program that is *rigorous, relevant and presents a high-quality educational experience*. Given the goals of the program, the costs are not only reasonable, but necessary to achieve the high level of academic impact presented in this proposal.

(e) Evaluation Plan

Introduction

Using an outside evaluator can reduce bias and better ensure the integrity of data and reports; therefore, an outside evaluation company was identified and collaborated with the District in the preparation of this application. The program evaluation will be conducted by DKH Consulting

Services, Inc. The lead evaluator has 1) extensive experience evaluating, designing, and implementing state and federally funded projects, 2) over 40 years of progressive educational experience, and 3) is working on, has worked on, or led 17 MSAP project evaluations (12 school districts in eight states) – nine of which are/were DKH contracts.

(1) Extent to which the evaluation plan includes methods that are appropriate to the project.

This evaluation plan is written in accordance with the notice inviting applications for the Magnet School Assistance Program for fiscal year 2013 (CFDA Number: 84.165A). This plan 1) is based on the project’s desired outcomes and performance measures and 2) includes two evaluation components; formative and summative. Specifically, the plan will determine how effective the school and magnet program is in meeting goals for reducing minority group isolation in the school population and increasing student achievement. The outside evaluator and district personnel have identified five project objectives each of which is directly aligned with one of three major purposes of the Magnet Schools Assistance Program (reducing minority group isolation, improving student achievement and building capacity). Each objective has four or more project performance measures. Based on benchmarks set for each performance measure, data indicators will determine the extent to which the magnet school has met the stated objectives. In the Annual Performance Reports (APR) and the Final Performance Report, data for the GPRA Program Performance Measures will be reported in appropriate MSAP tables and Project Performance Measures will be addressed in the ED 524B template provided by the USED. Reporting for each Project Performance Measure will include four steps - 1) Document and Monitor Activities, 2) Determine Targets for the Current Performance Period, 3) Assess Progress, and 4) Explain Progress.

As described in the Scope of Work, included in the appendix, DKH produces a series of reports over the project period: formative, summative (APR and Ad Hoc) and final. DKH believes that formative evaluation is very important to the success of a project. It measures the degree of implementation fidelity, frequency with which students are exposed to new theme-related activities and magnet curriculum units, as well as the use by teachers of the new instructional strategies (best practices). Without ensuring that these components are being implemented with fidelity and frequency the project's impact on summative measures (such as student achievement) cannot be correlated with project supported reform efforts.

Formative evaluations are carried out on a regular basis (three times per year) and findings are used to guide program improvements. Site visits include: meetings with school-based teams and project leadership; school walkthroughs; classroom observations (using a rubric); focus groups and interviews (staff, parents, students); reviews of implementation plans, professional development plans, and curriculum units; and attendance at professional development and/or other special events. Formative evaluation reports are generated from data collected during site visits. They include a listing of areas of strength as well as recommendations, and are summarized by school. During the visit, findings are presented to those administrators and supervisors directly involved with the magnet program. Evaluators follow-up on recommendations at the next site visit and, based on leading indicators, project implementation strategies are reviewed and adjusted.

Summative evaluations provide information on the extent to which the magnet schools attain their project objectives and performance measures. These results are summarized in each Annual Performance Report (APR) and/or Ad Hoc Report and supported by relevant data. In addition, GPRA data will be submitted on the appropriate data collection forms. Summative

evaluation reports are produced on an annual basis and progress on performance measures is reported using the ED 524B format. [Note: performance measures were developed for each objective and each defines annual quantitative targets.] Annually, the reports will address magnet school progress and the results will be presented to school administrators and district staff at the conclusion of the school year. Recommendations for improvements based on a review of the data are also included and, based on these results, implementation plans may be adjusted.

A final report is written at the conclusion of the project. The final report examines long-term outcomes of the project. While summative reports address issues on an annual basis, the final report looks at program effects over the project period (three years). This report includes data on each Program Performance Measure and each Project Performance Measure is addressed using the ED 524B format, provided by the USDE. In addition, the report includes GPRA charts and MSAP tables. The purpose of the final report is to share the results of this project with other stakeholders and audiences who may use the information to make major program decisions. Program modifications are not made using the final report since the report is not completed until the particular study has concluded. However, information in the report may influence future studies and interventions and decisions on the effectiveness of the magnet program. Findings will be shared with school and district personnel and an executive summary will be distributed to parents and the community.

(2) Extent to which the evaluation plan will determine how successful the project is in meeting its intended outcomes, including its goals for desegregating its students and increasing student achievement.

The following text provides an abbreviated overview of the five project objectives and appropriate data collection instruments. For summative evaluation reports, these data will be

compared to performance measure targets to determine degree of attainment. In addition, to the quantitative data included in the ED 524B chart, other data that confirms and supports the reported data is included in the explanation. Decisions on adjusting the implementation plan are based on the totality of collected data. [Note: a full text version of the objectives and performance measures can be found in the Plan of Operation.]

Objective 1: To eliminate, reduce or prevent minority group isolation in the targeted schools without negatively impacting feeder schools. Assessment: Data will come from school, LEA, and feeder school enrollment charts (MSAP tables), which are disaggregated by race and ethnicity. In addition, applicant pool and student placement data will be used to determine the effectiveness of the project's marketing and recruitment plans. Actual data will be compared to target percentages to determine whether the project is on track to meet its final targets. Analysis of these data will be used to determine project improvements.

Objective 2: Design and develop innovative educational methods and practices that promote diversity and ensure students gain 21st Century Skills. Assessment: Data will be collected on staff use of innovative methods (project-identified best practices) through 1) staff, student, and parent surveys/interviews, 2) class or daily schedules of teachers, 3) feedback from focus groups (staff, parent, student), 4) classroom observations using an evaluator developed rubric, and 5) three-year implementation plans. These data will be collected, summarized, and reported and, based on the results, project adjustments will be made.

Objective 3: Provide professional development for magnet school teachers related to increasing student achievement for all students and improving instructional practices. Assessment: Data will be collected on staff training in best practices through a magnet staff development spreadsheet (including topics, number of hours offered, and attendance) for each

teacher. The number of hours attended by each teacher will be summed over the school year and compared against the target and the percentage meeting the target will be calculated. In addition, data will be collected through staff surveys, focus groups, walkthroughs, classroom observations (including measures of technology integration using the TIM scale), three-year professional development plans, and evaluator review of magnet units and minutes/schedules of Professional Learning Committee (PLC) meetings. These data will be used to ensure that teachers are participating in the appropriate magnet training and applying the project-identified strategies and pedagogies in classroom instruction.

Objective 4: Ensure parents and community members are actively involved in project planning, implementation and decision-making. Assessment: Data will be collected through staff and parent surveys, records regarding magnet theme related parent events, attendance at parent activities and events, number of parent and community representatives on the magnet leadership teams (i.e. School Advisory Committee; Marketing Committee), and focus groups/interviews. These data will be used to determine parent/community participation and decision-making as well as their satisfaction with the magnet program.

Objective 5: Increase percentages of students, including those from major racial and ethnic subgroups, who meet Florida proficiency targets in reading/language arts and mathematics. Assessment: Florida assessments are given annually and data is analyzed and reported by the Florida Department of Education, sent to the district, and posted online. These data will be reported by school and subgroup, and gaps in achievement among subgroups will be determined. These data will be compared to project benchmarks, statistical methods will be used to determine if changes are significant, and the results will be reported in the Annual Performance Report and/or the Ad Hoc Report.

(3) Extend to which the evaluation plan includes methods that are objective and that will produce data that are quantifiable.

As previously described, the evaluation plan is comprehensive as it 1) includes a data collection plan with both formative and summative data, 2) uses a variety of methods to analyze data, and 3) will produce both quantitative and qualitative data. Each performance measure includes quantitative benchmarks that are supported by both quantitative and qualitative data. By hiring an outside evaluator, the district further ensures objectivity. Although some data is collected directly by the District and others directly by the evaluators, all of it will be analyzed offsite in DKH offices by trained evaluators; a process that increases the objectivity of results. Validity is increased by using multiple data sources (such as surveys, interviews, focus groups, walkthroughs, and classroom observations) to assess the same performance measure.

The following data collection instruments will be developed for this evaluation plan: student, parent, and staff surveys with standardized questions for interviews with school/district personnel; standardized questions for focus groups; a classroom observation rubric; templates for implementation and professional development plans; professional development spreadsheets; and site visitation templates (aligned with project objectives). These instruments will be designed by the evaluator with input and feedback from school and district personnel. The student, parent and staff surveys will include items that relate to specific objectives and performance measures. After the first year of the project, survey items will be reviewed to determine whether items need to be modified or deleted and/or new ones added. Standard sets of questions for interviews and focus groups allow evaluation team members to collect data from different sources using the same questions. These questions also will be reviewed annually to determine usefulness and applicability. Rubrics will be created for use in assessing the

classroom environment and magnet curriculum/instruction. Finally, a site visitation template will be created to serve as a data collection tool for the assessment team when conducting site visits. Templates will also serve as outlines for the formative evaluation reports. Instruments will contain Likert-scale, multiple choice and open-response items. The evaluator will train assessment team members on the proper use of all instruments. The purpose of this training is to reduce variability in interpretation in order to limit errors in scores.

A continuous improvement feedback loop will be used to draw inferences on the success or need for improvement of MSAP strategies and structures. Data on long-term indicators, such as increases in student achievement are more difficult to interpret – particularly in the early years of program implementation. These types of outcomes require a “build-up” of improvements and reforms over several years of changes in teacher behavior before the full effects can be seen. At the end of each school year, the evaluation team and evaluators will use the continuous improvement loop to look at leading indicators, long-term indicators, and program implementation results to draw conclusions based on the totality of the information collected. While single data points are important, it is essential to look at the big picture – all student outcomes and implementation results in total – to assess program progress.

Quantifiable Results: As mentioned earlier, the project has five objectives and 22 project performance measures. Each performance measure has a quantifiable target and annual benchmarks have been set for each year of the project. As appropriate for the ED 524B used in both the Annual Performance and Ad Hoc Reports, annual targets are either numbers or ratios and corresponding percentages. Quantitative data will be reported in the ED 524B tables and supporting qualitative data will be included in the explanation of progress. Outcomes will include calculations and statistical analyses for the following data elements: staff, parent, student

survey items; focus group/interview feedback; frequencies and percentages of parent involvement, community involvement, and theme-related instruction; classroom observation rubric measures; district and magnet school enrollment/percentages by grade and race; feeder school enrollment/percentages by race; impact of magnet enrollees on feeder schools; percentages of students by subgroup who are proficient or above on Florida assessments in reading/Language Arts and mathematics; and the impact on the achievement gap for students by subgroup, as measured by Florida assessments in reading/Language Arts and mathematics. A timeline for evaluation services may be found in the appendix.

(f) Commitment and Capacity

(1) Extent to which the magnet school programs are likely to continue are assistance under the program is no longer available; and (2)(i) Extent to which the district is committed to the magnet schools project.

With nine magnet programs/schools across the district, dedication to choice across Seminole County is great. The magnet programs and schools in Seminole County cross a multitude of disciplines incorporating **science, technology, engineering, the arts and mathematics** in order to successfully prepare students PK-12 for college and career post-graduation.

- Goldsboro Elementary Magnet School for Math, Science and Technology*
- Midway Elementary School for the Arts*
- Millennium Middle School of Fine Arts and Communication / SCPS Pre-IB Preparatory Program*
- Sanford Middle School – Math, Science and Technology / SCPS Pre-IB Preparatory Program *

- South Seminole Middle School – Leadership and Global Connections / SCPS Pre-IB Preparatory Program
- Crooms Academy of Information Technology*
- Lyman High School – Institute of Engineering
- Seminole High School – Heath Academy
- Seminole High School – International Baccalaureate Program*

The magnet programs indicated with an asterisk were established utilizing MSAP funding and have been sustained through district resources. Goldsboro Elementary, Midway Elementary, Millennium Middle, Sanford Middle, and Seminole High’s International Baccalaureate Program were funded for Year 1 implementation in 1998-1999; while Crooms Academy was funded for implementation in 2001-2002. The Midway School for the Arts was refreshed through MSAP funds in 2008-2009.

With local funds the district introduced magnet programs into South Seminole Middle and Lyman High, as well as established Seminole County’s first magnet program at Seminole High School with the Health Academy. The execution and maintenance of these programs with local funds demonstrates the district’s commitment to the goals and vision of magnet schools programming. The district has also achieved great success with the MSAP established, and district-developed, magnet schools and program. **In 2013, six of the district’s magnet schools/programs were named as Magnet Schools of America’s Schools of Excellence and/or Distinction.**

Through the MSAP, Hamilton Elementary will experience a transformation in learning which the district is highly dedicated to sustain. District leadership anticipates that the implementation of this magnet into the school will significantly improve academic achievement and ensure that

minority isolation is reduced. With a vision that *all* students are prepared for college and career, initiatives such as the Hamilton Elementary School of Engineering and Technology are among the top priorities for the district.

(2)(ii) Extent to which the district has identified other resources to continue support for the magnet school activities when assistance under MSAP is no longer available.

The MSAP budget provides a high-level of support to program implementation for three years. At the end of the third project year, the district will be prepared to assume the program costs through a combination of local (district and school) operating funds – to include resources from the Choices Department – and ESEA entitlement funds (i.e. Title I and Title II-A).

Within the proposed MSAP budget, a large percentage of funds are dedicated to curriculum development and implementation, teacher preparation, initial branding and recruitment to the school, instructional supplies, and educational equipment. The proposed plan for curriculum implementation and professional development has been intentionally phased over the three years, with a significantly reduced level of support needed following the close of the grant period. In addition, costs related to marketing and recruitment strategies will be largely reduced after the grant, as materials will have been designed and the most effective recruitment techniques for the school identified. Public information and recruitment costs will then be assumed at a lesser cost given the use of established materials.

Major costs to be sustained by school operations include personnel, consumable theme-related supplies, maintenance of equipment, follow-up curriculum and professional development, and program marketing. Recurring costs listed below do not include general operating expenses that the school currently supports (i.e. classroom teachers, administration, core curricula). Further, duties of the Assistant Principal for Magnet Coordination will be assumed by the school

administrators assigned to Hamilton Elementary and the district’s Choices Department. Lead teachers at each grade level will assume responsibility of ensuring that instructional plans continue to integrate the same level of STEM infusion, and that regular PLCs address ongoing professional development needs.

Table 15: Annual Program Costs to be Sustained, Post-Grant

| Budget Item | Post-Grant | Resource for Sustainability |
|--|-------------------|---|
| Personnel: <i>Teacher of STEM Programs</i> | \$68,040 | School Allocation |
| Equipment (Repair/Maintenance) | \$5,000 | Choices Department; School Budget (Magnet FTE Funds) |
| Supplies | \$17,375 | School Budget (Magnet FTE Funds); Choices Department |
| Professional Development | \$7,800 | Federal Funds (Title II-A); Choices Department; School Budget (Magnet FTE Funds); PD Facilitation support from the district’s Department of Teaching and Learning |
| Program Marketing | \$18,000 | Choices Department |
| Total | \$116,215 | |

As demonstrated in Table 15, the district is committed to sustaining magnet programs in Seminole County. Per School Board direction, the district budget provides established magnet programs an additional \$29.33 per weighted FTE for to support these schools’ unique operating needs. As such, following the close of the grant period Hamilton Elementary will have an

additional \$22,145 per year (estimated) to be used specifically to sustain the identified on-going program costs. In addition to the identified sustainability resources, Title I funds will continue to support the school with supplemental instructional and parent involvement activities. The FY13 allocation to Hamilton Elementary is \$459,629. (Note: The school must remain Title I eligible to retain support of this funding source and level of funding may fluctuate.)

With a strategic vision to provide high-quality education which allows every child to be well-educated and prepared for success as a productive citizen and member of a world class workforce, support for improved student performance is embedded into the ongoing operation of the district. Seminole County Public Schools believes in the benefits of magnet programs on academic achievement. As such, the district is committed to the success of the Theory of Change for Hamilton Elementary presented in this proposal. To meet the district's Voluntary Plan, reduce minority isolation, and improve academic achievement of students, Hamilton Elementary School of Engineering and Technology will develop and sustain an attractive magnet program that will *appeal to and retain students* from diverse socioeconomic, ethnic and racial backgrounds. **The magnet school program has been purposefully designed to produce an alluring K-12 continuum for STEM learning – specific to engineering and technology – within the district, leading to graduates well-prepared for the global workforce of the 21st century.**

Other Attachment File(s)

* Mandatory Other Attachment Filename:

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DESEGREGATION PLAN INFORMATION FORMS

Type of Desegregation Plan

(Check One & Attach the Appropriate Documents)

A Required Plan: A plan that is (1) implemented pursuant to a final order of a court of the United States, or a court of any State, or any other state agency or official of competent jurisdiction and (2) the order requires the desegregation of minority group segregated children or faculty in the elementary and secondary schools of that agency or those agencies.

Attach the Following Documents

- A copy of the court or agency order that demonstrated that the magnet school(s) for which assistance is sought under the grant are a part of the approved plan.
- Note: If the applicant is implementing a previously approved plan that does not include the magnet school(s) for which assistance is requested, the plan must be modified to include the new magnet school(s). The applicant must obtain approval of the new magnet schools, or any other modification to its desegregation plan, from the court, agency or official that originally approved the plan. The date by which proof of approval of any desegregation plan modification must be submitted to the US Department of Education is identified in the closing date notice.

Any desegregation plan modification should be mailed by June 1, 2013 to:

Anna Hinton
US Department of Education
Office of Innovation & Improvement
400 Maryland Avenue SW, Rm. 4W229
Washington, DC 20202-5970

A Voluntary Plan: A plan to reduce, eliminate or prevent minority group isolation that is being implemented (or would be implemented if assistance under the Magnet Schools Assistance Program is made available) on either a voluntary basis or as required under Title VI of the Civil Rights Act of 1964.

Attach the Following Documents

- A copy of the plan
- A copy of the school board resolution adopting and implementing the plan, or agreeing to adopt and implement the plan upon the award of assistance.

SEMINOLE COUNTY PUBLIC SCHOOLS



POST UNITARY POLICIES EXCELLENCE AND EQUITY

The School Board of Seminole County, Florida

Karen Almond
Dede Schaffner
Diane Bauer
Dr. Tina Calderone
Amy Lockhart

Superintendent
Walt Griffin

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OVERVIEW: POST UNITARY POLICIES

2.60 Excellence and Equity

Excellence and Equity is the foundation of post unitary efforts and commitments. Identified key educational outcomes and related monitoring illustrate the Board's commitment to maintaining a high quality school system that provides equal educational opportunities for all students and recognizes that quality education is most effective in a diverse setting.

4.62 Extracurricular Activities

The Extracurricular Activities policy reaffirms the Board's commitment to provide fair and equitable opportunities for students to participate in extracurricular activities on a nondiscriminatory basis. Criteria for extracurricular activity participation, eligibility, and reporting are included.

5.10 Student Nondiscrimination Policy

The Student Nondiscrimination Policy defines the Board's commitment to provide educational environments conducive to learning and free of all forms of harassment or discrimination for all students. Specific training, reporting, investigative guidelines, and student grievance procedures are included.

5.30 Student Assignment

The Student Assignment policy contains descriptions of procedures used to assign students to schools, and revisions that define increased school choice options, including diversity incentive transfers. Diversity incentive transfers provide transportation to families who qualify to transfer to a school identified as supporting District diversity goals if the student resides two or more miles from the school. The three major components of the student assignment process are: (a) geographical attendance zones based on residence, (b) out-of-zone transfers, and (c) magnet schools and programs.

6.05 Equal Employment Opportunity

The Equal Employment Opportunity policy restates the Board's commitment to maintaining a diverse workforce at all levels of employment throughout the district through recruitment, hiring, training, promotion, personnel management practices and collective bargaining agreements. This policy neither suggests nor requires the hiring or promotion of any applicant or employee by reason of race/ethnicity, national origin, gender, disability, age, religion, or marital status, but rather assures all qualified persons of an equal employment opportunity.

6.06 Employee Nondiscrimination Policy

The Employee Nondiscrimination Policy defines the Board's commitment to provide educational and work environments free of all forms of harassment or discrimination for all employees. Specific training, reporting, investigative guidelines, and employee grievance procedures are included.

7.73 Educational Facilities Planning and Site Selection

The second of two new policies, Educational Facilities Planning and Site Selection, includes procedures that will be used by the Board to communicate to the public the educational facilities planning process. Guidelines for site selection include strategies to maintain diverse student populations and procedures for including community and local government priorities and concerns.

CHAPTER 2.00 - SCHOOL BOARD GOVERNANCE AND ORGANIZATION

EXCELLENCE AND EQUITY

2.60*

I. Purpose

The Seminole County School Board believes that a high quality education is a fundamental right of every child, that all children can learn, and that every student should have the opportunity to succeed. The Board is committed to maintaining a high quality school system that provides excellence and equity for all students.

In particular, the Board believes, and research supports, that quality education is most effective in a diverse setting. In Seminole County, this diversity includes socioeconomic status, gender, race/ethnicity, English Speakers of Other Languages (ESOL), and disability. One of the key educational benefits associated with diversity is improved achievement for all students. Other educational benefits are

- A. Students are better prepared to live and work in an increasingly diverse world;
- B. Students engage in deeper and richer class discussions and debates;
- C. Peers are more likely to provide a positive influence;
- D. Parents are more likely to be involved in school;
- E. Teachers are more likely to have high expectations for all students; and
- F. Students learn about and appreciate other cultures.

Evidence shows that there may be educational disadvantages in schools that do not have diverse enrollments. For example, achievement in such schools may be negatively impacted by a variety of factors, such as higher teacher and principal turnover, more teachers with less experience, more teachers out-of-field, fewer teachers with higher degrees, lack of parent involvement, and fewer resources.

CHAPTER 2.00 - SCHOOL BOARD GOVERNANCE AND ORGANIZATION

II. Expected Educational Outcomes

To demonstrate to the community the Board's commitment to maintaining a high quality school system that provides excellence and equity for all students, the Board has updated their Strategic Plan for Continuous Improvement to Ensure District Wide Excellence and Equity. The strategic plan revisions reflect changes made in the A+ Accountability System by the Florida Legislature and the Department of Education, including transition from FCAT 1.0 to FCAT 2.0 standards and assessments, a revision to the High School Accountability Formula, a requirement to administer computerized End-of-Course Exams, and a commitment from the Governor and Florida Department of Education to transition from Next Generation Sunshine State Standards to Common Core State Standards.

The Strategic Plan revisions include three History Making Goals 2.0 and four instructional System Initiatives that demonstrate the Board's commitment to providing a quality education and to ensuring that all students have an opportunity to learn and access to a quality education. In order to better align the Strategic Plan and the School Improvement Plans, the School Improvement template reflects the Board's History Making Goals and academic System Initiatives (see below). This alignment permits all stakeholder groups to focus on common goals and objectives, promotes more efficient and effective use of academic performance data, and creates the opportunity to monitor district and school key performance indicators.

HISTORY MAKING GOALS 2.0

History Making Goals 2.0 reflect the district's commitment to increased performance by all stakeholder groups on multiple key performance indicators that reflect national, state and local metrics, including but not limited to, Florida Comprehensive Assessment Tests (FCAT), Adequate Yearly Progress (AYP) status, AP, IB, SAT, ACT, End of Course Exams, CPT, etc.

1. **Achievement**
All schools will provide the highest quality educational experience that includes the "Triple A" philosophy of rigorous and relevant academic, arts and athletic programs as reflected by the Board's vision and system initiatives.
2. **Business Operations**
All business operations will support the educational achievement of students, teachers and staff by exceeding internal and external stakeholder expectations for efficiency, effectiveness and planning.
3. **Community Partnerships**
All Seminole County Public School cost centers will engage students, parents, educational staff, business partners, and community members in activities to support

CHAPTER 2.00 - SCHOOL BOARD GOVERNANCE AND ORGANIZATION

the shared responsibility for student achievement and the attainment of the system initiatives.

SYSTEM INITIATIVE A

Seminole County Public Schools will prepare and support all PreK through grade 12 students to graduate with their age-appropriate cohort.

Performance Objective

Increase the PreK-12 graduation rate of secondary students as measured by the following four graduation rates:

| Graduation Rate | Current: 2008-09 | Goal: 2009-10 |
|--|------------------|---------------|
| *Florida Graduation Rate | 93% | 94% |
| **National Governor's Association (NGA) Rate | 92% | 93% |
| ***No Child Left Behind (NCLB) Rate | 91% | 92% |
| ****Federal Uniform Rate (FUR) | 78% | 79% |

*FL Non-Grads: Certificates of Completion, Dropouts, 5th year Graduates

**NGA Non-Grads: Certificates of Completion, Dropouts, 5th year Graduates, GED Students

***NCLB Non-Grads: Certificates of completion, dropouts, 5th year graduates, GED, Special Diplomas

****FUR Non-Grads: Certificates of Completion, Dropouts, 5th year Graduates, Transfers to Adult Education, GED Students, Special Diploma Students

SYSTEM INITIATIVE B

Seminole County Public Schools will prepare all students for academic and job related success in the 21st century.

Performance Objective

In the State of Florida, Seminole County Public Schools will be ranked first in reading (3rd to 1st), mathematics (3rd to 1st), writing (2nd to 1st) and science (6th to 1st) based on the Spring 2011 Florida Department of Education data.

SYSTEM INITIATIVE C

Seminole County Public Schools will decrease the disparity in performance between the AYP subgroups and reduce the number of schools in Differentiated Accountability (DA).

Performance Objective

All schools will attain Adequate Yearly Progress (AYP).

SYSTEM INITIATIVE D

Seminole County Public Schools will provide first class, 21st century educational experiences for students, teachers, administrators, parents and the community through the integration of the 3 Ts (thinking, teamwork and technology) in learning environments and the expansion of technology in classrooms and the work place.

Performance Objectives

1. Increase student access to computer and other devices in a flexible, wireless environment.

CHAPTER 2.00 - SCHOOL BOARD GOVERNANCE AND ORGANIZATION

2. Increase the technology skills of students, teachers and administrators.
3. Increase 21st century experiences for students such as:
 - Virtual Education
 - Immersive Learning Environments (such as Computer Gaming) and Virtual Worlds
 - Modern devices and applications for education, i.e. portable devices, digitized curriculum, and Web 2.0 applications
 - Lessons that meet national instructional technology standards (Communication, Collaboration, Digital Citizenship, Innovation, Information Fluency, and Critical Thinking).
4. Create new roadmaps to the future.

In order to determine whether the Board is providing a high quality education to all students and whether all students have access to a high quality education, the Superintendent will collect and analyze data for each of the four instructional System Initiatives for the District and for each school. The Superintendent will disaggregate this data by socioeconomic status, race/ethnicity, ESOL, gender and disability. In addition, the Superintendent will collect and analyze data on student enrollment and faculty assignment of each school, enrollment in gifted and special education programs, enrollment in magnet programs and schools, designated extracurricular activities, and discipline statistics and trends. These results will be an integral part of all School Improvement Plans.

III. Monitoring and Reporting

Based on the schedule below, the Superintendent shall submit reports to the Board that include data analysis summaries and trends, identification of areas of progress and concern, evaluation of implemented strategies, and recommendations for future efforts. Reports will be by District, by school, by grade, disaggregated by socioeconomic status, gender, race/ethnicity, ESOL, and disability.

| Report Schedule | Report Title |
|---|--|
| September Second Board Meeting (Pending Release of FCAT Data by DOE) | FCAT Level 3+ -Grades 3-8, All Subjects Tested |
| | Grade 3 – Reading FCAT/Alternative Reading Assessments |
| | Grade 10 – FCAT Pass Rate |
| | Faculty Assignment |
| | Gifted Student Enrollment |
| | Special Education Exceptionalities Student Enrollment |
| | Extracurricular Activities Report |
| | Discipline Reports - Incidents, Suspensions, and Disparity |
| | |
| | |

CHAPTER 2.00 - SCHOOL BOARD GOVERNANCE AND ORGANIZATION

| | |
|------------------------------------|---|
| January Second Board Meeting | International Baccalaureate/Advanced Placement Examinations |
| | Graduation Rates |
| | Instructional Technology |
| | School Enrollment |
| | Magnet School and Program Enrollment + Sending Schools |
| | FISH Capacity |
| | Enrollment Capacity Ratio |
| | |
| | |
| | |

All reports for the previous school year will be presented to the Board at a public meeting and shared with the community.

STATUTORY AUTHORITY: **1001.41, 1001.42, F.S.**

LAW(S) IMPLEMENTED: **1000.05, 1001.43, F.S.**

HISTORY: **ADOPTED: 07/19/05**
REVISION DATE(S): 07/26/11
FORMERLY: J

CHAPTER 4.00 - CURRICULUM AND INSTRUCTION

EXTRACURRICULAR ACTIVITIES

4.62

I. Purpose

The intent of this policy is to affirm the School Board's commitment to provide fair and equitable opportunities on a nondiscriminatory basis for students to participate in extracurricular activities because these activities produce vital educational benefits. Evidence shows that extracurricular student activities are an important complement to the academic curriculum. Participation in a comprehensive extracurricular and academic program contributes to student development of the social and intellectual skills necessary to become a well-rounded adult.

II. Definition of Extracurricular Activities

Those student activities sponsored by schools, including interscholastic activities, which extend or enrich the standard curriculum of the school.

III. Participation in Extracurricular Activities Including Interscholastic Sports Activities

- A. The School Board shall continue to promote socioeconomic, gender, racial/ethnic, ESOL, and disability status diversity consistent with Constitutional requirements in the offering of and participation in school-sponsored extracurricular activities.
- B. All students shall be eligible for participation in extracurricular activities without regard to socioeconomic status, race/ethnicity, ESOL, or disability, provided, however, that eligibility for certain physical activities may be limited to those students who are determined to be capable of safe participation by appropriate medical examination or other applicable procedures.
- C. All principals will ensure fair and equitable access to extracurricular activities for students who wish to participate, including ensuring students are not denied participation in an activity due to lack of ability to pay for related expenses.
- D. All principals will ensure that efforts are made to recruit diverse faculty members to serve as sponsors for extracurricular activities.
- E. All principals will ensure that efforts are made to secure diverse evaluators/judges when students are involved in extracurricular activities that include a selection process.

CHAPTER 4.00 - CURRICULUM AND INSTRUCTION

- F. Funds derived from extracurricular activities shall be processed according to the *Internal Accounts Manual*.
 - G. All students who participate in extracurricular activities are subject to the Citizenship Standards for Participation in School Sponsored Extracurricular Activities contained in the *Student Conduct and Discipline Code*.
 - H. Appropriate adult supervision consistent with Florida Statutes shall be provided all students.
- IV. Eligibility for Participation In Interscholastic Sports
- A. Middle School
 - 1. Definition of Middle School Interscholastic Sports

Middle School interscholastic sports are those competitive athletic activities between and among district middle schools as approved by the administration.
 - 2. Eligibility for Middle School Interscholastic Sports

To participate in a middle school sports activity, a student must have a minimum of a 2.0 GPA for the nine weeks prior to the season and maintain a 2.0 GPA during the activity season.
 - B. High School
 - 1. Definition of High School Interscholastic Sports

High school interscholastic sports are those competitive athletic activities between and among member schools of the Florida High School Athletic Association.
 - 2. Eligibility for High School Interscholastic Sports
 - a. A student must have a cumulative high school grade point average of 2.0 or above on a 4.0 unweighted scale, or its equivalent, in all courses taken that are required by 1003.43(1), Florida Statutes, at the conclusion of each semester to be eligible during the following semester. A student whose cumulative high school grade point average is below a 2.0 on a 4.0 unweighted scale, or its equivalent, in

CHAPTER 4.00 - CURRICULUM AND INSTRUCTION

all courses taken that are required by 1003.43(1), Florida Statutes, at the conclusion of the semester shall not be eligible during the following semester.

- (1) A student shall be eligible during the first semester of his/her ninth grade year provided that it is the student's first entry into the ninth grade and he/she was regularly promoted from the eighth grade the immediate preceding year.
- (2) A student who is ineligible during the second semester of his/her ninth grade year or during the first semester of his/her tenth grade year because the student's cumulative high school grade point average was below a 2.0 at the conclusion of the previous semester and continues to be below a 2.0 at the conclusion of the semester of ineligibility may regain his/her eligibility for the following semester provided
 - (a) The student signs an academic performance contract with his/her school at the beginning of the semester in which he/she is ineligible that states, at a minimum, that the student will attend summer school, or its graded equivalent,

and
 - (b) Earns a grade point average of 2.0 or above on a 4.0 unweighted scale, or its equivalent in all courses taken during the semester of ineligibility.
- b. Once a student enters the eleventh grade, and thereafter, he/she must have a cumulative high school grade point average of 2.0 or above on a 4.0 weighted scale, or its equivalent, in all courses taken that are required by 1003.43(1), Florida Statutes, at the conclusion of each semester to be eligible during the following semester.
- c. The principal shall be responsible for determining each participant's eligibility in interscholastic extracurricular activities. Any school which allows an ineligible student to

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participate shall be subject to the penalties set forth by the Bylaws of the Florida High School Athletic Association, Inc.

V. Reporting And Monitoring

- A. All elementary principals shall record student participation in extracurricular activities in the district student information system, All information should be entered into the district student information system no later than April 30th of each school year.

All middle school principals shall record student participation in a defined representative sample of extracurricular activities in the district student information system. This defined representative sample at the middle school level shall include: Beta Club, SECME, Inc., cheerleading, track and field, and volleyball. All information should be entered into the district student information system no later than April 30th of each school year.

All high school principals shall record student participation in a defined representative sample of extracurricular activities in the district student information system. This defined representative sample at the high school level shall include: National Honor Society, student government, SECME Inc. cheerleading, basketball, baseball and softball, tennis, and others as designated by the district Equity Coordinator. All information should be entered into the district student information system no later than April 30th of each school year.

- B. The Superintendent shall report the results of his/her analysis of the extracurricular reports to the Board in September of each school year, and if necessary, shall develop strategies to ensure all students are provided equitable access to extracurricular activities and that these activities are provided on a nondiscriminatory basis.

STATUTORY AUTHORITY:

1001.41, 1001.42, F.S.

LAW(S) IMPLEMENTED:

1000.05, 1001.43, 1006.15, 1006.20(9), 1012.22, F.S.

HISTORY:

**ADOPTED: 07/19/05
REVISION DATE(S): 07/26/11
FORMERLY: JFB**

CHAPTER 5.00 – STUDENTS

STUDENT NONDISCRIMINATION POLICY

5.10

I. Purpose

- A. The Seminole County School Board is committed to providing educational environments conducive to learning for all students and free of all forms of harassment or discrimination. No student shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination or harassment in any academic program or extracurricular activity conducted or sponsored by Seminole County Public Schools on the basis of race, color, national or ethnic origin, gender, disability, marital status, sexual orientation, age, religion, political or religious beliefs or any other basis prohibited by law. Nor shall any person be subjected to retaliation for reporting or complaining of alleged discrimination or harassment or participating in any way in the investigation of such allegations. The employees and students of Seminole County Public Schools shall not engage in such discrimination, harassment or retaliation, and such conduct is also prohibited for any third party while participating in any activity sponsored by Seminole County Public Schools.
- B. The District shall provide equal access to public school facilities for the Boy Scouts of America and other designated youth groups.

II. Definitions

- A. *Sexual harassment* consists of unwelcome sexual advances, requests for sexual favors and other inappropriate verbal, nonverbal, written, graphic, or physical conduct of a sexual nature when
 1. Submission to that conduct is made a term or condition, either explicitly or implicitly, of obtaining an education or fully participating in the program or activity;
 2. Submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's education or participation in a program or activity; or
 3. The conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's education or creating an intimidating, hostile or offensive educational environment.

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Sexual harassment, as defined above, may include but is not limited to the following:

1. Verbal, graphic and written harassment or abuse;
2. Pressure for sexual activity;
3. Repeated remarks to a person with sexual or demeaning implications;
4. Unwelcome or inappropriate touching; or
5. Suggestions or demands for sexual involvement accompanied by implied or explicit threats concerning one's grades or academic standing.

The prohibition against sexual harassment applies, whether the harassment is between people of the same or different genders.

- B. *Racial harassment* is verbal (oral or written) or nonverbal (physical or graphic) conduct that degrades or shows hostility or aversion toward any student based upon race, color or national origin when such conduct substantially interferes with a student's academic performance, or creates an intimidating, hostile, or offensive school environment.

Racial harassment, as defined above, may include but is not limited to the following conduct:

1. Epithets and slurs;
2. Negative stereotyping;
3. Threatening, intimidating, or hostile acts; or
4. Written or graphic material that shows hostility or aversion toward an individual or group.

- C. *Harassment based on disability* is verbal, nonverbal or graphic conduct that degrades or shows hostility or aversion toward any student based upon disability when such conduct substantially interferes with a student's academic performance, or creates an intimidating, hostile or offensive school environment.

Harassment based on disability may include conduct such as that listed above when that conduct is based on disability rather than race, color or

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national origin. Another example of possible disability-based harassment, that is not typical of other kinds of harassment, might occur where a person seeks to involve a student with a disability in antisocial, dangerous or prohibited activities where the student, because of his or her disability, is unable to fully understand or consent to the activity.

- D. *Retaliation* includes but is not limited to any form of threat, intimidation, reprisal or discrimination against any person who has reported or complained of alleged discrimination or harassment or has participated in any way in the investigation of such allegations.

III. Publications

The Seminole County School Board shall provide initial and continuing notification of this policy and the identity, location, address and phone number of the District Equity Administrator to all employees, students, parents, and the general public. This notification shall be made by various means such as district newsletters, the Student Conduct and Discipline Code, and Seminole County Public Schools' website.

Reports of discrimination, harassment, or retaliation may be submitted at any time to the District Equity Administrator at the following address and telephone number:

Educational Equity Administrator
Seminole County Public School
400 East Lake Mary Boulevard
Sanford, Florida 32773-7127
Telephone (407) 320-0097

IV. Annual Review

- A. Each principal shall ensure that the contents, expectations and requirements of this policy are specifically reviewed with all school employees, including administrators, instructional personnel, and noninstructional personnel, with volunteers, and with students on an annual basis. This annual review will ensure that the entire education community understands this policy, what constitutes prohibited discrimination, harassment or retaliation and the consequences for engaging in such conduct.
- B. Students must clearly understand that conduct believed by them to constitute harassment should be reported to the principal, school counselor, or the District Equity Administrator.

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- C. All employees must clearly understand that if a student complains to them regarding alleged harassment, they must immediately refer that student to the principal, the school counselor, or the District Equity Administrator for appropriate action under this policy.
 - D. Principals, school counselors, and any other personnel who may be called upon to conduct investigations must clearly understand how to do so, including the circumstances in which immediate or interim measures are necessary or appropriate.
 - E. Students and all employees also must clearly understand that they and others supporting them will not suffer any retaliation or recrimination on account of their reporting of any alleged harassment or on account of participating in an investigation of any alleged harassment.
- V. Reporting Procedures
- A. Any student (or his/her parent on the student's behalf) who believes he/she has been discriminated against or has been harassed by an employee, student, or third party participating in an activity or event sponsored by Seminole County Public Schools may file a formal complaint in accordance with the Student Grievance Procedure described below. In addition, any student, parent, staff member or other person who believes a student has been harassed or otherwise discriminated against in contravention of this policy may orally report this information to the relevant building principal, the school counselor, or the District Equity Administrator.
 - B. Any employee of Seminole County Public Schools who believes prohibited discrimination or harassment has occurred must report it.
 - C. Whenever a formal complaint or an informal report of discrimination or harassment is made at the school level, the building principal or school counselor shall immediately notify the District Equity Administrator. All allegations of discrimination or harassment, whether made at the school level or to the District Equity Administrator, will be addressed promptly, so that any necessary actions (including, where appropriate, interim measures) may be taken to remedy the situation or prevent its recurrence.
- VI. Guidelines for Investigations
- A. At any time, the District Equity Administrator may, in his/her discretion, appoint an appropriate person to investigate a report of harassment or discrimination. All such investigators will be appropriately trained in how

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to conduct an investigation pursuant to this policy and will not be persons alleged to have any involvement in the situation at issue.

- B. Filing of a complaint pursuant to the Student Grievance Procedure outlined below or otherwise reporting harassment or discrimination will not affect the student's status, extracurricular activities, future grades or work assignments. The Seminole County School Board will discipline or take appropriate action against any student, teacher, administrator, or other school personnel who retaliates against or attempts to retaliate against any person who has reported alleged harassment or discrimination or filed a complaint concerning such alleged conduct, or any person who has testified, assisted, or participated in any investigation, hearing or proceeding related to such allegations.
- C. The right to confidentiality, both of the complainant and of the accused, should be respected, consistent with Board's legal obligations, and with the necessity to investigate allegations of misconduct and to take appropriate corrective actions to prevent, stop or remedy such conduct.
- D. In determining whether alleged conduct constitutes prohibited harassment or discrimination, the totality of the circumstances, including the alleged victim's age, race, sex and disability status, the nature of the conduct, and the context in which the alleged conduct occurred, will be investigated.
- E. A substantiated charge against a student shall subject that student to disciplinary action, which may include suspension or expulsion, consistent with the Student Conduct and Discipline Code. Similarly, a substantiated charge against an employee of Seminole County Public Schools shall subject that employee to appropriate sanctions, which may include reprimands, reassignment, or termination, subject to applicable procedural requirements. Third parties found to have engaged in discrimination or harassment prohibited by the policy also shall be subject to sanctions, which may include exclusion from further participation in school system events.
- F. In some instances, harassment may be so severe as to merit referral to appropriate authorities outside of Seminole County Public Schools for additional remedial or punitive measures.

VII. Student Grievance Procedure

The following steps will be followed if a student (or his/her parent on the student's behalf) wants to lodge a formal complaint about alleged discrimination or harassment at school or during a school-sponsored activity:

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Level I: If the student believes that he or she has been discriminated against, the student should file a written complaint with his or her school counselor, building principal, or the District Equity Administrator. If the complaint is filed with the school counselor or District Equity Administrator, the principal shall be properly advised. If the complaint is filed with the school, the principal shall immediately forward a copy to the District Equity Administrator. The school counselor, the principal, or the District Equity Administrator must then schedule a conference with the student to find out more about the complaint and explore possible resolutions. The conference should be held as soon as possible in light of the nature of the allegations and, in any event, must be held within five (5) school days of the date of filing.

Level II: If the grievance is not resolved at the initial conference, the District Equity Administrator shall identify an appropriate person to conduct an investigation of the complaint. The investigator shall notify persons alleged to have been involved in harassment or discrimination that they are under investigation and of the prohibition on all forms of retaliation. Within thirty (30) days of the filing of the complaint, the investigator must complete his or her investigation and recommend a resolution.

Level III: If the student is not satisfied with the resolution made at Level II, the student may appeal to the District Equity Administrator in writing. Within fifteen (15) days following receipt of the student's appeal, the District Equity Administrator shall render a written decision that either dismisses the complaint or initiates corrective action.

Level IV: If a student is not satisfied with the resolution made at Level III, the student may appeal to the Superintendent. Within thirty (30) working days, the Superintendent (or his/her designee) shall render a written decision resolving the appeal.

The use of these Student Grievance Procedures shall not prohibit the complainant from seeking redress from other available state and/or federal sources. In addition, during the process of any investigation, appeal or review, the Seminole County Public School System, where necessary, shall take appropriate measures to protect students from the potential for further harassment or retaliation.

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STATUTORY AUTHORITY: 1001.41, 1001.42, 1001.43, 1012.23, F.S.

LAW(S) IMPLEMENTED: 1000.05, F.S.
20 U.S.C. 1681 *et seq.* (Title IX)
34 CFR 108

STATE BOARD OF EDUCATION RULE(S): 6A-19.001, 6B-1006, *et seq.*

HISTORY: ADOPTED: 07/19/05
REVISION DATE(S): 07/31/12
09/22/09
FORMERLY: JA

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| SCHOOL STUDENT ATTENDANCE ZONES, REVISION OF STUDENT ATTENDANCE ZONES, AND INTER-ZONE TRANSFERS | 5.30+ |
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I. Purpose

This policy provides a process for student assignment that promotes and supports the Board's Excellence and Equity policy, minimizes overcrowded conditions, promotes and maintains a diverse student enrollment consistent with Constitutional requirements, and accommodates family choice to the maximum extent possible. The process includes four major components, or tools, for accomplishing those goals:

- A. Geographical attendance zones, based on residence
 - Includes cluster zones of two or more schools
 - Includes a systematic process for creating and revising boundaries
 - Provides for equitable and nondiscriminatory transportation
- B. Class Size Assignments
- C. Out-of-Zone Transfers
 - Limited family/program transfers to increase choice options
 - Capacity transfers to minimize overcrowded conditions
 - Diversity incentives to encourage and maintain a diverse enrollment
- D. Magnet Schools and Programs
 - Selection/assignment process
 - New magnet school/program process

II. Definitions

- A. *Geographical attendance zone* – Geographical area in which all resident students are assigned to a specific school or cluster of schools.
- B. *Capacity transfer* – A transfer option that is permitted under Board policy to encourage the transfer of students between designated overcrowded schools and designated less overcrowded or under-enrolled schools.
- C. *Magnet Schools* – Schools designed to address the interests and needs of students and to promote and maintain diversity consistent with Constitutional requirements. A magnet school has no specific geographic attendance zone and all students living more than two miles from the school qualify for transportation. Current magnet schools are Goldsboro

Elementary Math, Science, and Technology Magnet; Crooms Academy of Information Technology; and Midway Elementary School of the Arts.

- D. *Magnet Programs* – Board-approved programs at schools designed to address the interests and needs of students and to promote and maintain diversity consistent with Constitutional requirements. Current magnet programs include the Academy of Health Careers and International Baccalaureate Diploma Program at Seminole High School; the Institute for Engineering at Lyman High School; Millennium Middle School Fine Arts and Communication Magnet/SCPS Pre-IB Preparatory Program; Milwee Middle School Pre-Engineering Magnet/SCPS Pre-IB Preparatory Program; Sanford Middle School Math, Science, and Technology Magnet/SCPS Pre-IB Preparatory Program; and South Seminole Middle School Leadership and Global Connections Magnet/SCPS Pre-IB Preparatory Program..
- E. *Class Size Assignment*—Administrative Assignment (S) of a student from the zoned school to another district school due to a grade level reaching maximum class size capacity.
- F. *Overcrowded/under-enrolled* – An overcrowded school has an enrollment that exceeds its FISH capacity; a less overcrowded school is a school that has an enrollment that exceeds its FISH capacity, but is deemed by the Superintendent to be open to capacity transfers; an under-enrolled school has an enrollment less than its FISH capacity and is determined by the Superintendent to be open to capacity transfers. Capacity transfer options are reviewed annually on the basis of October FTE survey data and other factors determined to be relevant by the Superintendent. Capacity transfer options are published annually.
- G. *FISH (Florida Inventory of School Houses) capacity* – The permanent capacity of a school as calculated by FISH and as modified by the Superintendent to account for class size, classroom program use, and scheduling. Portables are not included in the FISH capacity.
- H. *Diversity* – Includes socioeconomic status, gender, race/ethnicity, English Speakers of Other Languages (ESOL), and disability.
- I. *Utilization* – The utilization rate of a school is the ratio of the enrollment to the permanent design capacity and/or total number of student stations.
- J. *Feeder patterns* – The pattern in which elementary attendance zones conform to middle school zones and middle school zones to high school zones.

- K. *Preference zone* – A specifically described geographical area surrounding a school of choice (cluster or magnet) in which students residing in the preference zone have preference in the student assignment process for that school.
- L. *Sibling* – Any brother and/or sister related by blood, adoption, marriage, or court appointed guardianship permanently residing at the same address.
- M. *Sibling Link* – The practice of allowing a student to attend the same school/program with a sibling.
- N. *Core Committee* – An advisory committee established by the Superintendent and reporting to the Superintendent.
- O. *Cell* – A cell is a geographic unit specific to a school attendance zone amendment (rezoning). A cell may be comprised of: (1) an identified neighborhood that is not a subdivision; (2) a subdivision; (3) a single subdivision that is part of an identified community composed of a number of subdivisions; (4) or any other geographical unit as determined by the Core Committee in consultation with appropriate District staff.
- P. *Student Transfer* – A student transfer is a voluntary change in a student’s school of enrollment for reasons set forth herein at section IV.
- Q. *Student Assignment* - A student assignment is an involuntary change in a student’s school of enrollment as authorized by section V.
- R. *No Child Left Behind Transfers (NCLB)* – A “No Child Left Behind transfer” is a transfer mandated by the provisions of the “No Child Left Behind Act of 2001”, Section 1116, of Public Law 107-110.
- S. *Administrative Assignment* – An administrative assignment is a unilateral assignment of a student from his/her zoned school or other regular school of attendance to another district school by the Superintendent or appropriate executive director, as the Superintendent’s designee, for reasons deemed to be in the best interest of the student, the school, or the school district.
- T. *Rezoning* – A rezoning is a realignment of school geographical attendance based on a student’s residence. A rezoning may require a transfer of students from one school of regular enrollment to another school of regular enrollment in accordance with the procedure herein provided. A transfer as the result of a rezoning shall not constitute an administrative assignment.

- U. *Administrative Rezoning* – An administrative rezoning is a rezoning that affects a change in the current designated school of regular attendance for an area of non-residential land that is proposed for residential development to a different designated school of regular attendance. The rezoning may affect high school, middle school, or elementary school or any combination thereof. An administrative rezoning is discretionary and must reflect a need to shift the school of regular attendance for an area of land proposed for residential development to a different school of regular attendance to balance student enrollment.
- V. The term “parent” as herein used shall mean either or both parents of a student, any legal guardian of a student, any person in a parental relationship to a student, or any person exercising supervisory authority over a student in place of the parent, as defined by Section 1000.21(5), Fla. Stat.

III. Geographical Attendance Zones

A. Establishment of Attendance Zones

The School Board shall establish attendance zones for each District school or cluster of schools, other than county-wide magnet schools. These attendance zones should reflect the diversity of the community and shall be described as revised attachments to this policy. Students shall attend the school(s) serving their residential or cluster attendance zone unless otherwise permitted herein.

1. If the residential areas surrounding a school site do not provide diversity, and/or if a proposed change in attendance zones creates less diverse student enrollments, the Board may merge several geographic areas into a cluster zone, and/or establish a magnet program.
2. Parents of students residing in a cluster zone will designate by rank order their preference among the schools located within the cluster. Outside of an established preference zone, student assignment will be determined by random selection based on the following criteria:
 - a. Full time site based employee
 - b. Sibling placement
 - c. Socioeconomic diversity

- d. Family preference
 - e. Capacity
3. Transportation shall be provided to students in accordance with Florida Statutes on an equitable, nondiscriminatory basis.

B. Revision of Attendance Zones

The Board may consider revisions to geographical attendance zones for the following reasons:

- 1. Construction of a new school and/or the construction of additional capacity at an existing school.
- 2. Closing or suspending operations of an existing school.
- 3. Over-enrollment or under-enrollment of individual schools- Rezoning to relieve overcrowded schools and fill less crowded, under-enrolled schools will be considered only after the following options have not succeeded in bringing the schools' enrollments closer to their FISH capacities:
 - a. Review of current student enrollments to verify that students comply with the student assignment policy and take appropriate action in accordance with the *Student Progression Plan*.
 - b. Promotion of voluntary transfer options.
 - c. Development and marketing of special programs, including magnets, to attract voluntary transfers.
 - d. The School Board reserves the authority to review and validate all enrollment data at any time and to reassign a student to a school other than the student's school of enrollment on the basis of false or inaccurate data or transfer the student to his or her home county school district.
- 4. Compliance with terms and conditions of the Seminole County, Florida/Municipal Corporations/School Board inter-local agreement implementing school concurrency.

C. Guidelines for Minimizing School Attendance Zone Revisions

The School Board will comply with the following *guidelines* to minimize or eliminate the need for annual revisions to school attendance zones:

1. Acquire school sites as far in advance as possible to aid in the future planning and assignment process.
2. Acquire sites in close proximity to diverse residential developments to minimize transportation costs and provide for diversity.
3. Encourage local governments to secure school site donations or reservations as part of the development approval process.
4. Provide, advertise, and encourage capacity transfer options to relieve overcrowded conditions, fill less crowded, under-enrolled schools, and promote or maintain diversity, consistent with Constitutional requirements, through voluntary action.
5. Evaluate the feasibility of building additional capacity on existing, overcrowded sites.
6. Monitor development trends and track new residential projects to evaluate potential impact on school enrollment and diversity.
7. Seek to secure additional funding for school construction and create lower enrollment/capacity ratios that provide for growth.
8. Recognize the value of lower utilization rates to provide for growth, lower class size, and program diversity.
9. Annually evaluate school enrollments, FISH capacities, student diversity, and use of portables (relocatables).

D. Process for Rezoning

The Board encourages public participation of all the stakeholders whenever attendance zone boundaries are revised. The following process will be used, to the extent practicable, whenever geographical attendance zones are created or modified:

Step One – The Superintendent will establish a core committee including, but not limited to district level staff members including, but not limited to the Deputy Superintendent for Operations, the appropriate educational

level executive director(s), a representative from the School Advisory Council of each affected school including feeder pattern schools, to be designated by each SAC, and a representative from the PTA of each affected school to be designated by each school's PTA. The function of the core committee is to solicit public input, develop and evaluate alternative plans, and keep the local community informed of the progress. Affected schools include those schools whose attendance zone lines are being considered for revision and the feeder schools, which they serve. Affected school administrators will participate in an advisory capacity.

Step Two – The committee will review the Student Assignment Policy under the direction of the Deputy Superintendent for Operations who will serve as the chairman.

Step Three – District staff will provide demographic data (number and percent disaggregated by race/ethnicity, % free/reduced price lunch, ESOL, and students with disabilities) on all affected schools and for each cell. The source and date production of student enrollment and demographic data will be specified.

Step Four – The committee will identify specific geographical areas, or cells, that could shift from one attendance zone to another. Each geographical area shall be given a designated cell number identification.

Step Five – The committee will review target enrollments recommended by district staff, develop alternative plans and measure each plan against the Student Assignment Policy and the following parameters:

1. The plan creates attendance zones that reflect the diversity of the District to the extent practicable consistent with Constitutional requirements.
2. The plan keeps subdivisions and small neighborhood units in the same attendance zone to the extent practicable.
3. The plan assigns students to the closest school to the extent practicable.
4. The plan creates compact attendance zones with few or no island areas.
5. The plan includes target enrollments that allow for growth and anticipated changing demographics.

6. The plan complies with feeder patterns (no more than two schools) to the extent practicable.
7. The plan does not place a transportation burden on any identifiable diversity subgroup (socioeconomic, race/ethnicity, ESOL, or disability).

Step Six – The Superintendent will provide for the distribution and publication of information to the community and to the affected schools outlining the student assignment policy process, the schedule, and the methods for public input. The committee will also solicit public input through a publicly advertised community meeting. Medium for distribution will include, but not be limited to, postings on the School Board internet website, periodic press releases, school newsletters, and any report to the School Board during a regular meeting and subsequent re-broadcast on SGTV (Seminole Government Television). Public notice will be given of the date, time and place of all meetings of the core committee and all meetings of the core committee will be open to any member of the general public. Minutes of all core committee meetings will be posted to the school board internet website and will be available from the Clerk to the School Board.

Step Seven – The committee will consider public input, revise its alternative plans, as appropriate, and submit a plan or such alternate committee recommended plans as it deems appropriate to the Superintendent for further action as provided herein.

Step Eight – The Superintendent shall schedule a public school board work session to review core committee recommended plans, to accept public input, including plans submitted by the public and to review any additional plan or plans developed by the Superintendent.

Step Nine – Following the public school board work session, the Superintendent shall review all comments made by the public and the School Board, review all plans considered or submitted at the work session and either determine to recommend a plan for adoption by the School Board and request permission to advertise the plan or re-submit all plans to the Core Committee for reconsideration and recommendation. The Core Committee shall then submit its recommended plan to the Superintendent. The Superintendent shall then schedule a public work session (See Step 8 and then Step 9).

Step Ten – The Superintendent shall notice a specific plan for adoption pursuant to the requirements of Section 120.54 by the School Board. The

Board may schedule a public hearing as permitted by Rule 28-103.004, Florida Administrative Code. Any public hearing shall be a separate and specific proceeding that may be held prior to a regular board meeting or in the course of a regular meeting at the direction of the School Board and shall be noticed as required by law.

Step Eleven – The School Board shall act upon the Superintendent's recommendation for the adoption of a plan of rezoning and may either adopt the Superintendent's recommended plan, suggest amendments to the recommended plan, or reject the recommended plan. The School Board, however, shall make the final decision regarding any and all rezoning plans. In the event the recommended plan is rejected or amendments are recommended and accepted by the Superintendent, the process will be as determined by law.

E. Exemptions

1. Unless there are health and safety issues that would preclude compliance, no current secondary student will be required to change his/her school of attendance as a result of attendance zone revisions so that students can complete the highest grade level at the secondary school in which they have started. No transportation is provided if a student remains at the current school of attendance based on this exemption.
2. Unless there are health and safety issues that would preclude compliance, no current elementary student will be required to shift to a different school if the area in which he/she resides has been previously rezoned during his/her attendance at that school. No transportation is provided if a student remains at the current school of attendance based on this exemption.
3. No rising fifth grade student will be required to change his/her school of attendance as a result of attendance zone revisions. No transportation is provided if a student remains at the current school of attendance based on this exemption.
4. Siblings will be allowed to attend the same school to the extent practicable. No transportation is provided for this option unless otherwise provided herein.

F. Communication

1. The School Board will use available media, including the Internet, direct mail, and Seminole Government TV to advise the stakeholders of pending changes in attendance zones and the methods for public input. The written information will be translated into Spanish.
2. Once the Board has made its decision regarding the changes to the attendance zones, it will communicate these changes to those affected through a variety of means, including the media, the Internet, direct mail, and the Seminole Government TV. The written information will be translated into Spanish.

IV. Class Size Assignments

In compliance with Florida Statute 1003.03, which requires all districts to adhere to class size maximums, a student may be assigned from the zoned school to another district school (alternate school) due to a grade level reaching maximum class size capacity.

A. Elementary Schools

1. Students in the same family will be assigned to the same alternate school. The parent/guardian may choose to enroll student(s) in open grade levels at the zone school and have only the student(s) in the closed grade(s) assigned to an alternate school.
2. Students assigned to an alternate school due to class size are assigned to the school for the remainder of the school year.
3. Transportation is provided to students living more than two miles from the alternate school.
4. Students who have been placed by a Class Size Assignment have a priority for *enrollment* at the zone school for the following school year.
5. The parent/guardian of student(s) may choose to remain at the alternate school to the highest grade available at that school. No transportation is provided after the first year.
6. Incoming siblings will be permitted to attend the same school as a student who remained at an alternate school.

B. Secondary Schools

1. Students in the same family will be assigned to the same location.
2. Students assigned to an alternate school due to class size are assigned to the school to the highest grade (middle schools-grade 8; high schools-grade 12).
3. Transportation is provided to students living more than two miles from the assigned school.
4. Incoming siblings will be permitted to attend the same school as a concurrently enrolled sibling.

V. Student Out-of-Zone Transfers

The School Board strives to accommodate family choice to the maximum extent possible and offers incentives to relieve overcrowded schools, fill under-enrolled schools, and to achieve diversity. The following transfers are therefore permitted subject to acceptable documentation:

A. Limited Family/Program Transfers

1. Employee Transfers: Students are allowed to attend the school at which a student's parent is a full time site based employee. No transportation is provided for this option. Time Frame: One academic year - Annual application required.
2. Exceptional Student Education Transfers: A student who is placed in an exceptional student education (ESE) program under IDEA shall attend the school at which the program serving the student is located, as long as the placement does not otherwise violate federal or state special education requirements. Siblings of ESE students are allowed to attend school with their ESE siblings. Transportation is provided for ESE student transfers. Time Frame: ESE service requirements.
3. English Speakers of Other Languages (ESOL): A student who is assigned to an ESOL program that is unavailable at his/her zoned school shall attend the school at which the student has been assigned. Siblings of ESOL students are allowed to attend school with their ESOL siblings. Transportation is provided for ESOL student transfers. Time Frame: ESOL program requirements.

4. Transfers are allowed for a student whose parents have begun actual construction on a home or who have a signed legal agreement for lease or purchase in the receiving school zone, if the student shall permanently move into the home by the end of the semester in which the transfer is to take place. Failure to move into the home or leased residence in the semester in which the transfer is requested (one semester) shall result in cancellation of the transfer and return of the student to his/her zoned school. No transportation is provided for this option. Time Frame: One semester.
5. Students who move to another school zone within Seminole County are permitted to complete the academic year at the school in which the students were legally enrolled prior to the change in address. No transportation is provided for this option. Time Frame: Remainder of the academic year.
6. Students who have legally completed the fourth, seventh, or eleventh grade at a given school and move to a different Seminole County Public School zone are allowed to complete the fifth, eighth, or twelfth grade at the previously assigned school. Siblings may attend the school with the fifth, eighth, or twelfth grader for one school year only. No transportation is provided for this option. Time Frame: One academic year.
7. Students who are placed in state shelter or foster care programs or who reside in private residential care programs shall enroll in the appropriate school, that serves the attendance zone in which the program is located, unless otherwise requested by the parent, foster care parent or other authorized person pursuant to Board policy applicable to homeless students or at the direction of the Superintendent.
8. Granting of an exemption to Board approved student attendance zone assignment or a permitted inter-zone transfer is restricted to Executive Directors for Elementary, Middle, and High Schools due to documented unique extenuating circumstances. Transportation is not generally provided for transfers under this option, but may be in extenuating circumstances, provided that the circumstances are equitable and nondiscriminatory. The Superintendent will present to the Board an annual report of all transfers granted under this provision. Time Frame: Executive Director Determination.

B. Capacity Transfers

1. The Superintendent will annually determine permitted student transfers between District elementary, middle, and high schools from a more overcrowded school to a less overcrowded or under-enrolled school. The school enrollment used to determine the degree of crowding shall be the October FTE survey and other relevant data. A list of the available transfers and the maximum number permitted will be determined and published annually by the Board. Capacity transfers are granted to the highest grade of the school.
2. If the number of capacity transfer requests exceeds the maximum number permitted during any school year, a random selection process will be used to select approved capacity transfer students. Siblings of students attending a school on a capacity transfer are permitted to attend the same school. No transportation will be provided for capacity transfers.

C. Diversity Incentive Transfers

The School Board will provide transportation to the extent practicable and approve requests for transfers that bring schools closer to the average percentage of free/reduced lunch students at the elementary, middle, and high school levels in accordance with the following criteria. The Superintendent will annually determine diversity incentive transfer options based on appropriate FTE data. Diversity transfers are approved to the highest grade of the school.

1. Students qualifying for free/reduced price lunch who attend a school with a high percentage of free/reduced price lunch students may transfer to a school with a low percentage of free/reduced price lunch students, and transportation will be provided to the extent practicable to one qualifying school if the student resides more than two (2) miles from the chosen school.
2. Any student who does not qualify for free/reduced price lunch and attends a school with a low percentage of free/reduced price lunch students may transfer to a school with a high percentage of free/reduced price lunch students, and transportation will be provided to the extent practicable to one qualifying school if the student resides more than two (2) miles from the chosen school.

3. The average percentage of free/reduced price lunch students shall be calculated separately for elementary, middle, and high schools, based on October FTE enrollment.

D. No Child Left Behind Transfers (NCLB)

The School Board will provide transfer options as required by the school improvement sanctions outlined in Section 1116 of Public Law 107-110, No Child Left Behind Act of 2001 as same, or as amended or supplemented. Transfer options will be noticed annually in accordance with the requirement of law.

E. Student Transfer Time Frames

Students that are approved for a transfer must register at the approved school by the stipulated date on the transfer form or the transfer is terminated. Once a transfer is approved and a student has enrolled in the transfer school, the student may not re-enroll in the zoned school or transfer to another school until the student has completed the academic year. In each subsequent year, midyear exits are not permitted. Students are permitted one transfer per level (elementary, middle and high school) from the same residential school zone. Limited family/program transfers are approved according to the time period indicated. Capacity and diversity incentive transfers are effective through the highest grade level of the school and, once approved, do not require renewal, as long as the student remains a resident of the attendance zone from which the transfer was approved.

1. Limited family/program transfer requests may be submitted throughout the school year and are effective upon approval.
2. Capacity transfer requests and diversity incentive transfer requests should be submitted by April 1 of each school year to become effective on the first day of school for the following school year. Capacity and diversity incentive transfer requests may be submitted throughout the school year for review on a case-by-case basis pending available capacity.
3. Transfer requests received prior to August 1 of each school year will be processed for the beginning of the school year. All transfers received after August 1 are placed on hold pending class size availability. If class size permits, these transfers may be approved no later than the first five days of the school year.

4. Students that are approved for capacity and diversity incentive transfers must be enrolled within the first five days of the semester in which the transfer becomes effective. All transfer requests are subject to class size availability and accommodation of student schedule.
5.
 - a. A student attending an out-of-zone-school on the basis of a magnet school assignment, voluntary transfer (limited family/program transfer, capacity transfer, diversity incentive transfer) or on the basis of an administrative assignment, to the extent permitted by law (NCLB, IDEA, or No Contact Order), that is expelled or placed at the district alternative school or other district alternative program, shall be reassigned to the student's zoned school.
 - b. A student attending an out-of-zone-school on the basis of a magnet school assignment, voluntary transfer (limited family/program transfer, capacity transfer, diversity incentive transfer) or on the basis of an administrative assignment, to the extent permitted by law (NCLB, IDEA, or No Contact Order), that is determined to be disruptive to the educational program of the out-of-zone school by reason of repeated tardiness, excessive absences, disruptive behavior, or other reasons, may be reassigned to the student's zoned school at the discretion of the school's principal and executive director.

VI. Administrative Assignment

The Superintendent or the appropriate executive director, as the Superintendent's designee, may assign a student to any district school when it is determined by the Superintendent or designee that it is in the best interest of the student, school (preserving health, safety, welfare, or learning environment of the school), or school district that the student be involuntarily placed at a school other than his/her zoned school of attendance. A student so assigned, however, may be reassigned to the student's zoned school or another out-of-zone school as deemed appropriate by the Superintendent or appropriate executive director. This authority is independent of any other provision of this policy.

VII. Administrative Rezoning

The Superintendent or the Deputy Superintendent for Operations as the Superintendent's designee may propose a change in the attendance zone for

property that is proposed for residential development from its current school of regular attendance to a different school of regular attendance for the purpose of balancing enrollment between an over-crowded school to an under-enrolled school. An administrative rezoning may be made at the elementary, middle school, or high school level or at any combination thereof. An administrative rezoning shall be made only for the purpose of adjusting enrollment between schools and for no other purpose. Any proposed administrative rezoning shall be approved by the School Board.

VIII. Magnet Schools and Programs

- A. The Board is committed to maintaining and supporting magnet schools and programs. Magnet schools and programs are offered for the purpose of providing students with the opportunity to attend school with students of diverse backgrounds, address the interests and needs of students, and increase enrollment at under-enrolled schools.
- B. The School Board has designated the following schools as district wide magnet schools: Goldsboro Elementary Math, Science, and Technology Magnet, Crooms Academy of Information Technology and Midway Elementary School of the Arts.
- C. The School Board has designated the following as district wide magnet programs: Millennium Middle School Fine Arts and Communication Magnet/SCPS Pre-IB Preparatory Program; Milwee Middle School Pre-Engineering Magnet/SCPS Pre-IB Preparatory Program; Sanford Middle School Math, Science, and Technology Magnet/ SCPS Pre-IB Preparatory Program; South Seminole Middle School Leadership and Global Connections Magnet/SCPS Pre-IB Preparatory Program; the Academy of Health Careers and the International Baccalaureate Diploma Program at Seminole High School; the Institute for Engineering at Lyman High School
- D. Marketing and Recruitment
 - 1. By April of each school year the Board will publish the marketing and recruiting plan for the following school year. The goal of the marketing plan is to have a diverse applicant pool for each of the magnet schools and programs. Marketing and recruiting strategies include:
 - a. Print and media communications;
 - b. Procedures for distributing information to local churches, businesses, doctors' offices, community centers, etc.;

- c. Procedures for distributing information and application forms to appropriate grade level students;
- d. District and school-based parent information meetings;
- e. Magnet school and program personnel visits to sending schools;
- f. Student field trips to schools of interest;
- g. Ongoing information meetings with school-based personnel, *i.e.*, administrators and guidance counselors; and
- h. Peer recruiting and mentoring opportunities.
- i. Applicant pools will be monitored throughout the application process. At the end of each school year, marketing and recruiting strategies will be evaluated and revised based on the applicant pool that was generated.

E. Eligibility for Magnet Schools and Programs

- 1. Kindergarten through grade five students from throughout Seminole County are eligible to apply for Goldsboro Elementary Math, Science, and Technology Magnet, or Midway Elementary School of the Arts.
- 2. Rising grade eight students from throughout Seminole County are eligible to apply for grade nine at Crooms Academy of Information Technology, the Academy of Health Careers at Seminole High School, the International Baccalaureate Diploma Program at Seminole High School, or the Institute for Engineering at Lyman High School. Students in grade nine and above are eligible to apply for a review of their transcripts. The principal of each high school magnet program has the final decision regarding acceptance of grade nine students and above.
- 3. Rising grade five students through grade seven students from throughout Seminole County are eligible to apply for Millennium Middle School Fine Arts and Communication Magnet/SCPS Pre-IB Preparatory Program; Milwee Middle School Pre-Engineering Magnet/ SCPS Pre-IB Preparatory Program; Sanford Middle School Math, Science, and Technology Magnet/ SCPS Pre-IB

Preparatory Program; or South Seminole Leadership and Global Connections Magnet/ SCPS Pre-IB Preparatory Program.

4. A student will remain in a magnet school/program for a minimum of one year after acceptance unless the school/program determines that program requirements are not fulfilled. Once a student has enrolled in a magnet school/program, the student may not re-enroll in the zoned school or transfer to another school until the student has completed the academic year. In each subsequent year, midyear exits are not permitted.

F. Application Process

1. By April of each school year, the Board will publish the application time line for secondary and elementary magnet schools and programs.
2. Applications for magnet schools and programs are available at the Educational Support Center, Choices Department; at guidance offices in each school; on the District website; and are distributed to the appropriate Seminole County Public School grade level students during the application period.

G. Selection Process

1. Consistent with Constitutional requirements, students are selected for magnet schools and programs according to the criteria in the Magnet School/Program Selection Table, as annually determined by the Superintendent. The Magnet School/Program Selection Table is posted on the Choices website and available in print at the Choices office.
2. All applicants will receive a letter stating either that the student is offered a position in a magnet school/program, or that the student is in a waiting pool for the requested program.

H. Magnet School/Program Waiting Pool

Students who are not offered a position in their first requested magnet school/program are automatically entered into a waiting pool for that magnet school/program. Waiting pools are organized according to the following criteria.

1. On-time applicants not assigned to the magnet school or program will be randomly placed in a waiting pool for that school.
2. When positions become available, on-time waiting pool applicants will be offered positions prior to any late applicants, as practicable.
3. Late applicants will be chosen from the waiting pool in order of the date and time their applications are received by the Choices Department.

I. Transportation

Transportation will be provided to all students enrolled in a magnet school, magnet program, or cluster school if the student resides more than two (2) miles from the school in which they are enrolled.

J. Academic Criteria for Remaining in Secondary Magnet Schools/Programs

1. Students admitted to the Millennium Middle School, Milwee Middle School, Sanford Middle School, and South Seminole Middle School SCPS Pre-IB Preparatory Programs are expected to maintain a 3.0 grade point average (GPA) for each nine week grading period.
2. Students admitted to the Academy of Health Careers and the International Baccalaureate Diploma Program at Seminole High School; the Institute for Engineering at Lyman High School; and Crooms Academy of Information Technology are expected to maintain the following grade point averages (GPA).
 - a. Academy of Health Careers 2.5 GPA
 - b. International Baccalaureate Diploma Program 3.0 GPA
 - c. Institute for Engineering 2.5 GPA
 - d. Crooms Academy of Information Technology 2.5 GPA

K. New Magnet Schools/Programs

The Superintendent shall be responsible for recommending to the Board for its approval new magnet schools and programs. In making his/her recommendation, the Superintendent shall consider a number of factors including themes that would be attractive to diverse populations and sites

that will support the goal of ensuring, consistent with Constitutional requirements, diverse enrollments at all schools.

IX. Reporting and Monitoring

By **January** of each school year the Superintendent shall report the following information to the Board as required in Policy 2.60 regarding student assignment by school and by level, *i.e.: elementary, middle, and high school*. This report shall include the Superintendent's analysis of whether it is necessary to change attendance boundaries, revise the planned facilities in the Five Year Capital Improvement Plan, and/or identify additional magnet school/program sites. This report shall include at least the following information:

Total enrollment

% free/reduced price lunch

% ESOL

% students with disabilities

Student enrollment by race/ethnicity

FISH capacity

Enrollment/capacity ratio

Enrollment in magnet schools/programs disaggregated by % free/reduced price lunch students, gender, race/ethnicity, % ESOL students, % students with disabilities and by sending (home) schools.

STATUTORY AUTHORITY:

**1001.41, 1001.42, F.S.
ARTICLE IX, FLORIDA CONSTITUTION**

LAW(S) IMPLEMENTED:

**1001.41, 1001.42, 1001.43, 1001.51,
1002.31, 1002.38, 1003.03, F.S.**

HISTORY:

**ADOPTED: 08/09/05
REVISION DATE(S): 07/31/12
05/13/08
08/14/07
FORMERLY: JC**

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EQUAL EMPLOYMENT OPPORTUNITY

6.05

I. Purpose

The purpose of this policy is to foster the continued maintenance of a diverse workforce at all levels of employment to the greatest extent possible within available qualified applicant resources. Evidence shows that student learning is maximized when students are exposed to a diverse workforce of administrative, instructional, and support personnel. Diversity in employment at both the school and district level provide students of all backgrounds and abilities with examples of achievement through education. A diverse workforce represents an extension of a student's home, neighborhood, and community. This extension provides students with a viable transition from home to productive membership in their chosen community.

II. Goal

The goal of this policy is maintenance of a diverse workforce at all levels of employment within the district through recruitment, hiring, training, promotion, personnel management practices and collective bargaining agreements that are structured and administered in a manner which furthers the principles of equal employment opportunity. This policy neither suggests nor requires the hiring or promotion of any applicant or employee by reason of race, ethnicity, national origin, gender, disability, age, religion, or marital status, but rather assures all qualified persons of an equal employment opportunity.

III. Responsibilities

To achieve the goal expressed herein, the Superintendent, as Chief Executive Officer of the District, is authorized and directed to recommend specific programs and activities for implementation of this policy to the Board. All other chief administrative staff members are required to assist the Superintendent in this function by monitoring the schools and departments to assure that action is being taken to facilitate this policy.

IV. Annual Recruitment and Retention Plan

The Superintendent, or his or her designee, shall annually review and revise the written plan for the recruitment and retention of a diverse workforce. This plan shall describe what specific steps will be taken in the following year (1) to recruit a diverse workforce at all levels and in all schools and (2) to retain the high quality employees making up such a workforce. The plan will be submitted to the Board no later than February 28th of each year.

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The recruitment and retention plan may include efforts

- A. To promote equal opportunity in all personnel policies, practices, and collective bargaining agreements through the identification and elimination of practices and policies written and/or implied that have the effect of discriminating on the basis of race, gender, age, religion, marital status, disability, creed or national origin or otherwise create barriers to the recruitment and retention of a diverse workforce;
 - B. To recruit qualified persons from any racial/ethnic, gender or other groups that are underrepresented in certain job classifications;
 - C. To ensure that current employees from any such underrepresented groups participate fully in the educational community of the Seminole County Public School system, are supported in their work, and believe that they have a fair opportunity at career development and professional advancement, such that they will choose to continue their employment here;
 - D. To provide for the publication and dissemination, internally and externally of the policy and ensure its availability to interested citizens and groups;
 - E. To update programs previously instituted to recruit and to retain a diverse workforce, consistent with Constitutional requirements; and
 - F. To encourage appropriate employee transfers, assignments, and reassignments to achieve diverse representation in all categories of employment where under-utilization exists.
- V. Reporting and Monitoring:
- A. The Executive Director of Human Resources and Professional Standards shall monitor annually and report data regarding employee diversity to the Superintendent, including but not limited to, recommendations regarding the development and maintenance of annual recruitment and retention programs which are intended to attract, obtain, and retain qualified applicants for existing and anticipated vacancies. Data reported shall include but not be limited to
 - 1. The number of vacancies for instructional, noninstructional, and administrative positions organized by appropriate job classifications;

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2. The number of applicants hired for instructional, noninstructional, and administrative positions organized by appropriate job classifications;
 3. The number of applicants for instructional, noninstructional, and administrative positions organized by diversity category and job classifications;
 4. The number of applicants hired for instructional, noninstructional, and administrative positions by diversity category and job classifications;
 5. The experience, certification, and degree level of all new instructional hires;
 6. The experiences, certification, and degree level of all administrative and instructional employees by school.
 7. The number and percent of employees in each diversity category by cost center and by job code.
- B. The Executive Director for Human Resources will conduct an annual analysis of the above data and the District's recruitment, employment, and retention programs to identify specific problems, if any, and make recommendations to the Superintendent for corrective action, no later than November 30th of each year.

STATUTORY AUTHORITY: 1001.41, 1001.43, 1001.49, F.S.

LAW(S) IMPLEMENTED: 1000.05, 1001.43, 1012.22, 1012.27, F.S.

HISTORY: **ADOPTED: 07/19/05**
REVISION DATE(S): _____
FORMERLY: GBA

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EMPLOYEE NONDISCRIMINATION POLICY

6.06

I. Purpose

The Seminole County School Board is committed to providing educational and work environments free of all forms of harassment or discrimination. No employee or applicant for employment shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination or harassment in any program, activity, employment, or conditions of employment in Seminole County Public Schools on the basis of race, color, national or ethnic origin, gender, disability, marital status, age, religion, political or religious beliefs, or any other basis prohibited by law. Nor shall any person be subjected to retaliation for reporting or complaining of alleged discrimination or harassment or participating in any way in the investigation of such allegations. The employees of Seminole County Public Schools shall not engage in such discrimination or harassment, and such conduct is also prohibited for any third party while participating in any activity sponsored by Seminole County Public Schools.

I. Definitions

A. *Sexual harassment* consists of unwelcome sexual advances, requests for sexual favors and other inappropriate verbal, nonverbal, written, graphic, or physical conduct of a sexual nature when

1. Submission to that conduct is made a term or condition, either explicitly or implicitly, of employment or full participation in a program or activity;
2. Submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or his/her participation in a program or activity; or
3. The conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's employment or creating an intimidating, hostile or offensive work environment.

Sexual harassment, as defined above, may include but is not limited to the following:

1. Verbal, graphic and written harassment or abuse;
2. Pressure for sexual activity;

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3. Repeated remarks to a person with sexual or demeaning implications;
4. Unwelcome or inappropriate touching; or
5. Suggestions or demands for sexual involvement accompanied by implied or explicit threats concerning one's job performance or job evaluation.

The prohibition against sexual harassment applies, whether the harassment is between people of the same or different genders.

- B. *Racial harassment* is verbal (oral or written) or nonverbal (physical or graphic) conduct that degrades or shows hostility or aversion toward any employee based upon race, color or national origin when such conduct substantially interferes with the employee's job performance or the terms and conditions of his/her employment, or creates an intimidating, hostile, or offensive work environment.

Racial harassment, as defined above, may include but is not limited to the following conduct:

1. Epithets and slurs;
2. Negative stereotyping;
3. Threatening, intimidating, or hostile acts; or
4. Written or graphic material that shows hostility or aversion toward an individual or group.

- C. *Harassment based on disability* is verbal, nonverbal or graphic conduct that degrades or shows hostility or aversion toward any employee based upon disability when such conduct substantially interferes with the employee's job performance, or creates an intimidating, hostile or offensive work environment.

Harassment based on disability may include conduct such as that listed above when that conduct is based on disability rather than race, color or national origin. Another example of possible disability-based harassment, that is not typical of other kinds of harassment, might occur where a person seeks to involve an employee with a disability in antisocial, dangerous or prohibited activities where the employee, because of his/her disability, is unable to fully understand or consent to the activity.

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Retaliation includes but is not limited to any form of threat, intimidation, reprisal or discrimination against any person who has reported or complained of alleged discrimination or harassment or has participated in any way in the investigation of such allegations.

II. Publication

Seminole County Public Schools shall provide initial and continuing notification of this policy and the identity, location, address and phone number of the District Equity Administrator to all employees, students, parents, and the general public. This notification shall be made by various means such as District newsletters, the *Student Conduct and Discipline Code*, and the website of Seminole County Public Schools.

Reports of discrimination, harassment, or retaliation may be submitted at any time to the District Equity Administrator at the following address and telephone number:

Educational Equity Administrator
Seminole County Public School
400 East Lake Mary Boulevard
Sanford, Florida 32773-7127
Telephone: (407) 320-0097

III. Annual Review

- A. Each principal and cost center supervisor shall ensure that this policy is specifically reviewed with employees, including administrators, instructional personnel, and noninstructional personnel, with volunteers, and with students on an annual basis. It is the responsibility of each supervising administrator in the school system to ensure that this policy is reviewed with all other employees over which he/she directly or indirectly has supervisory authority. Additionally, this annual review shall ensure that the entire education community understands this policy, what constitutes prohibited harassment, discrimination, or retaliation and the consequences of engaging in such conduct.
- B. All employees must clearly understand that conduct believed by them to constitute harassment should be reported to the principal, supervising administrator, or the District Equity Administrator. They also must clearly understand that if an employee complains to them regarding alleged harassment, they should immediately refer that employee to the principal, the supervising administrator, or the District Equity Administrator for appropriate action under this policy.

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- C. Any personnel who may be called upon to conduct investigation must clearly understand how to do so, including the circumstances in which immediate or interim measures are necessary or appropriate.
- D. All employees, as well as students and volunteers, also must clearly understand that they and others supporting them will not suffer any retaliation or recrimination on account of their reporting of any alleged harassment or on account of participating in an investigation of any alleged harassment.

IV. Reporting Procedures

- A. An employee who believes he/she has been discriminated against or has been harassed by an employee, student, or third party participating in an activity or event sponsored by Seminole County Public Schools may use the Grievance Procedure described below. In addition, any student, parent, staff member or other person who believes an employee has been harassed or otherwise discriminated against in contravention of this policy should report this information to the relevant building principal or supervising administrator or to the District Equity Administrator.
- B. Any employee of Seminole Count Public Schools who believes another employee has been subjected to prohibited discrimination or harassment *must* so report it.
- C. Whenever a formal complaint or an informal report of discrimination or harassment is made to a building principal or supervising administrator, he/she shall immediately notify the District Equity Administrator. All allegations of discrimination or harassment, whether made at the school level, to a supervising administrator or to the District Equity Administrator, will be addressed promptly, so that any necessary actions (including, where appropriate, interim measures) may be taken to remedy the situation or prevent its recurrence.

V. Guidelines for Investigations

- A. At any time, the District Equity Administrator may, in his/her discretion, appoint an appropriate person to investigate a report of harassment or discrimination. All such investigators will be appropriately trained in how to conduct an investigation pursuant to this policy and will not be persons alleged to have any involvement in the situation at issue.
- B. Filing of a complaint pursuant to the Grievance Procedure outlined below or otherwise reporting harassment or discrimination will not affect the employee's evaluations, conditions of employment, or work assignments.

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Seminole County Public Schools will discipline or take appropriate action against any student, teacher, administrator, or other school personnel who retaliates against or attempts to retaliate against any person who has reported alleged harassment or discrimination or filed a complaint concerning such alleged conduct, or any person who has testified, assisted, or participated in any investigation, hearing or proceeding related to such allegations.

- C. The right to confidentiality, both of the complainant and of the accused, should be respected, consistent with Board's legal obligations, and with the necessity to investigate allegations of misconduct and to take appropriate corrective actions to prevent, stop or remedy such conduct.
- D. In determining whether alleged conduct constitutes prohibited harassment or discrimination, the totality of the circumstances, including the alleged victim's age, race, sex and disability status, the nature of the conduct, and the context in which the alleged conduct occurred, will be investigated.
- E. A substantiated charge against a student or students shall subject that student or those students to disciplinary action, which may include suspension or expulsion, consistent with the Student Conduct and Discipline Code. Similarly, a substantiated charge against an employee of the Seminole County Public School System shall subject that employee to appropriate sanctions, which may include reprimands, reassignment, or termination, subject to applicable procedural requirements. Third parties found to have engaged in discrimination or harassment prohibited by the policy also shall be subject to sanctions, which may include exclusion from further participation in school system events.
- F. In some instances, harassment may be so severe as to merit referral to appropriate authorities outside of the Seminole County Public School System for additional remedial or punitive measures.

VI. Grievance Procedure

The following steps will be followed if an employee feels that he/she has experienced prohibited discrimination or harassment at work or during an activity sponsored by Seminole County Public Schools:

Level I: If the employee believes that he/she has been discriminated against or harassed, the employee should file a written complaint with his/her building principal, supervising administrator, or the District Equity Administrator. If the building principal or supervising administrator is allegedly involved, the complaint should be filed directly with the District Equity Administrator. If the complaint is filed with the principal or supervising administrator, he/she shall immediately

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forward a copy to the District Equity Administrator. The principal, the administrator, or the District Equity Administrator must then schedule a conference with the employee to find out more about the complaint and explore possible resolutions. The conference should be held as soon as possible in light of the nature of the allegations and, in any event, must be held within five (5) working days of the date of filing.

Level II: If the grievance is not resolved at the initial conference, the District Equity Administrator shall conduct an investigation of the complaint. The investigator shall notify persons alleged to have been involved in harassment or discrimination that they are under investigation and of the prohibition on all forms of retaliation. Within thirty (30) days of the filing of the complaint, the investigator must complete his/her investigation and recommend a resolution.

Level III: If the employee is not satisfied with the resolution made at Level II, the employee may appeal to the District Equity Administrator in writing. Within fifteen (15) days following receipt of the employee's appeal, the District Equity Administrator shall render a written decision that either dismisses the complaint or initiates corrective action. If the employee is not satisfied with the resolution made at Level III by the District Equity Administrator, the employee may appeal to the appropriate Executive Director in writing. Within fifteen (15) days following receipt of the employee's appeal, the Executive Director shall render a written decision that either dismisses the complaint or initiates corrective action.

Level IV: If the employee is not satisfied with the resolution made at Level III, the employee may appeal to the Superintendent. Within thirty (30) working days, the Superintendent (or his/her designee) shall render a written decision resolving the appeal.

The use of these Grievance Procedures shall not prohibit the complainant from seeking redress from other available state and/or federal sources.

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STATUTORY AUTHORITY: 120.54, 1001.41, 1001.42, 1001.43, F.S.

LAW(S) IMPLEMENTED: 119.07, 760.01, 760.10 *et seq.*,
1000.05, F.S.
34 CFR 99, 34 CFR 200.43(C),
P.L. 110-233
42 U.S.C. 2000e-2 [Title VII], 42 U.S.C. e-3 [Title VII],
42 U.S.C. 12101 *et seq.* [ADA],
29 U.S.C. 794 [Sec. 504 of the Rehabilitation Act of 1973]

STATE BOARD OF EDUCATION RULE(S): 6A-19.001 *et seq.*

HISTORY: **ADOPTED: 07/19/05**
REVISION DATE(S): 09/22/09
FORMERLY: GBAA

CHAPTER 7.00 - BUSINESS SERVICES

EDUCATIONAL FACILITIES PLANNING AND SITE SELECTION/ACQUISITION

7.73

I. Purpose

The School Board is responsible for providing educational facilities that effectively house the student population and promote the District goals of educational excellence and equity. This policy shall be used by the Board, the Superintendent, and District staff to promote public understanding of the educational facilities planning process, to encourage the community and local governments to identify and communicate priorities and concerns, and to provide consistent guidelines for the site selection process to facilitate diversity consistent with Constitutional requirements.

II. Five Year Capital Plan

Annually the Board shall update and approve a Five Year Capital Plan consistent with Florida Statute requirements. This plan shall project facility needs and identify general areas for new site acquisition. A copy of the plan shall be provided to each local government with growth management jurisdiction within the District. Prior to adoption, the Board shall establish general priorities for ranking potential projects, solicit public input, and evaluate the plan according to the following criteria:

- A. Financial Feasibility – The projected capital revenues should cover the proposed budgets, with contingency for unforeseen conditions and emergencies.
- B. District Goal of Excellence – The proposed projects should be consistent with the identified instructional needs at each grade level.
- C. District Goal of Equity and Diversity – Consistent with Constitutional requirements the proposed projects should not create disparity in opportunities for any geographic or socioeconomic area or any racial/ethnic population.
- D. Capacity Needs – The overall plan should address the District classroom capacity needs to the extent practicable.
- E. Comparable Facilities – The plan should address any existing facility renovations/upgrades required to ensure that all students have equitable access to comparable educational facilities regardless of the geographical location in which they reside.

CHAPTER 7.00 - BUSINESS SERVICES

- F. Health and Safety – The overall plan should correct any identified facility health and safety problems.

III. Site Selection

A well-located site can promote the District goals of diversity, educational excellence and equity. Although substantial, land costs comprise only a small fraction of the total investment in a school plant. The additional cost of acquiring a well-located site of adequate size and shape is often justified in light of operational savings and other District goals and objectives. In the absence of an emergency, impracticability, or unforeseen and unusual circumstances, the Board shall use the following procedures when selecting sites for educational facilities:

- A. Basic Site Requirements - The District shall determine the following site requirements prior to the purchase or selection of a site:
 - 1. Type of facility required.
 - 2. General location and identification of schools that need capacity relief.
 - 3. Minimum site size (generally 15 acres for elementary, 25 for middle, and 60 for high schools).
 - 4. Anticipated date for start of construction.
 - 5. Any special requirements affecting size or location
- B. Listing of Sites - Working with the Board Real Estate consultant and the Business Advisory Board, staff will prepare a listing of all potential sites.
- C. Preliminary Site Investigation - For each identified site, staff will obtain the following information:
 - 1. Site size and shape.
 - 2. Applicable land use regulations affecting development, including preliminary determination whether or not schools are permissible uses.
 - 3. Diversity of surrounding residential areas.

CHAPTER 7.00 - BUSINESS SERVICES

4. Ability of site and proposed educational facility to maintain/improve diversity at existing and proposed school(s) consistent with Constitutional requirements.
 5. Sale availability of site and anticipated acquisition cost.
 6. Closest location of existing and/or planned recreation areas.
 7. Traffic patterns and accessibility.
 8. Number of students residing within the two mile "walk" zone and the pedestrian traffic conditions within that zone.
 9. Existing or anticipated uses in the vicinity that could adversely affect the site due to traffic generation, noise, odor, safety, or other hazardous conditions.
 10. Environmental considerations.
 11. Availability of utilities and services.
 12. Off-site improvement requirements.
- D. Recommendation - After reviewing the preliminary site information, the Superintendent shall determine a preferred site or identify not more than three potentially acceptable sites requiring further evaluation.
- E. Board Action - Upon receiving a recommendation from the Superintendent and reviewing the Preliminary Site Investigation findings (Section II c), the Board shall take action to approve or deny proceeding with the following procedures regarding the recommended site:
1. Secure appraisal(s) of value in compliance with state statutes.
 2. Secure a boundary survey, soil borings, and topographic information.
 3. Secure a Phase I environmental assessment.
 4. Verify that the local government with regulatory authority over the use of the land has determined that the approved site is consistent with its comprehensive plan.
 5. Verify that all contingencies of purchase have been satisfied.

CHAPTER 7.00 - BUSINESS SERVICES

- 6. Advertise a public hearing in accordance with state requirements for consideration of the option contract for sale and purchase.

- F. Purchase - Following the public hearing, the Board shall consider, after receiving the recommendation of the Superintendent and giving due consideration to any public comment, whether to approve the contract for sale and purchase of the preferred site and proceed to closing.

STATUTORY AUTHORITY: **1001.41, 1001.42, F.S.**

LAW(S) IMPLEMENTED: **1001.43, 1013.14, 1013.36 F.S.**

HISTORY: **ADOPTED: 07/19/05**
REVISION DATE(S): _____
FORMERLY: FA



SEMINOLE COUNTY PUBLIC SCHOOLS
SCHOOL BOARD MEETING
July 19, 2005
Minutes

AGENDA MODIFICATIONS

- I. CALL TO ORDER** by Chairman Jeanne Morris at 3:33 p.m.
- A. The Invocation and Pledge of Allegiance were led by School Board Member Barry Gainer.
 - B. Roll Call: All School Board Members (Vice Chairman Diane Bauer, Member Barry Gainer, Chairman Jeanne Morris, Member Sandra Robinson, and Member Dede Schaffner) were present. Also, present were Superintendent Bill Vogel, Attorney Ned Julian and Clerk Karen Ponder.
 - C. Acknowledgement of Business Advisory Board member representative and Seminole County Association of Student Councils representative in attendance
 - D. Agenda Modifications
 - 1. Items selected for removal:
 - Item IV.K., New Midway Elementary & Future Middle School: Property Acquisition
 - 2. Items selected for clarifying questions:
 - Item IV.I., Bid or Request for Proposal Recommendations
 - Item IV.J., Authorization to Purchase
 - Item IV.X., Consultant Agreement
 - Item IV.Y., Voluntary PreKindergarten Provider Agreement
 - 3. Items selected for separate consideration: None
 - E. Agenda Modifications – Addition of the addendum:
 - Item II.A., Arts Alive in Seminole! Promo
 - Item II.B., “Character Video” – Lyman High School
 - Item IV.E., Personnel Recommendations
 - Item IV.J., Purchase Authorization
 - Item IV.Z., Statewide Mutual Aid Agreement
 - Item X.D., FCAT 2005 Highest Scoring and Most Improved Schools
 - F. Approval of Agenda: Chairman Morris stated that, without objection, the agenda would be approved including the addition of the addendum package for good cause. The agenda was approved by unanimous consent of the Board.

PRESENTATIONS

- II. PRESENTATIONS/RECOGNITION**
- A. Arts Alive in Seminole! Promo
 - B. “Character Video” – Lyman High School
- III. SCHOOL/DISTRICT HIGHLIGHTS**
- A. New Chiles Middle School and Hagerty High School – Project Highlights

*Denotes an “Action Item” or “Information Item.”

| | | |
|---|---|--------------------|
| CONSENT AGENDA | IV. CONSENT AGENDA – <i>Superintendent’s Recommendation: That the Consent Agenda be approved as presented.</i> Member Robinson moved to approve the Superintendent’s recommendation. Member Schaffner seconded the motion. The motion passed unanimously. | |
| MINUTES | *A. The School Board approved the minutes of June 13, 21, and 27, 2005. | |
| POLICY | *B. The School Board adopted the policy titled “Student Progression Plan” as advertised. | |
| POLICY | *C. The School Board adopted the revised Admissions and Placement Manual for Exceptional Students for the 2005/2006 school year. | |
| POLICY MANUAL UPDATE SERVICE | *D. The School Board approved the contract with Educational Management Consultant Services, Inc. for annual updating of school board policies and provision of the policy manual in PDF format for online accessibility for a term of three years, subject to the right of cancellation at the end of any fiscal year falling within the term of the contract. | Item 1 |
| PERSONNEL RECOMMENDATIONS | *E. The School Board approved the personnel recommendations included those presented in the addendum package. | Item 2 |
| OUT OF FIELD SURVEY | *F. The School Board approved the summer school out of field report as presented. | Item 3 |
| INVENTORY REMOVALS | *G. The School Board authorized the inventory removals as listed. | Item 4 |
| FINANCIAL STATEMENT | *H. The School Board approved the Monthly Financial Statement for May 2005 as presented. | Item 5 |
| BIDS/REQUESTS FOR PROPOSALS | *I. The School Board approved the recommendations for bids or requests for proposals listed. | |
| PURCHASE AUTHORIZATIONS | *J. The School Board approved the purchases listed, including those presented in the addendum package, and any applicable contracts/agreements that may be associated with the various purchases. | Items 6 through 15 |
| NEW MIDWAY ELEM. & FUTURE MIDDLE SCHOOL | *K. <i>Removed from the agenda</i> | |
| CCNA – REAL ESTATE BROKER | *L. The School Board approved the continuing services contract with The Tiece Company for real estate broker services as presented. | Item 16 |
| CONSTRUCTION MGT. AT RISK PROJECT UNDER \$1 MILLION | *M. The School Board approved the selection committee’s recommendation for district wide construction management at risk services for construction projects with budgets under \$1,000,000 and authorized the Facilities Planning Department to negotiate contracts with Clancy & Theys Construction; Construct Two Group; Pro-Spec, Inc.; Strategic Facilities Development and Suitt Construction. | |

Seminole County School Board Meeting – July 19, 2005

| | | |
|--|---|--------------------|
| ASBESTOS ABATEMENT & INDOOR AIR QUALITY | *N. The School Board approved the bid documents as prepared by Mactec Engineering and Consulting of Georgia, Inc. and granted permission to solicit bids for the district wide Asbestos Abatement and Indoor Air Quality Remediation Term Contract. | |
| ALTAMONTE ELEM. HVAC REPLACEMENT | *O. The School Board approved Change Order No. 1 in the net deductive amount of (\$245,520.64) for the Altamonte Elementary School HVAC replacement project. | Item 17 |
| GREENWOOD LAKES MIDDLE ROOF REPAIRS | *P. The School Board approved Change Order No. 2 in the net deductive amount of (\$30,425.68) for the Greenwood Lakes Middle School Roof Repair Project. | Item 18 |
| KEETH ELEM. HVAC & FIRE SPRINKLER | *Q. The School Board approved Change Order No. 1 in the net additive amount of \$21,054 for the HVAC & Fire Sprinkler project at Keeth Elementary School. | Item 19 |
| LAYER ELEM. CONSTRUCTION | *R. The School Board approved the final acceptance and release of retainage on the Layer Elementary School project. | |
| FIELD TRIPS | *S. The School Board approved student attendance on the field trips listed. | |
| GRANT | *T. The School Board approved submission of the Comprehensive School Reform Grant – Lake Brantley application. | |
| FOUNDATION FOR SCPS | *U. The School Board approved The Foundation for Seminole County Public Schools 2005/2006 Board of Directors. | |
| BOYSTOWN & SOUTH SEMINOLE HOSPITAL ADOLESCENT UNIT | *V. The School Board approved the agreements as presented. | Item 20 Item 21 |
| TAPP CHILD CARE | *W. The School Board approved the contract with Community Coordinated Care for Children (4C) for subsidized child-care for participants in the Teen Age Parent Program as presented. | Item 22 |
| CONSULTANT AGREEMENT | *X. The School Board approved the consultant agreement with Kenneth Bovio as presented. | Item 23 |
| VOLUNTARY PREK | *Y. The School Board approved the 2005/2006 Voluntary PreKindergarten Provider agreement with the Early Learning Coalition of Seminole. | Item 24 |
| MUTUAL AID AGREEMENT | *Z. The School Board approve the Statewide Mutual Aid Agreement with the Florida Department of Community Affairs. | Item 25 |

V. ITEMS REMOVED FOR SEPARATE CONSIDERATION

None

VI. BOARD: ITEMS FOR DISCUSSION

Member Robinson discussed the latest edition of the *Chalkboard* and the Food Service Department's newsletter. She discussed the Leadership conference and was very pleased with Dr. Daggett's presentation. She discussed the Instructional Excellence and Equity report presented in the Superintendent's report. She asked that Team Teaching be discussed at an upcoming meeting. Dr. Vogel plans to ask the Central Florida Public School Board's Coalition to address the issue.

Vice Chairman Bauer also discussed the Food Service Department's newsletter. She wished success to all of the District's new administrators. She discussed emails of support to School Board members and stated her appreciation for the support.

Member Schaffner also discussed Dr. Daggett's presentation. She shared correspondence thanking one of the District's guidance counselors.

Member Gainer also discussed Dr. Daggett's presentation. He also wished success to all of the District's new administrators and teachers. Mr. Reichert stated that 470 new teachers have been hired and expects another 100 to 125 to be hired prior to the start of the school year.

Chairman Morris discussed Dr. Daggett's presentation at the Model Schools Conference as well as SCPS' Leadership Conference.

PUBLIC COMMENTS

VII. PUBLIC COMMENTS

Kevin Sullivan addressed the Board regarding required reading improvement courses for students who did not achieve a "3" or better on the reading portion of the FCAT.

WORK SESSION

VIII. UNFINISHED BUSINESS

*A. **Superintendent's Recommendation:** That the School Board reschedule the work session as requested.

Board Action: Member Robinson moved to approve the Superintendent's recommendation. Vice Chairman Bauer seconded the motion. The motion passed unanimously.

POLICIES (NEW, REVISED & REPEAL)

*B. **Superintendent's Recommendation:** That the School Board approve the final adoption or repeal of the listed policies.

Board Action: Vice Chairman Bauer moved to approve the Superintendent's recommendation. Member Robinson seconded the motion. The motion passed unanimously.

POLICY – REPORTING
CHILD ABUSE

*C. **Superintendent's Recommendation:** That the School Board receive citizen input and approve the revised proposed policy regarding reporting child abuse for final adoption on August 9, 2005.

Board Action: Member Gainer moved to approve the Superintendent's recommendation. Member Schaffner seconded the motion. The motion passed unanimously.

PUBLIC INFORMATION,
INSPECTION &
COPYING OF PUBLIC
RECORDS

IX. NEW BUSINESS

*A. **Superintendent's Recommendation:** That the School Board approve the Rate Schedule, contingent upon Board adoption of Policy No. 3.50: Public Information, Inspection and Copying of Public Records.

Board Action: Member Robinson moved to approve the Superintendent's recommendation. Member Gainer seconded the motion. The motion passed unanimously.

SUPERINTENDENT'S
REPORT

X. SUPERINTENDENT'S REPORT

- A. 2004/2005 Excellence and Equity Update
- B. District Report Card
- C. 2005 FCAT SSS Grades 4-11 Perfect Scores – Reading, Math and Science
- D. *Revised item printed in the addendum package* - FCAT 2005 Highest Scoring and Most Improved Schools
- E. Middle School Magnet Programs
- F. Florida Department of Education/State PTA Parent Involvement Award – Lake Mary High School
- G. 401(A) Special Pay Plan and FICA Alternative Plan Update
- H. Health Screening Procedures
- I. District Wide Educational Facilities – Casualty, Sanitation and Fire Inspections – 2004/2005 Item 26
- J. Other – Mr. Kosmac discussed the upcoming update of the district's Educational School Plant Survey.

BOARD MEMBER
COMMENTS

XI. BOARD MEMBER COMMENTS

There were no additional Board Member comments.

The meeting adjourned at 6:12 p.m.

Bill Vogel

Bill Vogel, Superintendent

Jeanne Morris

Jeanne Morris, Chairman

Nine Quality Indicators of Consideration

1. Application Process

The school choice plan for Seminole County Public Schools is School Board Policy 5.30 and is available on the Seminole County Public Schools Web site at www.scps.k12.fl.us.

Magnet School Choice--Middle and high school magnet brochures, containing general information and an application, are distributed to all 5th and 8th grade students in late September. The application period runs from October 1 to December 1. Applications are accepted after the deadline for consideration in the waitpool. Students are placed as space permits. During January, families with elementary students are notified about the elementary magnet schools and the cluster application period. The elementary application period is January 2 to February 28. Elementary magnet school applications are accepted after the deadline for consideration in the the waitpool. Elementary cluster school applications are processed throughout the year to ensure that every student is assigned to a school. Student transfers to choose a school other than the zoned school are marketed continually on the Web site. April 1 is the deadline for transfers in the event that a random selection is required if there are more applicants than seats available. If no random selection is required, transfers are processed as received. Students must be registered within the first 5 days of the semester.

The Choices Department staff is available to answer inquires from families in person or by phone. All printed materials, including applications for magnet schools, cluster schools and all types of transfers are always available in the Choices Department office, on the Web site, in all school offices, and at the kiosks located throughout Seminole County. The Choices Facebook page advertises information and also provides links to required forms.

To ensure that all families have access to the school choice information (how to obtain an application, all methods of submitting the application, detailed timelines including notification information, information about the assignment process), it is disseminated in multiple formats including brochures, post cards, newspaper and magazine ads, parent information nights, school tours, and student flyers. The Choices website and Facebook page provide information and links to documents.

For admission to a K-12 magnet school, students must be residents of Seminole County, submit an application and be selected during the random selection. Notification letters are mailed to families and student must return an acceptance form. Elementary cluster applicants are assigned a school through random selection that includes parent preference as a factor.

Admission to schools is based on a random selection after a lengthy application period, not a first-come first-serve system, assuring all families a fair chance at the school assignment of their choice. Students new to the district may submit an application to be placed in the waitpool for magnet schools. Elementary cluster applicants are assigned a school throughout the school year ensuring all students are assigned to a school.

School choice transfer options--Each year in January the district publishes school transfer options. Both capacity and diversity transfer options allow students to attend a school other than their zone school. Student requests for transfers are received by April 1. If the number of transfer requests exceeds the number of seats available a random selection is held. Transfer requests are accepted throughout the school year pending space availability and are processed by date order. The district's Choices Department facilitates the transfer requests and publishes options on the website, Facebook, and school web sites.

2. Process for Declaring School Preference

School choice options are publicized in brochures, on the Choices Web site, on the new Choices Facebook page, and in newspapers and magazines. The application and accompanying materials for each type of school choice option provide parents with the necessary information to make an informed decision. Timelines are clearly communicated in all materials. Five full time staff in the Choices Department assists parents yearlong, Monday through Friday from 8:00-4:30.

The application forms have basic student information data and provide the opportunity to families to declare their school choice. Parents select a magnet school on the magnet applications, rank schools in preferential order on the cluster request forms, and request a specific school on transfer forms.

District policy allows all students interested in a magnet school to submit an application. There are no entry criteria, auditions, or letters of recommendation. Applicants are offered a seat at a magnet school based on a random selection process. Transfer options are published in January for the next school year. Transfer options are offered based on capacity at the school or diversity incentives that bring schools closer to the district average percentage of free and reduced lunch students. Elementary cluster school assignments are conducted through a random selection that includes parental preference order, free/reduced lunch data, geographic preference zone, sibling and employee priorities, and class size.

The middle and high schools magnet application period is October 1 to December 1. The elementary period for magnet applications and cluster school applications is January 2 to February 28. Transfers are due by April 1. Applications for all school choice options are accepted throughout the year for inclusion in the waitpool.

3. Process that Encourages Placement of Siblings within the Same School

Seminole County Public Schools allows all siblings to attend the same magnet school as long as an application is completed and submitted during the application period.

When a transfer option is no longer available and a sibling is at the requested school, the entering student is allowed to join his/her sibling.

All siblings in cluster schools attend the same school.

4. Lottery Procedure to Determine Student Assignment

Seminole County Public Schools uses a random selection process for all student assignments in magnet and cluster schools. It is an arbitrary and non-biased program run by an outside consultant.

High school and middle school students are notified about the results of the random selection in early January and elementary cluster and magnet students are notified in March about school placement for the following school year.

Once selected, students do not have to reapply each year.

5. Appeals Process for Hardship Cases

Granting of an exemption to Board approved student attendance zone assignment or a permitted inter-zone transfer is the responsibility of the Executive Directors for Elementary, Middle and High Schools due to documented unique extenuating circumstances (School Board Policy 5.30 IV A 8). Parents submit a transfer form accompanied by a detailed letter for consideration.

6. Procedure to Maintain Socioeconomic, Demographic, and Racial Balance

Diversity Incentive Transfers bring schools closer to the average percentage of free/reduced lunch students at the elementary, middle and high school levels in accordance with the following criteria. The Superintendent will annually determine diversity incentive transfer options based on appropriate FTE data.

1. Students qualifying for free/reduced price lunch who attend a school with a high percentage of free/reduced lunch students may transfer to any school with a low percentage of free/reduced price lunch students, and transportation will be provided to one qualifying school if the student resides more than two (2) miles from the chosen school.
2. Any student who does not qualify for free/reduced price lunch and attends a school with a low percentage of free/reduced price lunch students may transfer to any school with a high percentage of free/reduced price lunch students, and transportation will be provided to one qualifying school if the student resides more than two miles from the chosen school.
3. The average percentage of free/reduced lunch students shall be calculated separately for elementary, middle, and high schools, based on October FTE enrollment.

Seminole County Public Schools achieved unitary status and does not use race/ethnicity as a factor in school assignment.

7. Availability of Transportation

Seminole County Public Schools provides transportation for all magnet school students, students who qualify for diversity transfers and choose the qualifying school. All other transfers are available to families without transportation.

All transfers and the appropriate transportation information for each transfer is provided on the district's Web site.

8. Process for Promoting Strong Parental Involvement, Including the Designation of a Parent Liaison

School advisory groups and other parent committees provide valuable feedback. They participate in many of the school choice parent information programs, open houses and school tours and make available information to parents new to the program.

9. Strategy for Establishing an Information Clearinghouse

Communicating school choice options to the community is a high priority and achieved by the following strategies:

--A centrally located office with five full time staff members, one bilingual, speak with parents about their questions and concerns in person and on the phone Monday through Friday from 8:00-4:30.

--Extensive printed materials that detail available school options are available at the Choices Department office, all school sites, and in kiosks situated throughout Seminole County.

--An easy to navigate Web site provides current detailed information about all aspects of school choice in Seminole County.

--Choices Facebook page provides updated information and links to relevant sites and documents.

--Extensive community outreach programs including parent information sessions, in-school presentations to all 5th and 8th grade students about magnet school options, open houses at all choice schools, scheduled daytime and evening school and program tours, and "Choices Chats" at scheduled schools are held from September through May.

--Newspaper and magazine ads in a variety of publications reach many diverse groups living in the county.

Magnet Schools Assistance Program Assurances

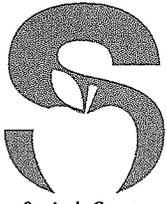
In accordance with section 5305(b)(2) of the ESEA, the applicant hereby assures and certifies that it will:

- (A) use grant funds under this part for the purposes specified in section 5301(b);
- (B) employ highly qualified teachers in the courses of instruction assisted under this part;
- (C) not engage in discrimination based on race, religion, color, national origin, sex, or disability in the hiring, promotion, or assignment of employees of the applicant or other personnel for whom the applicant has any administrative responsibility;
- (D) not engage in discrimination based on race, religion, color, national origin, sex, or disability in the assignment of students to schools, or to courses of instruction within the schools, of such applicant, except to carry out the approved plan;
- (E) not engage in discrimination based on race, religion, color, national origin, sex, or disability in designing or operating extracurricular activities for students;
- (F) carry out a high-quality education program that will encourage greater parental decision-making and involvement; and
- (G) give students residing in the local attendance area of the proposed magnet school program equitable consideration for placement in the program, consistent with desegregation guidelines and the capacity of the applicant to accommodate the students.

* * * * *

If the applicant has an approved desegregation plan, the applicant hereby assures and certifies that it is implementing that desegregation plan as approved.

Arac-Mae Cite for Walt Griffin
Signature of Authorized Representative Date
2/27/13



Seminole County
Public Schools

WALT GRIFFIN
Superintendent

Educational Support Center
400 E. Lake Mary Boulevard
Sanford, Florida 32773-7127
Phone: (407) 320-0000
Fax: (407) 320-0281

SCHOOL BOARD

TINA CALDERONE, Ed.D.
Chairman

KAREN ALMOND
Vice Chairman

DIANE BAUER
Board Member

SYLVIA POND
Board Member

DEDE SCHAFFNER
Board Member

July 1, 2012

Re: Authorization for Signatures

To whom it may concern,

The following named individuals have been authorized to sign grant-related forms and correspondence in my absence.

- George Kosmac, Deputy Superintendent Operations
- Dr. Anna-Marie Cote, Deputy Superintendent Instructional Excellence & Equity

Thank you for your attention to this matter.

Sincerely,

Walt Griffin
Superintendent

Table 1: Enrollment Data-LEA Level OMB-1855-0011 Expires 06/30/2013

Check this box if all of the magnet schools included in the program are implementing a magnet program for the first time.

| Actual Enrollment (Current School Year - October 1, 2012) | | | | | | | | | | | | | | | Projected Enrollment (Year 1 of Project - October 1, 2013) | | | | | | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|---|---|--|----------------|-----------|---------------------------------------|----------------------------------|--------------------------|---------------------|---|--|----------------|-----------|-------------------------------|-----------------------|----------------|
| Grade Level | | | | | | | | | | | | | | | Grade Level | American Indian/ Alaskan Native (Number) | American Indian/ Alaskan Native (%) | Asian (Number) | Asian (%) | Black or African American (Number) | Black or African American (%) | Hispanic/Latino (Number) | Hispanic/Latino (%) | Native Hawaiian or Other Pacific Islander (Number) | Native Hawaiian or Other Pacific Islander (%) | White (Number) | White (%) | Two or more races (Number) | Two or more races (%) | Total Students |
| K | | | | | | | | | | | | | | | K | 8 | 0.2 | 197 | 4.4 | 736 | 16.3 | 1003 | 22.2 | 17 | 0.4 | 2364 | 52.2 | 200 | 4.4 | 4525 |
| 1 | | | | | | | | | | | | | | | 1 | 8 | 0.2 | 197 | 4.4 | 736 | 16.3 | 1003 | 22.2 | 17 | 0.4 | 2364 | 52.2 | 200 | 4.4 | 4525 |
| 2 | | | | | | | | | | | | | | | 2 | 13 | 0.3 | 201 | 4.4 | 680 | 14.8 | 1055 | 23.0 | 22 | 0.5 | 2422 | 52.8 | 197 | 4.3 | 4590 |
| 3 | | | | | | | | | | | | | | | 3 | 12 | 0.3 | 203 | 4.5 | 641 | 14.3 | 1018 | 22.7 | 6 | 0.1 | 2393 | 53.4 | 207 | 4.6 | 4480 |
| 4 | | | | | | | | | | | | | | | 4 | 9 | 0.2 | 206 | 4.1 | 722 | 14.5 | 1166 | 23.5 | 19 | 0.4 | 2588 | 52.1 | 257 | 5.2 | 4967 |
| 5 | | | | | | | | | | | | | | | 5 | 12 | 0.3 | 215 | 4.7 | 622 | 13.6 | 979 | 21.4 | 12 | 0.3 | 2540 | 55.4 | 205 | 4.5 | 4585 |
| 6 | | | | | | | | | | | | | | | 6 | 10 | 0.2 | 208 | 4.5 | 695 | 14.9 | 966 | 20.7 | 16 | 0.3 | 2598 | 55.7 | 170 | 3.6 | 4663 |
| 7 | | | | | | | | | | | | | | | 7 | 6 | 0.1 | 252 | 4.9 | 777 | 15.2 | 1129 | 22.0 | 18 | 0.4 | 2774 | 54.1 | 168 | 3.3 | 5124 |
| 8 | | | | | | | | | | | | | | | 8 | 13 | 0.3 | 203 | 4.0 | 805 | 15.8 | 1081 | 21.2 | 11 | 0.2 | 2801 | 55.0 | 179 | 3.5 | 5093 |
| 9 | | | | | | | | | | | | | | | 9 | 11 | 0.2 | 183 | 3.7 | 618 | 12.5 | 1049 | 21.2 | 18 | 0.4 | 2885 | 58.3 | 184 | 3.7 | 4948 |
| 10 | | | | | | | | | | | | | | | 10 | 14 | 0.2 | 209 | 3.6 | 857 | 14.6 | 1213 | 20.6 | 24 | 0.4 | 3348 | 57.0 | 212 | 3.6 | 5877 |
| 11 | | | | | | | | | | | | | | | 11 | 14 | 0.3 | 230 | 4.2 | 690 | 12.7 | 1139 | 21.0 | 12 | 0.2 | 3157 | 58.3 | 172 | 3.2 | 5414 |
| 12 | | | | | | | | | | | | | | | 12 | 9 | 0.2 | 204 | 4.0 | 629 | 12.4 | 1073 | 21.2 | 6 | 0.1 | 2998 | 59.1 | 153 | 3.0 | 5072 |
| Total | | | | | | | | | | | | | | | Total | 139 | 0.2 | 2708 | 4.2 | 9208 | 14.4 | 13874 | 21.7 | 198 | 0.3 | 35232 | 55.2 | 2504 | 3.9 | 63863 |

Check this box if all of the magnet schools included in the program are implementing a magnet program for the first time.

| Projected Enrollment (Year 2 of Project- October 1, 2014) | | | | | | | | | | | | | | | Projected Enrollment (Year 3 of Project - October 1, 2015) | | | | | | | | | | | | | | | | |
|--|---|--|----------------|-----------|---------------------------------------|----------------------------------|--------------------------|---------------------|---|--|----------------|-----------|-------------------------------|-----------------------|---|--------------|---|--|----------------|-----------|---------------------------------------|----------------------------------|--------------------------|---------------------|---|--|----------------|-----------|-------------------------------|-----------------------|----------------|
| Grade Level | American Indian/ Alaskan Native (Number) | American Indian/ Alaskan Native (%) | Asian (Number) | Asian (%) | Black or African American (Number) | Black or African American (%) | Hispanic/Latino (Number) | Hispanic/Latino (%) | Native Hawaiian or Other Pacific Islander (Number) | Native Hawaiian or Other Pacific Islander (%) | White (Number) | White (%) | Two or more races (Number) | Two or more races (%) | Total Students | Grade Level | American Indian/ Alaskan Native (Number) | American Indian/ Alaskan Native (%) | Asian (Number) | Asian (%) | Black or African American (Number) | Black or African American (%) | Hispanic/Latino (Number) | Hispanic/Latino (%) | Native Hawaiian or Other Pacific Islander (Number) | Native Hawaiian or Other Pacific Islander (%) | White (Number) | White (%) | Two or more races (Number) | Two or more races (%) | Total Students |
| K | 8 | 0.2 | 197 | 4.4 | 736 | 16.3 | 1003 | 22.2 | 17 | .04 | 2364 | 52.2 | 200 | 4.4 | 4525 | K | 8 | .02 | 197 | 4.4 | 736 | 16.3 | 1003 | 22.2 | 17 | 0.4 | 2364 | 52.2 | 200 | 4.4 | 4525 |
| 1 | 8 | 0.2 | 197 | 4.4 | 736 | 16.3 | 1003 | 22.2 | 17 | 0.4 | 2364 | 52.2 | 200 | 4.4 | 4525 | 1 | 8 | 0.2 | 197 | 4.4 | 736 | 16.3 | 1003 | 22.2 | 17 | 0.4 | 2364 | 52.2 | 200 | 4.4 | 4525 |
| 2 | 8 | 0.2 | 197 | 4.4 | 736 | 16.3 | 1003 | 22.2 | 17 | 0.4 | 2364 | 52.2 | 200 | 4.4 | 4525 | 2 | 8 | 0.2 | 197 | 4.4 | 736 | 16.3 | 1003 | 22.2 | 17 | 0.4 | 2364 | 52.2 | 200 | 4.4 | 4525 |
| 3 | 13 | 0.3 | 201 | 4.4 | 680 | 14.8 | 1055 | 23.0 | 22 | 0.5 | 2422 | 52.8 | 197 | 4.3 | 4590 | 3 | 8 | 0.2 | 197 | 4.4 | 736 | 16.3 | 1003 | 22.2 | 17 | 0.4 | 2364 | 52.2 | 200 | 4.4 | 4525 |
| 4 | 12 | 0.3 | 203 | 4.5 | 641 | 14.3 | 1018 | 22.7 | 6 | 0.1 | 2393 | 53.4 | 207 | 4.6 | 4480 | 4 | 13 | 0.3 | 201 | 4.4 | 680 | 14.8 | 1055 | 23.0 | 22 | 0.5 | 2422 | 52.8 | 197 | 4.3 | 4590 |
| 5 | 9 | 0.2 | 206 | 4.1 | 722 | 14.5 | 1166 | 23.5 | 19 | 0.4 | 2588 | 52.1 | 257 | 5.2 | 4967 | 5 | 12 | 0.3 | 203 | 4.5 | 641 | 14.3 | 1018 | 22.7 | 6 | 0.1 | 2393 | 53.4 | 207 | 4.6 | 4480 |
| 6 | 12 | 0.3 | 215 | 4.7 | 622 | 13.6 | 979 | 21.4 | 12 | 0.3 | 2540 | 55.4 | 205 | 4.5 | 4585 | 6 | 9 | 0.2 | 206 | 4.1 | 722 | 14.5 | 1166 | 23.5 | 19 | 0.4 | 2588 | 52.1 | 257 | 5.2 | 4967 |
| 7 | 10 | 0.2 | 208 | 4.5 | 695 | 14.9 | 966 | 20.7 | 16 | 0.3 | 2598 | 55.7 | 170 | 3.6 | 4663 | 7 | 12 | 0.3 | 215 | 4.7 | 622 | 13.6 | 979 | 21.4 | 12 | 0.3 | 2540 | 55.4 | 205 | 4.5 | 4585 |
| 8 | 6 | 0.1 | 252 | 4.9 | 777 | 15.2 | 1129 | 22.0 | 18 | 0.4 | 2774 | 54.1 | 168 | 3.3 | 5124 | 8 | 10 | 0.2 | 208 | 4.5 | 695 | 14.9 | 966 | 20.7 | 16 | 0.3 | 2598 | 55.7 | 170 | 3.6 | 4663 |
| 9 | 13 | 0.3 | 203 | 4.0 | 805 | 15.8 | 1081 | 21.2 | 11 | 0.2 | 2801 | 55.0 | 179 | 3.5 | 5093 | 9 | 6 | 0.1 | 252 | 4.9 | 777 | 15.2 | 1129 | 22.0 | 18 | 0.4 | 2774 | 54.1 | 168 | 3.3 | 5124 |
| 10 | 11 | 0.2 | 183 | 3.7 | 618 | 12.5 | 1049 | 21.2 | 18 | 0.4 | 2885 | 58.3 | 184 | 3.7 | 4948 | 10 | 13 | 0.3 | 203 | 4.0 | 805 | 15.8 | 1081 | 21.2 | 11 | 0.2 | 2801 | 55.0 | 179 | 3.5 | 5093 |
| 11 | 14 | 0.2 | 209 | 3.6 | 857 | 14.6 | 1213 | 20.6 | 24 | 0.4 | 3348 | 57.0 | 212 | 3.6 | 5877 | 11 | 11 | 0.2 | 183 | 3.7 | 618 | 12.5 | 1049 | 21.2 | 18 | 0.4 | 2885 | 58.3 | 184 | 3.7 | 4948 |
| 12 | 14 | 0.3 | 230 | 4.2 | 690 | 12.7 | 1139 | 21.0 | 12 | 0.2 | 3157 | 58.3 | 172 | 3.2 | 5414 | 12 | 14 | 0.2 | 209 | 3.6 | 857 | 14.6 | 1213 | 20.6 | 24 | 0.4 | 3348 | 57.0 | 212 | 3.6 | 5877 |
| Total | 124 | 0.2 | 2471 | 4.3 | 8625 | 14.9 | 12665 | 21.9 | 197 | 0.3 | 31441 | 54.3 | 2379 | 4.1 | 57902 | Total | 118 | 0.2 | 2459 | 4.3 | 8504 | 15.0 | 12455 | 22.0 | 190 | 0.3 | 30457 | 53.9 | 2367 | 4.2 | 56550 |

Table 2: Year of Implementation for Existing Magnet Schools included in the Project

| | | | | |
|--------------------------------------|------------------------|--------|--------|--------|
| School Name | 1. Hamilton Elementary | 2. N/A | 3. N/A | 4. N/A |
| First Year as a Magnet School | 1. 1998 - 2006 | 2. N/A | 3. N/A | 4. N/A |
| School Name | 5. N/A | 6. N/A | 7. N/A | 8. N/A |
| First Year as a Magnet School | 5. N/A | 6. N/A | 7. N/A | 8. N/A |

PR/Award # U165A130023

Table 3: Enrollment Data-Magnet Schools OMB-1855-0011 Expires 06/30/13

- Use a separate copy of this table (or the applicants own format) for each magnet school participating in the project.
- Provide data for all students in each grade for which the school enrolls students.
- Remember, the projected data for Years 1, 2 and 3 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

LEA Name Seminole County Public Schools

School Name Hamilton Elementary School

| Actual Enrollment (Current School Year - October 1, 2012) | | | | | | | | | | | | | | | Projected Enrollment (Year 1 of Project - October 1, 2013) | | | | | | | | | | | | | | | |
|--|---|-----|---|-----|---|-----|---|-----|---|-----|---|-----|---|---|---|---|--|----------------|-----------|---------------------------------------|----------------------------------|--------------------------|---------------------|---|--|----------------|-----------|-------------------------------|-----------------------|----------------|
| Grade Level | A | Ala | | | | | | | | | | | | | Grade Level | American Indian/ Alaskan Native (Number) | American Indian/ Alaskan Native (%) | Asian (Number) | Asian (%) | Black or African American (Number) | Black or African American (%) | Hispanic/Latino (Number) | Hispanic/Latino (%) | Native Hawaiian or Other Pacific Islander (Number) | Native Hawaiian or Other Pacific Islander (%) | White (Number) | White (%) | Two or more races (Number) | Two or more races (%) | Total Students |
| K | | | | | | | | | | | | | | | K | 0 | 0.0 | 0 | 0.0 | 68 | 54.4 | 26 | 20.8 | 0 | 0.0 | 27 | 21.6 | 4 | 3.2 | 125 |
| 1 | | | | | | | | | | | | | | | 1 | 0 | 0.0 | 2 | 1.6 | 67 | 52.3 | 26 | 20.3 | 1 | 0.8 | 28 | 21.9 | 4 | 3.1 | 128 |
| 2 | | | | | | | | | | | | | | | 2 | 2 | 1.8 | 0 | 0.0 | 65 | 58.6 | 15 | 13.5 | 0 | 0.0 | 23 | 20.7 | 6 | 5.4 | 111 |
| 3 | | | | | | | | | | | | | | | 3 | 0 | 0.0 | 3 | 2.8 | 52 | 49.1 | 23 | 21.7 | 0 | 0.0 | 25 | 23.6 | 3 | 2.8 | 106 |
| 4 | | | | | | | | | | | | | | | 4 | 2 | 1.8 | 1 | 0.9 | 58 | 50.9 | 26 | 22.8 | 0 | 0.0 | 21 | 18.4 | 6 | 5.3 | 114 |
| 5 | | | | | | | | | | | | | | | 5 | 0 | 0.0 | 1 | 1.1 | 49 | 53.8 | 12 | 13.2 | 0 | 0.0 | 25 | 27.5 | 4 | 4.4 | 91 |
| 6 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0 | 6 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 |
| 7 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0 | 7 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 |
| 8 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0 | 8 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 |
| 9 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0 | 9 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 |
| 10 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0 | 10 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 |
| 11 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0 | 11 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 |
| 12 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0 | 12 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 |
| Total | | | | | | | | | | | | | | | | 4 | 0.6 | 7 | 1.0 | 359 | 53.2 | 128 | 19.0 | 1 | 0.1 | 149 | 22.1 | 27 | 4.0 | 675 |

PR/Award # U165A130023
Total 4
ge 187

Table 3 (continued): Enrollment Data-Magnet Schools OMB-1855-0011

- Use a separate copy of this table (or the applicants own format) for each magnet school participating in the project.
- Provide data for all students in each grade for which the school enrolls students.
- Remember, the projected data for Years 1, 2 and 3 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

| Projected Enrollment (Year 2 of Project - October 1, 2014) | | | | | | | | | | | | | | | Projected Enrollment (Year 3 of Project - October 1, 2015) | | | | | | | | | | | | | | | | | | |
|---|---|--|----------------|-----------|---------------------------------------|----------------------------------|--------------------------|---------------------|---|--|----------------|-----------|-------------------------------|-----------------------|---|--------------|---|--|----------------|-----------|---------------------------------------|----------------------------------|--------------------------|---------------------|---|--|----------------|-----------|-------------------------------|-----------------------|----------------|-----|---|
| Grade Level | American Indian/ Alaskan Native (Number) | American Indian/ Alaskan Native (%) | Asian (Number) | Asian (%) | Black or African American (Number) | Black or African American (%) | Hispanic/Latino (Number) | Hispanic/Latino (%) | Native Hawaiian or Other Pacific Islander (Number) | Native Hawaiian or Other Pacific Islander (%) | White (Number) | White (%) | Two or more races (Number) | Two or more races (%) | Total Students | Grade Level | American Indian/ Alaskan Native (Number) | American Indian/ Alaskan Native (%) | Asian (Number) | Asian (%) | Black or African American (Number) | Black or African American (%) | Hispanic/Latino (Number) | Hispanic/Latino (%) | Native Hawaiian or Other Pacific Islander (Number) | Native Hawaiian or Other Pacific Islander (%) | White (Number) | White (%) | Two or more races (Number) | Two or more races (%) | Total Students | | |
| K | 0 | 0.0 | 1 | 0.8 | 65 | 50.0 | 29 | 22.3 | 0 | 0.0 | 29 | 22.3 | 6 | 4.6 | 130 | K | 0 | 0.0 | 3 | 2.2 | 63 | 45.3 | 33 | 23.7 | 0 | 0.0 | 34 | 24.5 | 6 | 4.3 | 139 | | |
| 1 | 0 | 0.0 | 1 | 0.8 | 66 | 50.4 | 28 | 21.4 | 1 | 0.8 | 30 | 22.9 | 5 | 3.8 | 131 | 1 | 0 | 0.0 | 2 | 1.5 | 66 | 48.5 | 29 | 21.3 | 1 | 0.7 | 33 | 24.3 | 5 | 3.7 | 136 | | |
| 2 | 0 | 0.0 | 2 | 1.7 | 67 | 57.8 | 17 | 14.7 | 1 | 0.9 | 25 | 21.6 | 4 | 3.4 | 116 | 2 | 0 | 0.0 | 2 | 1.6 | 67 | 54.5 | 21 | 17.1 | 1 | 0.8 | 28 | 22.8 | 4 | 3.3 | 123 | | |
| 3 | 2 | 1.6 | 1 | 0.8 | 64 | 51.2 | 25 | 20.0 | 0 | 0.0 | 27 | 21.6 | 6 | 4.8 | 125 | 3 | 2 | 1.6 | 1 | 0.8 | 63 | 48.8 | 28 | 21.7 | 0 | 0.0 | 29 | 22.5 | 6 | 4.7 | 129 | | |
| 4 | 0 | 0.0 | 3 | 2.8 | 52 | 47.7 | 28 | 25.7 | 0 | 0.0 | 23 | 21.1 | 3 | 2.8 | 109 | 4 | 0 | 0.0 | 3 | 2.6 | 52 | 45.6 | 30 | 26.3 | 0 | 0.0 | 26 | 22.8 | 3 | 2.6 | 114 | | |
| 5 | 2 | 1.9 | 1 | 0.9 | 57 | 52.8 | 14 | 13.0 | 0 | 0.0 | 28 | 25.9 | 6 | 5.6 | 108 | 5 | 2 | 1.8 | 1 | 0.9 | 57 | 50.0 | 17 | 14.9 | 0 | 0.0 | 31 | 27.2 | 6 | 5.3 | 114 | | |
| 6 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 6 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | | |
| 7 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 7 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 |
| 8 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 8 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 |
| 9 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 9 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 |
| 10 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 10 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 |
| 11 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 11 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 |
| 12 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 12 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 |
| Total | 4 | 0.6 | 9 | 1.3 | 371 | 51.6 | 141 | 19.6 | 2 | 0.3 | 162 | 22.5 | 30 | 4.2 | 719 | Total | 4 | 0.5 | 12 | 1.6 | 368 | 48.7 | 158 | 20.9 | 2 | 0.3 | 181 | 24.0 | 30 | 4.0 | 755 | | |

Table 4: Feeder School - Enrollment Data

- For each feeder school, identify the magnet school(s) to which the feeder school would send students. If a feeder school would send students to all magnet schools at a particular grade level (for example, Elementary Feeder School “X” would send students to all of the elementary magnet schools participating in the project, indicate “All” in the “Magnet” column associated with Elementary Feeder School “X”).
- The enrollment data projections for Years 1, 2 and 3 of the project should show what the enrollment of feeder schools would be expected to be if the magnet school or schools in the project are successfully implemented.
- Use additional sheets, if necessary.

| LEA Name | | Seminole County Public Schools | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-----------------|-----------|--|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|---|--|----------------|------------|---------------------------------------|----------------------------------|--------------------------|---------------------|---|--|----------------|------------|-------------------------------|-----------------------|----------------|------------|------------|------------|------------|------------|------------|-----|-----|------|-----|------|------|------|------|-----|-----|------|------|-----|-----|
| Schools | | Actual Enrollment as of October 1, 2012 (Current School Year) | | | | | | | | | | | | | | Projected Enrollment as of October 1, 2013 (Year 1 of Project) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| FEEDER | MAGNET(S) | [Redacted] | | | | | | | | | | | | | | American Indian/ Alaskan Native (Number) | American Indian/ Alaskan Native (%) | Asian (Number) | Asian (%) | Black or African American (Number) | Black or African American (%) | Hispanic/Latino (Number) | Hispanic/Latino (%) | Native Hawaiian or Other Pacific Islander (Number) | Native Hawaiian or Other Pacific Islander (%) | White (Number) | White (%) | Two or more races (Number) | Two or more races (%) | Total Students | | | | | | | | | | | | | | | | | | | | |
| | | Altamonte | Hamilton | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | 3 | 0.4 | 27 | 3.3 | 181 | 22.1 | 215 | 26.3 | 1 | 0.1 | 350 | 42.7 | 42 | 5.1 |
| Bear Lake | Hamilton | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | 3 | 0.3 | 32 | 3.2 | 91 | 9.2 | 210 | 21.3 | 2 | 0.2 | 601 | 61.0 | 46 | 4.7 | 985 |
| Bentley | Hamilton | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | 0 | 0.0 | 55 | 5.7 | 208 | 21.4 | 254 | 26.1 | 4 | 0.4 | 411 | 42.2 | 41 | 4.2 | 973 |
| Carillon | Hamilton | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | 0 | 0.0 | 32 | 5.9 | 43 | 7.9 | 65 | 11.9 | 1 | 0.2 | 381 | 69.7 | 25 | 4.6 | 547 |
| Casselberry | Hamilton | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | 1 | 0.2 | 22 | 3.4 | 64 | 10.0 | 182 | 28.3 | 2 | 0.3 | 329 | 51.2 | 43 | 6.7 | 643 |
| Crystal Lake | Hamilton | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | 1 | 0.1 | 37 | 4.4 | 108 | 12.9 | 159 | 19.0 | 4 | 0.5 | 491 | 58.5 | 39 | 4.6 | 839 |
| Eastbook | Hamilton | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | 3 | 0.4 | 7 | 1.0 | 68 | 9.2 | 244 | 33.2 | 3 | 0.4 | 381 | 51.8 | 30 | 4.1 | 736 |
| English Estates | Hamilton | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | 2 | 0.3 | 20 | 2.7 | 141 | 19.0 | 264 | 35.6 | 0 | 0.0 | 275 | 37.1 | 40 | 5.4 | 742 |
| Evans | Hamilton | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | 0 | 0.0 | 62 | 7.7 | 57 | 7.0 | 124 | 15.3 | 2 | 0.2 | 524 | 64.8 | 40 | 4.9 | 809 |
| Forest City | Hamilton | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | 1 | 0.1 | 23 | 3.0 | 94 | 12.1 | 229 | 29.4 | 1 | 0.1 | 371 | 47.6 | 60 | 7.7 | 779 |
| Geneva | Hamilton | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | 0 | 0.0 | 11 | 2.1 | 7 | 1.3 | 55 | 10.6 | 1 | 0.2 | 426 | 81.8 | 21 | 4.0 | 521 |
| Heathrow | Hamilton | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | 0 | 0.0 | 107 | 12.7 | 30 | 3.6 | 78 | 9.2 | 2 | 0.2 | 594 | 70.4 | 33 | 3.9 | 844 |
| Highlands | Hamilton | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | 5 | 0.9 | 15 | 2.6 | 58 | 10.0 | 172 | 29.7 | 1 | 0.2 | 307 | 52.9 | 22 | 3.8 | 580 |
| Idyllwilde | Hamilton | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | 1 | 0.1 | 32 | 3.5 | 278 | 30.4 | 281 | 30.8 | 5 | 0.5 | 267 | 29.2 | 49 | 5.4 | 913 |
| Keeth | Hamilton | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | 1 | 0.2 | 19 | 3.2 | 45 | 7.6 | 137 | 23.1 | 0 | 0.0 | 372 | 62.8 | 18 | 3.0 | 592 |

Table 4: Feeder School - Enrollment Data (continued)

- For each feeder school, identify the magnet school(s) to which the feeder school would send students. If a feeder school would send students to all magnet schools at a particular grade level (for example, Elementary Feeder School “X” would send students to all of the elementary magnet schools participating in the project, indicate “All” in the “Magnet” column associated with Elementary Feeder School “X”).
- The enrollment data projections for Years 1, 2 and 3 of the project should show what the enrollment of feeder schools would be expected to be if the magnet school or schools in the project are successfully implemented.
- Use additional sheets, if necessary.

| Schools | | Projected Enrollment as of October 1, 2014 (Year 2 of Project) | | | | | | | | | | | | | | Projected Enrollment as of October 1, 2015 (Year 3 of Project) | | | | | | | | | | | | | | | |
|-----------------|-----------|---|--|----------------|-----------|---------------------------------------|----------------------------------|--------------------------|---------------------|---|--|----------------|-----------|-------------------------------|-----------------------|---|---|--|----------------|-----------|---------------------------------------|----------------------------------|--------------------------|---------------------|---|--|----------------|-----------|-------------------------------|-----------------------|----------------|
| FEEDER | MAGNET(S) | American Indian/ Alaskan Native (Number) | American Indian/ Alaskan Native (%) | Asian (Number) | Asian (%) | Black or African American (Number) | Black or African American (%) | Hispanic/Latino (Number) | Hispanic/Latino (%) | Native Hawaiian or Other Pacific Islander (Number) | Native Hawaiian or Other Pacific Islander (%) | White (Number) | White (%) | Two or more races (Number) | Two or more races (%) | Total Students | American Indian/ Alaskan Native (Number) | American Indian/ Alaskan Native (%) | Asian (Number) | Asian (%) | Black or African American (Number) | Black or African American (%) | Hispanic/Latino (Number) | Hispanic/Latino (%) | Native Hawaiian or Other Pacific Islander (Number) | Native Hawaiian or Other Pacific Islander (%) | White (Number) | White (%) | Two or more races (Number) | Two or more races (%) | Total Students |
| Altamonte | Hamilton | 3 | 0.4 | 33 | 3.9 | 205 | 24.3 | 218 | 25.8 | 1 | 0.1 | 339 | 40.1 | 46 | 5.4 | 845 | 3 | 0.3 | 37 | 4.3 | 222 | 25.8 | 216 | 25.1 | 0 | 0.0 | 340 | 39.4 | 44 | 5.1 | 862 |
| Bear Lake | Hamilton | 3 | 0.3 | 32 | 3.3 | 86 | 8.8 | 188 | 19.3 | 1 | 0.1 | 620 | 63.7 | 43 | 4.4 | 973 | 2 | 0.2 | 32 | 3.3 | 71 | 7.3 | 177 | 18.3 | 0 | 0.0 | 644 | 66.7 | 40 | 4.1 | 966 |
| Bentley | Hamilton | 0 | 0.0 | 60 | 6.6 | 185 | 20.4 | 236 | 26.0 | 3 | 0.3 | 384 | 42.4 | 38 | 4.2 | 906 | 0 | 0.0 | 62 | 7.1 | 176 | 20.3 | 226 | 26.0 | 2 | 0.2 | 368 | 42.3 | 35 | 4.0 | 869 |
| Carillon | Hamilton | 0 | 0.0 | 33 | 6.1 | 41 | 7.6 | 71 | 13.1 | 1 | 0.2 | 371 | 68.3 | 26 | 4.8 | 543 | 0 | 0.0 | 34 | 6.3 | 39 | 7.2 | 72 | 13.3 | 1 | 0.2 | 366 | 67.4 | 31 | 5.7 | 543 |
| Casselberry | Hamilton | 0 | 0.0 | 23 | 3.5 | 65 | 9.9 | 184 | 28.0 | 2 | 0.3 | 337 | 51.2 | 47 | 7.1 | 658 | 0 | 0.0 | 28 | 4.2 | 72 | 10.7 | 182 | 27.1 | 0 | 0.0 | 342 | 50.9 | 48 | 7.1 | 672 |
| Crystal Lake | Hamilton | 1 | 0.1 | 33 | 3.8 | 115 | 13.3 | 162 | 18.7 | 3 | 0.3 | 511 | 59.0 | 41 | 4.7 | 866 | 0 | 0.0 | 30 | 3.4 | 123 | 13.8 | 156 | 17.4 | 3 | 0.3 | 539 | 60.3 | 43 | 4.8 | 894 |
| Eastbrook | Hamilton | 3 | 0.4 | 7 | 1.0 | 74 | 10.2 | 242 | 33.5 | 1 | 0.1 | 368 | 50.9 | 28 | 3.9 | 723 | 4 | 0.6 | 7 | 1.0 | 76 | 10.8 | 242 | 34.5 | 0 | 0.0 | 350 | 49.9 | 23 | 3.3 | 702 |
| English Estates | Hamilton | 3 | 0.4 | 16 | 2.1 | 149 | 19.6 | 275 | 36.2 | 0 | 0.0 | 281 | 37.0 | 35 | 4.6 | 759 | 4 | 0.5 | 12 | 1.6 | 155 | 20.7 | 274 | 36.5 | 0 | 0.0 | 281 | 37.5 | 24 | 3.2 | 750 |
| Evans | Hamilton | 0 | 0.0 | 60 | 7.7 | 59 | 7.6 | 105 | 13.4 | 3 | 0.4 | 515 | 65.9 | 39 | 5.0 | 781 | 0 | 0.0 | 65 | 8.7 | 53 | 7.1 | 95 | 12.8 | 4 | 0.5 | 498 | 66.9 | 29 | 3.9 | 744 |
| Forest City | Hamilton | 1 | 0.1 | 23 | 3.0 | 89 | 11.5 | 236 | 30.5 | 0 | 0.0 | 367 | 47.4 | 59 | 7.6 | 775 | 0 | 0.0 | 24 | 3.2 | 95 | 12.5 | 232 | 30.6 | 0 | 0.0 | 350 | 46.2 | 57 | 7.5 | 758 |
| Geneva | Hamilton | 0 | 0.0 | 10 | 2.0 | 6 | 1.2 | 57 | 11.4 | 1 | 0.2 | 407 | 81.1 | 21 | 4.2 | 502 | 0 | 0.0 | 7 | 1.4 | 6 | 1.2 | 60 | 12.2 | 0 | 0.0 | 397 | 80.7 | 22 | 4.5 | 492 |
| Heathrow | Hamilton | 0 | 0.0 | 97 | 12.4 | 31 | 4.0 | 78 | 10.0 | 0 | 0.0 | 545 | 69.6 | 32 | 4.1 | 783 | 0 | 0.0 | 104 | 14.2 | 27 | 3.7 | 69 | 9.4 | 0 | 0.0 | 497 | 67.8 | 36 | 4.9 | 733 |
| Highlands | Hamilton | 4 | 0.7 | 14 | 2.4 | 61 | 10.6 | 166 | 28.9 | 1 | 0.2 | 310 | 53.9 | 19 | 3.3 | 575 | 3 | 0.5 | 14 | 2.5 | 50 | 9.1 | 160 | 29.1 | 1 | 0.2 | 306 | 55.6 | 16 | 2.9 | 550 |
| Idyllwilde | Hamilton | 1 | 0.1 | 33 | 3.4 | 302 | 31.3 | 289 | 29.9 | 6 | 0.6 | 282 | 29.2 | 53 | 5.5 | 966 | 1 | 0.1 | 33 | 3.3 | 319 | 31.8 | 300 | 29.9 | 4 | 0.4 | 288 | 28.7 | 57 | 5.7 | 1002 |
| Keeth | Hamilton | 0 | 0.0 | 15 | 2.6 | 48 | 8.3 | 137 | 23.7 | 0 | 0.0 | 362 | 62.6 | 16 | 2.8 | 578 | 0 | 0.0 | 11 | 2.0 | 53 | 9.7 | 122 | 22.3 | 0 | 0.0 | 345 | 63.1 | 16 | 2.9 | 547 |

Table 4: Feeder School - Enrollment Data

- For each feeder school, identify the magnet school(s) to which the feeder school would send students. If a feeder school would send students to all magnet schools at a particular grade level (for example, Elementary Feeder School “X” would send students to all of the elementary magnet schools participating in the project, indicate “All” in the “Magnet” column associated with Elementary Feeder School “X”).
- The enrollment data projections for Years 1, 2 and 3 of the project should show what the enrollment of feeder schools would be expected to be if the magnet school or schools in the project are successfully implemented.
- Use additional sheets, if necessary.

| LEA Name | | Seminole County Public Schools | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---------------|-----------|--|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|---|--|----------------|------------|---------------------------------------|----------------------------------|--------------------------|---------------------|---|--|----------------|------------|-------------------------------|-----------------------|----------------|------------|------------|------------|-----|-----|-----|-----|------|------|------|------|-----|-----|------|------|-----|-----|
| Schools | | Actual Enrollment as of October 1, 2012 (Current School Year) | | | | | | | | | | | | | | Projected Enrollment as of October 1, 2013 (Year 1 of Project) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| FEEDER | MAGNET(S) | [Redacted] | | | | | | | | | | | | | | American Indian/ Alaskan Native (Number) | American Indian/ Alaskan Native (%) | Asian (Number) | Asian (%) | Black or African American (Number) | Black or African American (%) | Hispanic/Latino (Number) | Hispanic/Latino (%) | Native Hawaiian or Other Pacific Islander (Number) | Native Hawaiian or Other Pacific Islander (%) | White (Number) | White (%) | Two or more races (Number) | Two or more races (%) | Total Students | | | | | | | | | | | | | | | | | |
| | | Lake Mary | Hamilton | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | 0 | 0.0 | 37 | 4.8 | 88 | 11.5 | 157 | 20.5 | 0 | 0.0 | 456 | 59.6 | 27 | 3.5 |
| Lake Orienta | Hamilton | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | 0 | 0.0 | 6 | 0.9 | 209 | 30.4 | 214 | 31.1 | 1 | 0.1 | 224 | 32.6 | 33 | 4.8 | 687 |
| Lawton | Hamilton | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | 0 | 0.0 | 42 | 5.1 | 62 | 7.5 | 147 | 17.8 | 1 | 0.1 | 540 | 65.2 | 36 | 4.3 | 828 |
| Layer | Hamilton | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | 2 | 0.4 | 10 | 2.1 | 48 | 10.2 | 98 | 20.9 | 3 | 0.6 | 289 | 61.6 | 19 | 4.1 | 469 |
| Partin | Hamilton | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | 4 | 0.6 | 68 | 9.4 | 24 | 3.3 | 81 | 11.2 | 10 | 1.4 | 523 | 72.5 | 11 | 1.5 | 721 |
| Pine Crest | Hamilton | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | 3 | 0.4 | 20 | 2.5 | 259 | 31.9 | 230 | 28.3 | 0 | 0.0 | 261 | 32.1 | 40 | 4.9 | 813 |
| Rainbow | Hamilton | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | 1 | 0.1 | 41 | 5.7 | 35 | 4.9 | 138 | 19.1 | 1 | 0.1 | 468 | 64.9 | 37 | 5.1 | 721 |
| Red Bug | Hamilton | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | 0 | 0.0 | 39 | 4.7 | 52 | 6.2 | 230 | 27.6 | 2 | 0.2 | 473 | 56.7 | 38 | 4.6 | 834 |
| Sabal Point | Hamilton | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | 1 | 0.1 | 25 | 3.3 | 32 | 4.2 | 102 | 13.5 | 1 | 0.1 | 562 | 74.1 | 35 | 4.6 | 729 |
| Spring Lake | Hamilton | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | 2 | 0.2 | 18 | 2.2 | 176 | 21.7 | 357 | 44.0 | 5 | 0.6 | 213 | 26.3 | 40 | 4.9 | 811 |
| Stenstrom | Hamilton | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | 0 | 0.0 | 24 | 3.9 | 49 | 8.0 | 151 | 24.8 | 3 | 0.5 | 360 | 59.0 | 23 | 3.8 | 610 |
| Sterling Park | Hamilton | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | 2 | 0.3 | 31 | 4.3 | 69 | 9.6 | 162 | 22.6 | 1 | 0.1 | 388 | 54.2 | 63 | 8.8 | 716 |
| Walker | Hamilton | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | 0 | 0.0 | 29 | 3.9 | 67 | 9.0 | 145 | 19.5 | 5 | 0.7 | 466 | 62.6 | 33 | 4.4 | 745 |
| Wekiva | Hamilton | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | 0 | 0.0 | 12 | 1.8 | 22 | 3.4 | 143 | 22.0 | 3 | 0.5 | 436 | 67.2 | 33 | 5.1 | 649 |
| Wicklow | Hamilton | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | 1 | 0.1 | 7 | 0.8 | 328 | 35.2 | 195 | 20.9 | 7 | 0.8 | 356 | 38.2 | 39 | 4.2 | 933 |

Table 4: Feeder School - Enrollment Data (continued)

- For each feeder school, identify the magnet school(s) to which the feeder school would send students. If a feeder school would send students to all magnet schools at a particular grade level (for example, Elementary Feeder School “X” would send students to all of the elementary magnet schools participating in the project, indicate “All” in the “Magnet” column associated with Elementary Feeder School “X”).
- The enrollment data projections for Years 1, 2 and 3 of the project should show what the enrollment of feeder schools would be expected to be if the magnet school or schools in the project are successfully implemented.
- Use additional sheets, if necessary.

| Schools | | Projected Enrollment as of October 1, 2014 (Year 2 of Project) | | | | | | | | | | | | | | Projected Enrollment as of October 1, 2015 (Year 3 of Project) | | | | | | | | | | | | | | | |
|---------------|-----------|---|--|----------------|-----------|---------------------------------------|----------------------------------|--------------------------|---------------------|---|--|----------------|-----------|-------------------------------|-----------------------|---|---|--|----------------|-----------|---------------------------------------|----------------------------------|--------------------------|---------------------|---|--|----------------|-----------|-------------------------------|-----------------------|----------------|
| FEEDER | MAGNET(S) | American Indian/ Alaskan Native (Number) | American Indian/ Alaskan Native (%) | Asian (Number) | Asian (%) | Black or African American (Number) | Black or African American (%) | Hispanic/Latino (Number) | Hispanic/Latino (%) | Native Hawaiian or Other Pacific Islander (Number) | Native Hawaiian or Other Pacific Islander (%) | White (Number) | White (%) | Two or more races (Number) | Two or more races (%) | Total Students | American Indian/ Alaskan Native (Number) | American Indian/ Alaskan Native (%) | Asian (Number) | Asian (%) | Black or African American (Number) | Black or African American (%) | Hispanic/Latino (Number) | Hispanic/Latino (%) | Native Hawaiian or Other Pacific Islander (Number) | Native Hawaiian or Other Pacific Islander (%) | White (Number) | White (%) | Two or more races (Number) | Two or more races (%) | Total Students |
| Lake Mary | Hamilton | 0 | 0.0 | 40 | 5.7 | 79 | 11.3 | 141 | 20.1 | 0 | 0.0 | 418 | 59.5 | 24 | 3.4 | 702 | 0 | 0.0 | 43 | 6.6 | 60 | 9.2 | 134 | 20.6 | 0 | 0.0 | 390 | 60.0 | 23 | 3.5 | 650 |
| Lake Orienta | Hamilton | 0 | 0.0 | 6 | 0.9 | 216 | 31.5 | 207 | 30.2 | 1 | 0.1 | 228 | 33.2 | 28 | 4.1 | 686 | 0 | 0.0 | 6 | 0.9 | 219 | 33.6 | 180 | 27.6 | 0 | 0.0 | 225 | 34.6 | 21 | 3.2 | 651 |
| Lawton | Hamilton | 0 | 0.0 | 50 | 5.9 | 65 | 7.7 | 154 | 18.3 | 1 | 0.1 | 531 | 63.1 | 40 | 4.8 | 841 | 0 | 0.0 | 49 | 5.9 | 64 | 7.6 | 154 | 18.4 | 0 | 0.0 | 528 | 63.1 | 42 | 5.0 | 837 |
| Layer | Hamilton | 3 | 0.7 | 12 | 2.6 | 44 | 9.6 | 94 | 20.5 | 4 | 0.9 | 286 | 62.3 | 16 | 3.5 | 459 | 4 | 0.9 | 12 | 2.7 | 36 | 8.2 | 76 | 17.3 | 4 | 0.9 | 294 | 66.8 | 14 | 3.2 | 440 |
| Partin | Hamilton | 4 | 0.6 | 64 | 9.5 | 16 | 2.4 | 74 | 11.0 | 11 | 1.6 | 498 | 73.8 | 8 | 1.2 | 675 | 5 | 0.8 | 60 | 9.2 | 11 | 1.7 | 73 | 11.2 | 12 | 1.8 | 487 | 74.5 | 6 | 0.9 | 654 |
| Pine Crest | Hamilton | 2 | 0.2 | 21 | 2.5 | 266 | 31.4 | 229 | 27.1 | 0 | 0.0 | 282 | 33.3 | 46 | 5.4 | 846 | 2 | 0.2 | 18 | 2.1 | 267 | 31.6 | 224 | 26.5 | 0 | 0.0 | 283 | 33.5 | 50 | 5.9 | 844 |
| Rainbow | Hamilton | 0 | 0.0 | 37 | 5.3 | 36 | 5.1 | 136 | 19.3 | 0 | 0.0 | 450 | 63.9 | 45 | 6.4 | 704 | 0 | 0.0 | 32 | 4.6 | 38 | 5.4 | 139 | 19.9 | 0 | 0.0 | 442 | 63.2 | 48 | 6.9 | 699 |
| Red Bug | Hamilton | 0 | 0.0 | 34 | 4.1 | 53 | 6.4 | 237 | 28.8 | 2 | 0.2 | 459 | 55.8 | 37 | 4.5 | 822 | 0 | 0.0 | 35 | 4.4 | 51 | 6.4 | 231 | 29.1 | 2 | 0.3 | 443 | 55.7 | 33 | 4.2 | 795 |
| Sabal Point | Hamilton | 1 | 0.1 | 25 | 3.3 | 32 | 4.2 | 102 | 13.5 | 1 | 0.1 | 562 | 74.1 | 35 | 4.6 | 677 | 1 | 0.1 | 25 | 3.3 | 32 | 4.2 | 102 | 13.5 | 1 | 0.1 | 562 | 74.1 | 35 | 4.6 | 636 |
| Spring Lake | Hamilton | 3 | 0.4 | 17 | 2.0 | 182 | 21.6 | 372 | 44.2 | 7 | 0.8 | 217 | 25.8 | 43 | 5.1 | 841 | 4 | 0.5 | 12 | 1.5 | 188 | 22.9 | 362 | 44.1 | 9 | 1.1 | 205 | 25.0 | 40 | 4.9 | 820 |
| Stenstrom | Hamilton | 0 | 0.0 | 24 | 3.9 | 49 | 8.0 | 151 | 24.8 | 3 | 0.5 | 360 | 59.0 | 23 | 3.8 | 610 | 0 | 0.0 | 24 | 3.9 | 49 | 8.0 | 151 | 24.8 | 3 | 0.5 | 360 | 59.0 | 23 | 3.8 | 566 |
| Sterling Park | Hamilton | 2 | 0.3 | 31 | 4.3 | 69 | 9.6 | 162 | 22.6 | 1 | 0.1 | 388 | 54.2 | 63 | 8.8 | 716 | 2 | 0.3 | 31 | 4.3 | 69 | 9.6 | 162 | 22.6 | 1 | 0.1 | 388 | 54.2 | 63 | 8.8 | 779 |
| Walker | Hamilton | 0 | 0.0 | 29 | 3.9 | 67 | 9.0 | 145 | 19.5 | 5 | 0.7 | 466 | 62.6 | 33 | 4.4 | 745 | 0 | 0.0 | 29 | 3.9 | 67 | 9.0 | 145 | 19.5 | 5 | 0.7 | 466 | 62.6 | 33 | 4.4 | 753 |
| Wekiva | Hamilton | 0 | 0.0 | 10 | 1.5 | 25 | 3.8 | 154 | 23.7 | 3 | 0.5 | 427 | 65.6 | 32 | 4.9 | 651 | 0 | 0.0 | 5 | 0.8 | 27 | 4.2 | 168 | 26.3 | 2 | 0.3 | 407 | 63.7 | 30 | 4.7 | 639 |
| Wicklow | Hamilton | 0 | 0.0 | 6 | 0.6 | 355 | 35.6 | 195 | 19.6 | 8 | 0.8 | 394 | 39.6 | 38 | 3.8 | 996 | 0 | 0.0 | 6 | 0.6 | 364 | 35.7 | 177 | 17.4 | 8 | 0.8 | 427 | 41.9 | 38 | 3.7 | 1020 |

Table 5: Selection of Students-Competitive Preference 3

Instructions:

For each magnet school included in the project:

- Indicate whether or not academic examination is used as a factor in the selection of students for the magnet school and, if so, how it is used.
- Briefly describe how students are selected (e.g., weighted lottery, first come/first served, etc.). In the description, identify the criteria that are used, if any, in selecting students and indicate how each of those criteria is used in the process.
- If the same process and use of academic criteria applies to more than one of the magnet schools included in the project, in the “Magnet School (s)” identify all of the schools for which the student selection process applies.
- Use additional sheets or space, if necessary.
- Information on the student selection processes used by other magnet schools (i.e., magnet schools that are not included in the project) is not needed.

| | |
|----------|--------------------------------|
| LEA Name | Seminole County Public Schools |
|----------|--------------------------------|

| | |
|-------------------|---------------------|
| Magnet School(s): | Hamilton Elementary |
|-------------------|---------------------|

Check the appropriate box

- Academic examination is a criterion in the magnet school student selection process.
- Academic examination is not a criterion in the magnet school student selection process.

Describe the student selection process

There will be equal access available to all eligible students to the magnet program. District policy allows all students interested in a magnet school to submit an application. There are no entry criteria, auditions, or letters of recommendation. Applicants are offered a seat at a magnet school based on a random selection process. This process is arbitrary and non-biased program run by an outside consultant.

| | |
|-------------------|--|
| Magnet School(s): | |
|-------------------|--|

Check the appropriate box

- Academic examination is a criterion in the magnet school student selection process.
- Academic examination is not a criterion in the magnet school student selection process.

Describe the student selection process

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Table 6: New or Revised Magnet School Projects-Competitive Preference 2

Instructions:

For each magnet school identified in Tables 1 - 5:

- Briefly describe the nature of the change that is being made to the magnet school program at that school (for example, expansion of program from within school program serving 50 students to whole school program serving 400 students; adding medical sciences within school to complement other within school programs and serve greater total number of students; upgrade thematic curriculum to maintain program attractiveness; replace existing magnet program, etc); and
- Explain the significance of the revision to the magnet school. Relevant information might include, for example, discussion of diminishing effectiveness of the existing program; what would be accomplished or achieved as a result of the revision to the magnet program; the expected benefits or effects that would result from implementation of the revision; the need, if appropriate, to expand from a within school program to a whole program; etc.
- If all of the schools participating in the project are new magnet schools, indicate “No Revised Magnet Schools Participating in the Project” in the first “Nature of Revision or Change to the Magnet School” box.
- Use additional sheets, if necessary.

LEA Name Seminole County Public Schools

Magnet School: Hamilton Elementary

Nature of Revision or Change to the Magnet School:

The district’s application to the MSAP competition proposes to re-establish a magnet school program at Hamilton Elementary. Hamilton Elementary was previously funded by an MSAP grant in 1998 as a Cluster Magnet School for Communications through Advanced Technology. Under the former magnet theme (1998-2006), students were immersed in a program designed to accelerate communication skills by providing a strong verbal, written and oral foundation while using technology as an integral tool. The magnet program was discontinued in 2006.

The theme for the revised magnet school is Engineering and Technology, with a specific focus on the field of Educational Robotics. Utilizing an interdisciplinary approach, students will engage in learning that is infused with Science, Technology, Engineering and Mathematics (STEM) as the primary vehicle. The proposed theme of Engineering and Technology replaces the former magnet focus, and provides students with hands-on application of STEM concepts, while integrating the core content areas (including reading as a major component). This theme is intended to engage and attract students from across the district in order to meet the desegregation and academic achievement goals of the project.

Explanation of How or Why the Revision is Significant:

Due to the "cluster magnet" approach of the former program, success in reducing minority group isolation was minimal. The population in which Hamilton Elementary resides is high minority, with minority group isolation within the neighboring "cluster" school zones as well. As such, the ability for the school to reduce minority group isolation was not achieved. Through the implementation of an academically rigorous, relevant magnet program at the school as a districtwide program, the school will have the opportunity to attract students from more diverse backgrounds in regard to socioeconomic status, race and ethnicity.

VITA FOR ANNA-MARIE COTE, ED.D.

EDUCATIONAL SUPPORT CENTER



Anna-Marie_Cote@scps.k12.fl.us

EDUCATION

University of Florida, Gainesville, Florida
Doctorate in Educational Leadership, Policy, and Foundations
University of Florida, Gainesville, Florida
Specialist in Educational Leadership
Bridgewater State College, Bridgewater, Massachusetts
Master of Education in Reading
Certification: K-12 Reading Specialist
Framingham State College, Framingham, Massachusetts
Bachelor of Science in Elementary Education
Certification: K-8 Elementary Education

PROFESSIONAL EXPERIENCE

| | |
|------------------|---|
| 09-97 to present | <u>Educational Support Center</u> , Sanford, Florida Deputy Superintendent, Instructional Excellence and Equity |
| 02/03 to present | <u>Educational Support Center</u> , Sanford, Florida Executive Director, Instructional Excellence and Equity |
| 03/01 to 02/03 | <u>Educational Support Center</u> , Sanford, Florida Director, Student Equity and Excellence |
| 04/99 to 03/01 | <u>Educational Support Center</u> , Sanford, Florida Unitary Status Project Coordinator |
| 09/96 to 04/99 | <u>Educational Support Center</u> , Sanford, Florida Elementary Curriculum Specialist |
| 11/90 to 09/96 | <u>Goldsboro Elementary School</u> , Sanford, Florida Title One Computer Lab Teacher 7/94 to Present Grade 3 Teacher 11/90 to 07/94 |
| 09/87 to 06/90 | <u>Westport Middle School</u> , Westport, Massachusetts Grades 7 & 8 Reading Teacher |
| 06/79 to 09/87 | At home raising my children |
| 09/78 to 06/79 | <u>Spaulding Memorial School</u> , Townsend, Massachusetts Grade 1 Teacher |
| 09/72 to 06/78 | <u>Shaker Lane Elementary School</u> , Littleton, Massachusetts Grade 1 Teacher |

PROFESSIONAL ORGANIZATIONS

Magnet Schools of America
Phi Delta Kappa
National Association for Secondary School Principals
National Association for Elementary School Principals
Association for Supervision and Curriculum Development
International Reading Association

PROFESSIONAL AWARDS AND CERTIFICATIONS

*First Steps Trained Tutor
*Success for All Trained Facilitator
*Phono-Graphix Certification
*Abacus Instructional Management System Training
*E.L.I.C. Certification
*Florida Educational Leadership Certification
*Florida Performance Measurement System Certification
*Goldsboro/Project EXCELL Curriculum Coordinator
*School Advisory Council Representative
*Goldsboro Teacher of the Year - 1994
*UCF/Goldsboro Junior Intern-Grade 4 CTBS Program
Coordinator
*UCF/Goldsboro Senior & Junior Intern Classroom
Management Workshop Developer and Presenter
*Goldsboro Staff Development Presenter - Hope At Last
*Goldsboro Opportunity Lab-Researcher, Facilitator, Team
Member
*Superintendent's Advisory Board Representative
*Clinical Educator/Formative Training
*Facilitative Leadership Training/Goldsboro Facilitator
*Great Books Leadership Training
*STRIDE Training
*Cooperative Discipline Training
*F.A.C.T.S. Grant Recipient - 1993, 1996
*Disney Merit Award - 1991
*Social Studies/Science Coordinator-Grades K-3 (Stipend
Position), Shaker Lane Elementary School

Marian Anderson- Cummings

Education/Certification

Nova Southeastern University, Ed. D. in Educational Leadership

Nova Southeastern University, M.Ed. in Administration and Supervision

Florida State University, BS in Sociology; Minor in Business

State of Florida Certifications: Elementary Education (Grades K-6), Educational Leadership (All Levels),
School Principal (All Levels), Bookkeeping (7-12), Business Education (Grades 6-12)

Qualifications for Executive Director, Elementary Education

I am a seasoned elementary school principal with more than 25 years of combined elementary and high school leadership experience in Seminole County Public Schools. I am equipped with a proven track record for generating superior school grades over the past twelve years as an elementary administrator in three different schools. In addition, I have developed outstanding skills in the area of human interactions and conflict management through my service on the district negotiations team. As a member of the Principals' Forum with and my on-going work with a variety of elementary and district-level committees, I have developed a strong working-knowledge of the laws and rules related to Elementary Education and instruction. My ability to develop, introduce and implement effective improvement strategies is evident through this work. Areas of service to SCPS include:

| | |
|--|--|
| Collective Bargaining Team (2003 - present) | Excellence & Equity (2000 – 2001) |
| Gifted Acceleration Committee (2010 - present) | SASA Board (1997 – 1999) |
| Principals' Forum (2009 – 2011) | Leadership I & II – MTI (1999) |
| Principal Selection Committee (2009 - 2010) | Facilitative Leadership – SCPS |
| Asst. Principal Selection Committee (2008 – 2009) | Elementary/Middle School Articulation Committee (1998 - 999) |
| Progress Energy/UCF Leadership Institute (2004) | SCPS/SCC 2+2 Cooperative Committee (1992 - 1994) |
| Leadership – Mark Rolewski (2006 – 2009) | Seminole County Teachers Credit Union, BOD (1993 - 1995) |
| SCPS & SEA Collaborative Training (Colorado Springs, 2003) | |
| Recruitment/Retention Committee (2000 – 2005) | |

Employment History

Seminole County Public Schools

Elementary School Principal

1999-Present

- Take responsibility for all aspects of the day-to-day operations of my school
- Provide a safe and orderly campus for both students and staff
- Evaluate classroom instruction
- Collect, organize, analyze and interpret all data as it relates to my school and my students
- Focus on and improve School Culture through dialogue and collaborative inquiry
- Serve as the Leader of Change in the building
- Brought in technology that supported accountability and communication
- Working to implement Professional Learning Communities
- Coordinate RtI processes and provide training to the staff
- Manage or supervise all programs and services in the school
- Serve as the administrator for the School Advisory Council and PTA Board
- Actively supervise all campus activities, programs and budgets
- Organize and lead professional development for curriculum
- Coordinate necessary Professional Developments for the staff and secure funds for necessary trainings
- Interview, hire, transfer and terminate staff
- Oversee the implementation and adherence to all district, state and board policies and procedures

Assistant Principal

1995-1999

- Managed school-wide state and district testing of students
- Managed discipline
- Evaluated teachers
- Coordinated professional development
- Developed and monitored School Improvement Plan and school progress towards goals
- Managed Teacher Induction Program
- Managed all school lease agreements
- Summer School Administrator
- Tutorial Administrator
- Authored staff newsletter
- Co-interviewed along with the principal
- Assisted with the Blue-Ribbon School Recognition application
- Supported the principal and district in other duties as assigned

Administrative Assistant to the Principal – Seminole High School

1992-1995

- Developed the School-wide Course Curriculum Guide for grades 9 – 12
- Developed Master Schedule
- Monitored all Courses in order to ensure compliance with State laws and rules governing High School Course Work as required for graduation.
- Organized, collected, reviewed all grades for the purpose of district reporting and uploading for report cards and progress reports
- Served on SAC
- Supervised students daily
- Supported the principal and district in other duties assigned

Teacher

1985-1992

- Performed all duties assigned to classroom
- Team Leader
- Taught Accounting I & II, Recordkeeping, Business Math and Keyboarding

Professional Affiliations/Activities

National Association of Elementary School Principals
 Seminole Association of School Administrators
 Florida Association of School Administrators
 International Reading Association
 Delta Sigma Theta Sorority, Inc

Professional Affiliations/Activities

Principal Recognition Award (2007)
 Two time Nominee for Assistant Principal of the Year (1997 & 1999)

References

Geraldine Wright, Ed.D., Executive Director
 [Redacted]
 [Redacted] Geraldine.Wright@scps.k12.fl.us

Stephen Bouzianas
 [Redacted]
 [Redacted]

Robert Lundquist
 [Redacted]
 [Redacted] Robert.Lundquist@scps.k12.fl.us

Kimberly Robinson, LLC
 [Redacted]
 [Redacted]

Vita

Kimberly Dahl

Educational Preparation:

- Ed.D., 2004 University of Central Florida, Orlando, Florida
Major: Curriculum and Instruction
Emphasis on Science Education
- M.S. Ed., 1999 University of Central Florida, Orlando, Florida
Major: Science Education
Emphasis on research with Inquiry-Based Teaching Strategies
- B.S. Ed., 1980 Keene State College, Keene, New Hampshire
Major: Biology

Professional Experience:

2010- Present

Teacher on Assignment, Seminole County Public Schools, Sanford, Florida.
Director of Science Fair, facilitate all aspects of the regional, state and international Science Fair for the students and teachers of Seminole County.
Teacher on assignment, assisted teachers and students in the areas of STEM, Robotics and Career and Technical Education (Modeling and Simulation).

2010- Present

Graduate Faculty Scholar, College of Education, University of Central Florida, Orlando, Florida.

2002- present

Manuscript Reviewer for The Science Teacher Magazine, National Science Teachers Association, Arlington, Virginia.

Spring 2011

Instructor, Seminole State College, Sanford, Florida
EME 2040 - Introduction to Technology for Educators

2004 - 2010

Science teacher, Millennium Middle School, Sanford, Florida.

Spring 2009

Instructor, College of Education, University of Central Florida, Orlando, Florida.
SCE 5315 Science Methods in Elementary Schools

August 2007

Writer and lead facilitator, Science and Literacy Connections Workshop, Millennium Middle School, Florida.

2003 – 2006

Professional Development Facilitator, Mathematics and Science Professional Development Project (MSPD), Academy for Teaching, Learning and Leadership, University of Central Florida, Orlando, Florida.

2003-2004

Graduate Assistant, College of Education, University of Central Florida, Orlando, Florida.

2001- 2003

Program Coordinator, Mathematics and Science Professional Development Project (MSPD), College of Education, University of Central Florida, Orlando, Florida.

Summer 2001 and 2009

*Instructor, College of Education, University of Central Florida, Orlando, Florida.
Taught SCE 6142 – Environmental Education for Educators*

2000 – 2001

Project Director, East Central Florida Environmental Education Service Project, College of Education, University of Central Florida, Orlando, Florida.

1999-2000

Integrated Science teacher, science department head, and team leader. Teague Middle School, Altamonte Springs, Florida.

1999-1992

Science teacher, science department head, and team leader. Jackson Heights Middle School, Oviedo, Florida.

1992-1989

Science teacher and team leader. Tuskawilla Middle School, Winter Springs, Florida.

1980-1989

Science Teacher, Georgia Elementary School, Georgia, Vermont.

Professional Affiliations

- National Science Teachers Association (1987- present)
- Association for Supervision and Curriculum Development (1987- present)
- Southeast Eisenhower Regional Consortium for Mathematics and Science Education (2001-present)
- Promoting Regional Interests in Science and Math [PRISM] Project (2010-present)
- Central Florida STEM Education Council (2010-present)
- University of Florida – CPET (2011 – present)
- National Center for Simulation Education and Workforce Development Committee Members(2011- present)

Professional Certifications

Validity certification until June 2016 in the following areas:

Biology 7-12

Middle School Science 6-8

Elizabeth Dawn Gehron

Seminole County Public Schools

Elementary Math Specialist

Professional Summary:

Eleven years experience as professional development facilitator (2 years as literacy coach and 9 years as math coach)
Nineteen years teaching experience (third - sixth grade)
One year experience each as communications/volunteer programs coordinator, restaurant manager/trainer, and youth director
Trainer for Kagan Cooperative Learning (school level), Florida Reading Endorsement Competencies, and Project WILD

Professional Accomplishments:

Worked with administrators and teachers to help schools in 8 east central Florida districts create and implement school-wide literacy initiatives to improve student achievement (for 2 years).
Created integrated curricula for school, county, and state programs. Worked on district writing committees for projects such as test item writing and instructional plans in math, reading and science.
Developed and provided math, science, and literacy professional development at school, district, state and national levels for over 15 years in various formats (coaching, workshops, annual conferences [FRA, NSTA, NSDC, NCTM, NCSM], multi-day institutes, peer teacher, senior intern supervisor, etc.)
Taught full-time for 19 years (in rural, suburban & inner city schools). Received 2007 & 1998 Teacher of the Year Award, 2000-01 SCCTM Math Teacher of the Year Award, and Disney Teacherrific Award.
Researched and co-authored professional development modules in literacy training. Wrote nature articles and media releases, and coordinated media filming projects for The Nature Conservancy. Wrote and implemented grants in literacy, science, and math (up to \$11,000).

Leadership Roles:

Board Member for Seminole Reading Council (4 years)
Board Member for Seminole County Council of Teachers of Math (2 years)
Grade Level Team Leader (4 years)
Board Member for Florida Marine Science Educators Association (2 years)
Coordinator for Business Partners, Black History Month, and various fund raisers (Leukemia, St. Jude Children's Hospital, Storm Relief)

Education:

Continuing Studies in Science and Education, Seminole Community College in 2000, University of Central Florida in 1994, and Valencia Community College in 1993 (4.0 GPA)
MS Degree, Elementary Education, McNeese State University (1985, 4.0 GPA)
BS Degree, Elementary Education, McNeese State University (1981, 3.2 GPA)

**Awards
and
Honors:**

Teacher of the Year at Goldsboro Elementary (1998-99, county semi-finalist) and at Bentley Elementary (2007)
Mathematics Elementary Teacher of the Year for SCCTM (2000-01)
Outstanding Dedication and Contribution Award for Tangelo Park Elementary (1995-96)
Disney Teacherrific Award (1994)
Received numerous grants since 1993 ranging in amounts from \$500 – 11,000 for projects in reading, science, and math.
Selected as Jason Project facilitator (1994)
Selected for Neptune Project (1993)

**Personal
Professional
Development:**

Math Science Leadership Initiative, FCR-STEM (2010-11)
Math Science Leader Team series, Seminole County Public Schools (2006-10)
National Council of Supervisors of Mathematics annual conference (2008-09)
National Council of Teachers of Math annual conference (2001 – 2010)
Leadership Academy, Seminole County Public Schools (2005-10)
Kagan Cooperative Learning, School Trainer Summer Institute (2005) and Cooperative Learning Structures (2004)
Reading Endorsement Facilitator Training, University of Central Florida, FLaRE (2004)

**Professional
Association
Memberships:**

Association for Supervision and Curriculum Development (1998 to present)
National Staff Development Council (2002-2003, and 2007-2009)
National Council of Supervisors of Mathematics (2007-2010)
National Council of Teachers of Mathematics (1998 to present)
International Reading Association (1997-2008)
Florida Reading Association (2001-2008)
National Science Teachers Association (1997-2002, and 2006-2010)
Phi Delta Kappa (1999-2004)

Employment:

Elementary Math Specialist, 2011 – Present. Seminole County Public Schools: Sanford, FL
Math/Science Coach (7 years) and Literacy Specialist (1 year), 2003 – 2011. SCPS, Bentley Elementary School (Also taught Reading Endorsement Competencies 4 & 5 for district, 2005-06)
Test Item Writer, 2009. CORE K12 Education: Jersey City, NJ
Literacy Professional Developer and Coordinator, 2001-03. University of Central Florida, Florida Literacy and Reading Excellence (FLaRE)
Literacy Specialist (1 year), 4th grade teacher (2 years), and district level elementary curriculum specialist (1 year), 1997 – 2001. SCPS, Goldsboro Elementary School (one year teacher on assignment at ESC)
Teacher of 3rd and 5th grade, 1991 – 97. Orange County Public Schools
Restaurant Manager/Trainer, 1990-1991. Radisson Hotels: Orlando, FL
Teacher of 6th grade language arts, 1989 – 90. Marion County Public Schools
Teacher of 3rd grade, 1985 – 89. Jeff Davis Parish Schools: Jennings, LA
Teacher of 4th grade, 1982 – 85. Acadia Parish Schools: Crowley, LA

PR/Award # U165A130023

Deidra K. Honeywell, Ph.D.

Applicable Employment Background

- 2002 – Present President, DKH Consulting Services, Inc.**, Largo, FL. Provide evaluation, consulting, and grant writing services for various districts and agencies. The company is currently providing grant evaluation services for 8 projects to five districts in four states.
- 1994 - 2003 Grants Specialist, Special Projects Office**, Pinellas County Schools, Largo, FL. This position was responsible for preparing competitive district grant applications; working with curriculum personnel to develop curriculum objectives, activities, and evaluations; coordinating grants with private schools; and offering training to in-county and out-of-county personnel on preparing grants. Cumulative total of competitively funded grants was nearly \$32.4 million.
- 1991 - 1994 Project Manager, Magnet School Grant**, Pinellas County Schools, Largo, FL. This position supervised and managed the Federal Magnet Schools Assistance Grant for the Center for Advanced Technologies and a K-8 math, science, and technology magnet program and a K-8 fine arts and performing arts program. Duties included: responsibility for up to a \$3 million annual budget, interpreting and meeting federal guidelines, preparing and submitting required federal reports and project evaluations, supervising a three person staff, increasing female and minority participation in the programs, and coordinating and working with the business community to publicize the programs and to develop business partnerships.
- 1989 - 2002 Adjunct Professor**, University of South Florida, Tampa, FL and National Lewis University, Tampa, FL. Taught both the undergraduate and masters= level curriculum and instruction courses (EDG 4620 & EDG 6693-95). Both classes are offered simultaneously for elementary, middle, and high school level educators. Previously taught for Nova University, Ft. Lauderdale, FL. Taught various undergraduate courses including EDU 447, "Teaching: Principles and Practices" and EDU 448, "Classroom Management" to mature students.
- 1988 - 1994 Program Director, Educators In Industry**, Supervised the program and collaborated with representatives from SPJC, USF, and the business community to provide inservice training for administrators, counselors, and classroom teachers in order to prepare them to assist students in making career decisions. Duties included: registering participants, preparing all staff development paperwork, coordinating the eight site visits, conducting an annual banquet, budget responsibilities, and the evaluation process.
- 1981 - 1991 Coordinator Executive Internship Program**, Pinellas County Schools, Clearwater, Florida. This program is one of the oldest and most respected business and education partnerships in Florida. Duties included: recruiting businesses and participants, evaluating applicants, matching business sites and applicants, monitoring and evaluating placements, and maintaining good business and community relations. Conducted a program evaluation.

- 1980 - 1989** **Coordinator Advanced Placement Program,** Pinellas County Schools. While supervising this program, the number of course offerings increased by 400%, the number of students involved increased from less than 100 to over 2000, the number of teachers increased from two to over 80, and the program budget which had not existed in 1980 had increased to over \$200,000. In 1988, the program earned over \$700,000 in additional funding for the district. Duties included: planning and conducting staff development training, handling budget responsibilities, planning annual state-wide conference, coordinating county-wide testing program, preparing reports on the program, and representing the district at various College Board Meetings.
- 1979 - 1980** **Acting Supervisor Gifted Program,** Pinellas County Schools. While the supervisor was on a medical leave, was responsible for all duties of the program. In 1980, the department had forty teachers who worked with over 2,000 students in more than 100 schools.
- 1969 -1979** **Classroom Teacher of Secondary Gifted and Mathematics Students,** Pinellas County Schools. Was one the first teachers of secondary gifted students in the county. Mathematics classes were general and advanced.

Education

- 1976 - 1987** **Doctor of Philosophy,** Educational Leadership, University of South Florida. Program included course work in curriculum, administration, supervision, educational leadership, computer science, statistics and research techniques.
- 1973 - 1976** **Master of Arts,** Gifted Education, University of South Florida. Program included courses in working with able students, teaching and developing creativity, and counseling techniques.
- 1967 - 1969** **Bachelor of Arts,** Secondary Mathematics Education, University of South Florida. Program included course work for the equivalent of a liberal arts degree in mathematics and several computer language courses.
- 1966-1967** **Associate of Arts,** St. Petersburg Junior College.
- 1964 - 1965** **University of Florida.** Took courses toward a liberal arts degree in mathematics.

Professional Organizations

Magnet Schools of America
 Grants Collaborative of Tampa Bay
 Florida Public School Choice Consortium, past secretary
 Environmental Excellence Awards Foundation, former board member
 Florida Executive Internship Association, past Director and past President
 National High School Executive Internship Association, past Vice Chairman and Director

Lindsey B. Hosack

PROFILE

I am a proficient educator with 12 years experience in the education. I bring a blend of content and pedagogy from my nine years as a classroom teacher and three years as the Elementary Science Specialist.

SUMMARY OF QUALIFICATIONS

Excellent communicator with extensive teaching and training experience. Highly motivated and an expert in developing educational curricula. Trained in the NGSSS for Science and Mathematics. Skilled at public speaking and developing trainings that maximize the time of participants. Proficient in MS Office products.

PROFESSIONAL EXPERIENCE

Seminole County Public Schools, Educational Support Center: 2012 – Present Sanford, FL Elementary Science Specialist:

- Facilitated the development and implementation of county wide elementary science instructional curricula
- Developing and facilitating professional development for teachers related to curriculum, assessment, and pedagogy
- Serve as the liason between elementary teachers and district level administrators
- Analyze district wide data to be used for future professional developments

Seminole County Public Schools, Wilson Elementary: 2011 – 2012 Sanford, FL Fifth Grade Math and Science Teacher:

- Created and developed lesson plans utilizing data from the students' performance on district assessments
- Collaborated with team members to create math and science units for student enrichment
- Communicated student data with parents and collaborated on plans for student achievement
- Facilitator for CPALMS Lesson Plan Initiative

Seminole County Public Schools, Longwood Elementary: 2010 – 2011 Longwood, FL Science Resource Teacher:

- Facilitated professional development on best practices in Science for staff
- Facilitated PLC on *Instructional Rounds in Education: A Networking Approach to Teaching and Learning*
- Developed and taught Science Labs with Kindergarten – Fifth grades
- Analyze school data to be used as points of discussion during collaborative time with teachers

Seminole County Public Schools, Educational Support Center: 2008 – 2010 Sanford, FL Elementary Math and Science District Resource Teacher and Science Specialist:

- Professional Development Provider for the NGSS Standards under the PROMiSE Grant
- Creator and Facilitator of Elementary Math and Science Leadership Team
- Facilitated the development and implementation of county wide elementary science instructional curricula
- Developed and facilitated professional development for teachers related to curriculum, assessment, and pedagogy
- Participated in FCAT Item Review, Grades 5, 8, and 11, in October 2009

University of Central Florida: 2008 – present

Sanford, FL

Adjunct Professor:

- SCE3310 – Teaching Science in the Elementary School

Seminole County Public Schools, Wilson Elementary: 2000 – 2008

Sanford, FL

Fourth and Fifth Grade Teacher:

- Fifth grade teacher and Fifth grade teacher
- Team Leader
- Teacher of the Year for Wilson, 2005-2006
- New Teacher Mentor and Supervising teacher for Junior and Senior Interns from UCF
- Awarded Mini-Grant titled “Hands On Mathematics” from the Foundation for SCPS in 2007
- Creator and developer of a school wide curriculum program *Quick Lab Connections: Connecting Math, Science, and the Real World*
- Presenter at the Florida Association of School Administrators Conference
- Writer of Mathematics and Science Gold Seal Lessons for the Successful Practices Network/International Center for Leadership in Education

EDUCATION, PUBLICATIONS, CERTIFICATIONS

Masters in Elementary Education, Specializing in Mathematics and Science, Lockheed Martin Fellowship, *University of Central Florida*, Orlando, FL, 2004-2006

***Thesis:** The effects of technology and hands on teaching strategies for fourth grade students' attitudes toward mathematics.*

Bachelor of Science, *University of Central Florida*, Orlando, FL, 1998-2000

***Certification:** Elementary Education 1-6*

Associates in Arts Degree, *Valencia Community College*, Orlando, 1996-1998

REFERENCES:

[REDACTED]

Pamela M. Mazzotta

Work experience

2007-Present Coordinator, Choices, Seminole County Public Schools

- Coordinate the student enrollment process for magnet schools/programs, and cluster school assignments.
- Coordinate the district wide marketing, recruiting, and school/parent communication for magnet schools/programs and cluster school.
- Implement random selection and assignment procedures for all magnet schools/programs, and cluster schools.
- Maintain ongoing communication with magnet and cluster school personnel for the purpose of assessing areas of needed support.
- Coordinate activities necessary for on-going growth of magnet schools/programs, including excellence and equity goal implementation, curriculum development and revision, staff identification, staff development, materials and equipment identification, technical assistance and defined reporting requirements.
- Maintain, update and share educational practices related to successful magnet school and choice programs.
- Maintain a process for communicating with other departments, i.e., Transportation, Information Services,
- Exceptional Student Support Services, English for Speakers of Other Languages (ESOL), school-based administrators and support staff regarding magnet schools/programs, cluster schools, and student transfer options.
- Coordinate efforts to provide information to schools, parents, and community members related to K-12 student transfer options.
- Monitor relevant data in order to submit accurate and timely reports related to excellence and equity goals.
- Manage and monitor grants and district funds that support magnet schools/programs, cluster schools, and K-12 student transfers.
- Coordinate, supervise, and evaluate assigned personnel.
- Serve on, facilitate, or chair various committees as needed.
- Perform other duties/tasks consistent with the goals and objectives of this position necessary for on[going growth of magnet schools/programs, including excellence

2003-2007 Choices Facilitator, Seminole County Public Schools, Sanford, Florida

- Establish, implement and update a districtwide marketing plan designed to recruit diverse student populations in magnet schools/programs, cluster schools, and schools throughout the District
- Monitor results of districtwide marketing and recruiting strategies to determine effectiveness
- Collaborate and coordinate development of award-winning brochures, videos, and other marketing materials
- Collect relevant data and submit reports as required
- Facilitate communication efforts with families and district /school-based personnel
- Assist with implementing and monitoring excellence and equity requirements
- Support student enrollment process for magnet schools/programs, cluster schools and transfers, including parent communication, random selection and parent notification
- Assume supervisory responsibilities as assigned

1998-2003 Educational Technology Facilitator/Magnet School Coordinator, Hamilton Elementary Cluster Magnet School, Sanford, FL

- Implement and monitor magnet school goals in accordance with district and federal grant requirements including magnet reports, records, and compliance data
- Manage magnet budget and state technology funds
- Develop and deliver teacher training via workshops and/or modeling
- Develop curriculum emphasizing technology integration based on best practices resulting in curriculum alignment, mental models, and effective strategies
- Facilitate communications at all levels through newspaper articles, tours, brochures, Website, school portfolio and presentations
- Teaching responsibilities K-5
- Coordinate efforts with Technology Teacher, technology assistant, Fast ForWord facilitator, NCS Lab facilitator, Media Specialist, and media assistant
- Investigation, evaluation, and implementation of new equipment, software and peripherals based on current trends and best practices
- Maintenance of required inventories; development of policies, procedures, and schedules regarding equipment; network administration; and minor troubleshooting of equipment
- Service on district committees for Technology, Magnet Refresh, Teacher Standards, Cadre Technology Survey Team, and member of School Advisory Council 1998-2003

1982 – 1998 Teacher, Wekiva Elementary School, Longwood, FI

- Classroom teacher with comprehensive knowledge of K-5 curriculum specifically assigned to fifth, third and first grades
- Leadership experience including five years as team leader, clinical educator supervising beginning teachers and intern, varied committee responsibilities
- Actively pursued professional growth opportunities and shared expertise as instructor for school and district inservices

1971-1982 Teacher, Skeen Elementary School, Leesburg, Florida

- Classroom teacher assigned to first and second grades

Education

- Master of Education, Educational Leadership, Stetson University 2008
- Bachelor of Arts, Elementary Education, University of South Florida 1971

Awards and Affiliations

- United Arts Educator of the Year Finalist 2001, Wekiva Elementary Teacher of the Year 1992, Disney Teacheriffic Award, Florida Department of Education Merit Teacher
- Magnet Schools of America, Seminole Association of School Administrators

Beth Sharpe

Education

- Doctor of Education, University of Central Florida, 1996
- Master of Education, University of Central Florida, 1989
Administration and Supervision
- Bachelor of Science, Northern Illinois University, 1974
Elementary Education

Experience

- Principal, Heathrow Elementary, Seminole County Public Schools
July 2010 to Present
- Principal, English Estates Elementary, Seminole County Public Schools
April 2004 to June 2010
- Principal, Wekiva Elementary, Seminole County Public Schools
July 1997 to March 2004
- Assistant Principal, Longwood Elementary, Seminole County Public Schools
August 1992 to June 1997
- Teacher/Gifted Resource Program, Eastbrook Elementary
Seminole County Public Schools
August 1984 to June 1992
- Teacher/Sixth Grade, Fifth Grade, Remedial Reading
Riverdale Community School District, Port Byron, Illinois
August 1974 to January 1984

Recognition

- Presenter as a Model School at the International Center for Leadership in
Education Model School Conferences 2006, 2007, 2008, 2009, 2010
- Presenter at Florida Educational Technology Conference 2009
- Florida PTA Outstanding Principal of the Year Award, 2008
- Featured in *The Leader in Me* by Stephen Covey for establishing Leadership in
Elementary at English Estates Elementary, 2008
- Presenter at National Association of Elementary School Principals 2007, 2008
- Commissioner's Principal Achievement Award of Outstanding Leadership, 2003
- Seminole County Elementary Principal of the Year, 2003
- State Finalist, Florida Gifted Teacher of the Year, 1992
- Teacher of the Year, Eastbrook Elementary, 1986

Skills and Accomplishments

Commitment to Vision and Mission

- Maintains school focus on academic achievement for all students
- Establishes short and long-term goals for the school
- Initiates professional development for school needs
- Promotes high, positive expectations
- Implements effective programs and instructional techniques

Establishment of supportive, growth-oriented, collegial school climate

- Recruits and hires excellent employees
- Initiates staff study groups
- Supports teacher initiatives
- Recognizes staff accomplishments
- Encourages professional growth and development
- Researches best educational practices

Communication Skills

- Presents ideas and vision to staff, parents, and students
- Facilitates open discussion
- Collaborates with teachers, staff, and community
- Discovers perspectives, thoughts, ideas, and feelings of others

Organizational and Managerial Competencies

- Designs, plans, and organizes activities to achieve goals
- Initiates action and takes responsibility
- Delegates authority and responsibility
- Establishes systematic processes, procedures and routines

School and Community

- Encourages parent involvement and volunteerism
- Develops business and community partnerships
- Facilitates School Advisory Council involvement
- Promotes positive image and accomplishments of the school

School Results

- Florida School Grades of A or B throughout career as Principal
- Improved test scores each year
- Florida Five Star School Award for Community Involvement
- Outstanding positive results on parent and staff climate survey

Gregory Turner

Objective To obtain a principal position.

Professional experience

| | | |
|---|-----------------------|----------------------------|
| July 2011 to present | Hamilton Elementary | Sanford, Florida |
| July 2005 to July 2011 | Wicklow Elementary | Sanford, Florida |
| Principal | | |
| July 2001 to July 2005 | Wicklow Elementary | Sanford, Florida |
| Assistant Principal | | |
| July 1999 to July 2001 | Altamonte Elementary | Altamonte Springs, Florida |
| Assistant Principal | | |
| August 1997 to July 1999 | Hamilton Elementary | Sanford, Florida |
| Teacher 4 th & 5 th grade | | |
| August 1993 to August 1997 | Wekiva Elementary | Longwood, Florida |
| Teacher Physical Education | | |
| August 1991 to August 1993 | Hidden Oak Elementary | Gainesville, Florida |
| Teacher Physical Education | | |

Education

| | | |
|---|-------------------------------|------------------|
| 1993-1995 | University of Central Florida | Orlando, Florida |
| Masters in Educational Leadership | | |
| 1987-1991 | University of Central Florida | Orlando, Florida |
| Bachelor of Science in Physical Education | | |

Accomplishments

Instrumental in reorganization of teaching Mathematics at Wicklow.

Maintaining an A rated Title I school over the past five years.

Taught a masters course in the reading department at the University of Central Florida

Became a certified trainer for Ruby Payne's "Framework for Understanding Poverty"

Worked to decrease discipline infractions at Wicklow Elementary from 1000 to 125 over the past 10 years.

Elected to represent the Elementary Principals on the Superintendents Forum

Served on Supply, Chaperone, PMP, Student Progression, Discipline, Assistant Principal Interview, Summer Learning Camp, Performance Appraisal, and Alternate Education committees over the years in

administration

Completed two Seminole County Management Training programs in the 2003-2004 school year.

Administrator of summer school at Wicklow Elementary 2001-2002, 2002-2003 & 2003-2004 school years.

Was a featured speaker at FOIL discussing the appropriateness of Alternative Assessments for the most severely disabled students'.

Conducted staff developments at Wicklow Elementary analyzing various sets of data.

Facilitated morning FCAT tutorial session for lowest 25% of students in reading and math.

Developed and coordinated a tutorial program for students needing extra support in test taking strategies. (Students were selected based on FCAT scores that were close to moving up or down in achievement levels 2 and 3).

Analyzed results of a proven writing program for a private company.

Provided information on FCAT for parents at Altamonte Elementary and Wicklow Elementary through night meetings.

Contributed in leading Wicklow Elementary in achieving AYP and a State grade of A for the 2003-2004 school year.

Involved with Leadership training the National Center for Urban School Transformation with Dr. Joe Johnson

References

[REDACTED]

Corbet P. Wilson, Ed.D.

- EDUCATION:**
- Doctor of Education: Educational Leadership**
Nova Southeastern University Fort Lauderdale, Florida
Dissertation Topic: An Outcomes-Based Program Evaluation of the Academic Intervention Program at a suburban middle school in Central Florida. The focus was whether the program met its two primary goals of assisting students in earning delayed assignment to the next grade level and reducing the number of students who were not meeting the promotion requirements at the end of the year. The program evaluation attempted to determine if the program had an impact on the areas of student attendance, discipline referrals, student motivation, and parental involvement.
***Recipient of the Dr. Charles Faires Dissertation of Distinction Award**
Degree Conferred: May 2011 **GPA: 4.0**
- Specialist in Education: Superintendent**
Northwest Missouri State University Maryville, Missouri
Thesis Topic: The “transition dip” that occurs as students move from Elementary to Middle/Junior High School and from Middle/Junior High to High School. This paper focused primarily on the transition from Elementary to Middle/Junior High and examined the grades of students in a rural school district that were transitioning from 6th grade elementary classrooms to the 7th grade Junior High.
Degree Conferred: April 2006 **GPA: 4.0**
- Master of Science in Education: Ed. Leadership (Secondary)**
Northwest Missouri State University Maryville, Missouri
Degree Conferred: July 2002 **GPA: 4.0**
- Bachelor of Arts: History and Physical Education**
Graceland College Lamoni, Iowa
Degree Conferred: May 1999 **Summa Cum Laude**

- PROFESSIONAL EXPERIENCE:**
- Seminole County Public Schools** 2006-Present
- Director, Teaching and Learning** 2011-Present
Serve as the director for the departments of K-12 Curriculum & Instruction, K-12 Professional Development, and Career and Technical Education.
- Greenwood Lakes Middle School: Lake Mary, Florida 2008-2011
Principal

| | | |
|---|--|--------------|
| PROFESSIONAL EXPERIENCE (Continued) | R.T. Milwee Middle School: Longwood, Florida Assistant Principal | 2006-2008 |
| | Nodaway-Holt R-VII Public Schools | 2002-2006 |
| | Nodaway-Holt Jr. /Sr. High School: Graham, Missouri Principal Director of Athletics & Activities | 2002-2006 |
| | Stanberry R-II Public Schools | 1999-2002 |
| | Stanberry High School: Stanberry, Missouri | 1999-2002 |
| | High School Social Studies Teacher | 1999-2002 |
| | Director of Athletics | 2000-2002 |
| | Head Varsity Girls Basketball Coach | 1999-2002 |
| | Head Varsity Boys Basketball Coach | 2000-2002 |
| SPECIALIZED TRAINING: | Teacher Evaluation Academy | 2011 |
| | Performance Matters Navigation and Progress Monitoring | 2009-2010 |
| | National Magnet School Conference | 2008 |
| | SCPS Principal Certification Program | 2006-2008 |
| | Bullying Education and Prevention Conference | 2007 |
| | CMP2 Leadership Training | 2007 |
| | Instructional Leadership Team Training | 2005-2006 |
| | Missouri School Improvement Program (MSIP) Review Team for Missouri School Accreditation Process | 2005 |
| | Technology Leadership Academy | 2003-2004 |
| COMMITTEES: | SCPS Sick Leave Bank Committee | 2010-Present |
| | Superintendent's Forum | 2010-2011 |
| | Middle School Principal Interview Committee | 2010-2011 |
| | SCPS Administrative Appraisal Process Committee | 2009-Present |
| | Middle School Assistant Principal Interview Committee | 2009-2011 |
| | SCPS Discipline Committee | 2009-2011 |
| | SCPS Reading Leadership CDDRE | 2008-2011 |
| | SCPS Math Leadership CDDRE | 2007-2011 |
| | Let's Read Seminole Committee | 2007-2008 |
| PROFESSIONAL ORGANIZATIONS: | Association of Supervision and Curriculum Development | |
| | Florida Association of School Administrators | |
| | Florida Association of Staff Development | |
| | National Association of Elementary School Principals | |
| | National Association of Secondary School Principals | |
| | Phi Delta Kappan | |
| | Seminole Association of School Administrators | |

Seminole County Public Schools
Position/Job Description
**Assistant Principal-on-Assignment
Magnet Coordinator¹**

Working Title: Assistant Principal for Magnet Coordination

QUALIFICATIONS

- Master's Degree with certification in Elementary Administration, Elementary Administration and Supervision with emphasis in Curriculum, Educational Leadership or School Principal.
- Three (3) years satisfactory teaching experience.
- Experience in the execution of special instructional projects.
- Specialized training and/or experience in instructional strategies for STEM education.

KNOWLEDGE, SKILLS, ABILITIES

- Ability to effectively communicate orally and in writing.
- Knowledge of computer applications and technology as related to specific job functions.
- Knowledge of trends and best practices.
- Knowledge of applicable laws, rules, policies and procedures.
- Skill in problem solving, human interaction and conflict management.
- Ability to plan, organize and prioritize.
- Ability to work with a variety of personnel and the public.

SUPERVISION

Reports to: School Principal

Supervises: Assigned Personnel

POSITION GOAL

To support district and school excellence and equity efforts through the coordination of the Magnet Schools Assistance Program at the school-level, in order to ensure diverse student populations and academic achievement in the targeted magnet school

PERFORMANCE RESPONSIBILITIES

1. Ensure successful performance of key MSAP grant milestones according to the grant timelines.
2. Coordinate and assist in the activities and functions set forth in the grant application, including curriculum design and implementation, staff development, and special projects, programs and events.
3. Assist with selection, supervision and evaluation of personnel, including orientation of teachers and interns to the magnet theme.
4. Integrate program operations with school and district initiatives and form partnerships with stakeholders to enhance grant outcomes.
5. Serve on grant specific school committees, as assigned.
6. Assist with the execution of the grant budget at the school level.
7. Recommend approval for purchase order requests according to grant budget and monitor expenditures to ensure all comply with grant outcomes.

¹ Position description pending School Board approval upon MSAP award

8. Define and implement schoolwide marketing and recruiting efforts to ensure diverse student populations in the magnet school.
9. Establish yearly calendar for marketing and recruitment, including targeted recruiting efforts.
10. Monitor results of schoolwide marketing and recruiting strategies to determine effectiveness.
11. Facilitate on-going communication between the school and the district's Choices Department.
12. Coordinate, track, maintain and report performance data with comprehensive written reports (as required) on a timely basis.
13. Support the student enrollment process for the magnet school, including parent communication, random selection, and parent notification.
14. Demonstrate knowledge of theories, best practices and instructional techniques appropriate to the grant project.
15. Attend professional meetings related to the responsibilities set forth in the grant.
16. Assist with program evaluation processes and coordinate resources for project evaluator.
17. Maintain files for documentation purposes.

Seminole County Public Schools
Position/Job Description
Teacher, STEM Programs¹

QUALIFICATIONS

- Bachelor's Degree with certification in elementary education.
- Specialized training and/or experience in educational robotics and/or instructional strategies in STEM education.
- Competence in the content area.
- Knowledge of computer applications and educational technology as related to instructional function.

KNOWLEDGE, SKILLS, ABILITIES

- Ability to effectively communicate orally and in writing.
- Knowledge of computer applications and technology as related to specific job functions.
- Knowledge of trends and best practices.
- Knowledge of applicable laws, rules, policies and procedures.
- Skill in problem solving, human interaction and conflict management.
- Ability to plan, organize and prioritize.
- Ability to work with a variety of personnel and the public.

SUPERVISION

Reports to: School Principal

Supervises: No supervisory duties.

POSITION GOAL

To implement that portion of the instructional program for which he/she has been specifically assigned.

PERFORMANCE RESPONSIBILITIES

1. Provide the appropriate educational opportunities and instruction for each student, according to his/her needs and abilities.
2. Prepare, in advance, appropriate lesson plans.
3. Keep accurate records, tests, reports, etc., as required by Florida Statutes, Regulations, and School Board Policy.
4. Establish and maintain open communication with parents; establish and maintain good rapport with students, school personnel, and parents.
5. Work with fellow teachers, assistants, parent volunteers, administration, etc., in planning for instruction.
6. Participate in staff development and in-service training.
7. Establish and maintain a classroom atmosphere conducive to teaching and learning; plan and implement use of classroom time effectively
8. Implement School Board and school-based policies and procedures in order to uphold school regulations.
9. Work closely with guidance personnel to assist students with special needs.
10. Communicate curriculum and student-related information effectively in oral/written mode.
11. Perform other duties as assigned by the Principal.

¹ Position description pending School Board approval upon MSAP award

February 14, 2013

Rosie Kelley, Program Director
Magnet Schools Assistance Program
U.S. Department of Education, OII
400 Maryland Ave., S.W., Rm. 4W221, LBJ Building
Washington, DC 20202-5970

Dear Ms. Kelly:

On behalf of the College Board, I am writing to express my enthusiastic support for Seminole County Public Schools' (SCPS) application for a federal *Magnet Schools Assistance Program* grant.

SCPS and the College Board have a long history of implementing curriculum and assessments aimed at providing academic rigor for all students. With the MSAP competition, the district proposes to re-establish a magnet school program at Hamilton Elementary School. Utilizing an interdisciplinary approach, students will engage in learning that is infused with Science, Technology, Engineering and Mathematics (STEM) as the primary vehicle. The theme for the revised magnet school is **Engineering and Technology**, with a specific focus on the field of *Educational Robotics*.

Hamilton Elementary is located in northeast Sanford, Florida and has a student population that is high-poverty, high-minority, and historically low-performing academically. The implementation of a magnet program at the school seeks to reduce the minority isolation (78.5% minority at present) and intends to increase academic performance of all students in the school.

College Board expects that through this Magnet project SCPS can build the pipeline of students who transition into programs of advanced STEM learning in middle and high school. The long-term impact will be more students moving into advanced STEM courses, such as Advanced Placement and Dual Enrollment. Implementation of an engineering magnet at this school will complete a solid K-12 continuum for STEM learning at the district and in this important central Florida community.

Sincerely,



Jenny Oren Krugman, Vice President
Southern Region
The College Board



February 18, 2013

Superintendent Walt Griffin
Seminole County Public Schools
400 E. Lake Boulevard
Sanford, FL 32773-7127

**Re: Seminole County Public Schools, Magnet Schools Assistance Program
Application: Hamilton Elementary**

Dear Superintendent Griffin,

It is with pleasure that I support the Magnet Schools Assistance Program application submitted by the Seminole County Public Schools for Hamilton Elementary. This proposal has a high likelihood of effectively reducing the racial isolation of Black students at Hamilton Elementary for three important reasons. First, unlike many diverse districts, the Seminole County Public Schools places many of their best principals at schools in minority communities. As my center (the National Center for Urban School Transformation) has studied successful urban schools across the nation, I have learned that the importance of school leadership cannot be overstated. Two years ago, your district moved Greg Turner, the principal of an “A” rated school to Hamilton Elementary, the lowest achieving in the county. Immediately Mr. Turner began to transform programs and teaching practices in ways that are leading to substantial increases in student learning. I have witnessed Mr. Turner’s enthusiasm, commitment, and “whatever-it-takes” attitude. These leadership qualities will result in a highly successful magnet program.

The second reason that the proposed Hamilton magnet will be effective is related to instructional improvement in core subjects. Parents want more than an attractive program. If a magnet school boasts impressive special programs, but lacks quality core instruction, many parents will not allow their children to stay. At Hamilton, teachers and teacher leaders are working with Mr. Turner to guarantee high quality core instruction in every classroom. While there is still important room for improvement, the changes in instructional quality are visible throughout the school. Parents will be attracted to the Engineering and Science Magnet at Hamilton, but they will stay because they will perceive that their children receive high quality instruction throughout the school.

Finally, I believe that some magnet programs fail because leaders are not able to ensure parents that their children will be physically and emotionally safe. In contrast, at Hamilton, Mr. Turner and his staff have dramatically decreased the number of suspensions and disciplinary actions. Classrooms and playgrounds are orderly and safe. The climate and culture of Hamilton will be conducive to the development of an outstanding magnet program that will be a credit to the Seminole County Public Schools and an asset to the community.



As you know, I have tremendous respect for your district's genuine commitment to ensuring high quality teaching and learning for children of every racial/ethnic group. Your pursuit of this grant is an expression of your sense of urgency to promote both equity and excellence for all students in your district.

I wish you great success in acquiring and implementing the proposed program at Hamilton Elementary. Please let me know if I can be of assistance.

Sincerely,

A black rectangular redaction box covers the signature of Joseph F. Johnson, Jr., Ph.D.

Joseph F. Johnson, Jr., Ph.D.
Executive Director

Michael K. Kalaf
Sr. Manager
Lockheed Martin Mission Systems and Training

February 22, 2013

Dear Superintendent Griffin,

It is with pleasure that I enthusiastically support the Magnet Schools Assistance Program application submitted by Seminole County Public Schools for Hamilton Elementary. Utilizing an interdisciplinary approach, The Hamilton Elementary School of Engineering and Technology will allow students to participate in learning opportunities that are infused with Science, Technology, Engineering and Mathematics (STEM) content as a primary vehicle for academic development. Through this innovative approach, the district seeks to attract students from across the district (to successfully reduce the minority isolation) and increase student academic achievement.

Lockheed Martin (LM), like the district, believes that the engagement of students in STEM learning at an early age is an essential strategy for cultivating a population of Seminole County Public Schools' graduates prepared for the global workforce of the 21st century. As such, Lockheed Martin has been a longtime partner of the school district on various STEM-related initiatives that cut across K-12. Some of these collaborations include **National Events:** Engineers Week; Space Day; MATHCOUNTS; and specifically in **Central Florida:** LM/YMCA Tech Center; LM/University of Central Florida Academy for Mathematics and Science; TMAST (Transition to Mathematics and Science Teaching); FIRST regional robotics; Teach-In; Philanthropic STEM participation in Seminole County schools; **Board Members and Volunteer Representation:** PRISM, Central Florida STEM Council; Foundation for Seminole County Public Schools; Big Brothers/Big Sisters; Boys & Girls Club; Junior Achievement and Orlando's Opera's education outreach (LM studio artists).

Through these partnerships, the school district has demonstrated a strong commitment to student achievement in the STEM fields. As such, I strongly endorse Seminole County Public Schools' proposal for the Magnet Schools Assistance Program for Hamilton Elementary School to enhance our common vision to prepare all our children to be successful, productive citizens within the community.

Highest Regards,



Michael K. Kalaf Jr.



DEPARTMENT OF THE NAVY
NAVAL AIR WARFARE CENTER TRAINING SYSTEMS DIVISION
12350 RESEARCH PARKWAY
ORLANDO, FLORIDA 32826-3275

20 Feb 2013 IN REPLY REFER TO:

Magnet Schools Assistance Program
U.S. Department of Education
400 Maryland Ave., SW., Rm 4W221, LBJ Building
Washington, DC 20202-5970

From: Maureen Bergondy-Wilhelm, Director Research and Technology Office, NAWCTSD
To: Rosie Kelley, Program Director, Magnet Schools Assistance Program

It is with extreme pleasure that the Naval Air Warfare Center Training Systems Division (NAWCTSD) Orlando supports a magnet school program which is infused with Science, Technology, Engineering and Mathematics (STEM) classes and activities. An Engineering and Technology magnet school would offer students from the district opportunities to begin learning skills that can propel them into important STEM careers which will shape the future of the Central Florida region as well as the nation.

The NAWCTSD is currently actively supporting programs and experiences that build not only on academic skills but also upon the skills that K-12 students learn in STEM classes. NAWCTSD engineers are currently partnered with area public school teachers in robotics classroom and after-school programs and other STEM activities that include working with students on team building and engineering process exercises. NAWCTSD believes that strong STEM programs in the Central Florida area contribute to the success of the Modeling and Simulation Industry and the Navy.

The NAWCTSD perceives this opportunity as a valuable resource to prepare students to enter the STEM workforce of tomorrow.

Sincerely,

A large black rectangular redaction box covering the signature of Maureen Bergondy-Wilhelm.

Maureen Bergondy-Wilhelm
Director, Research and Technology Programs



Theory of Change: By June 2016, Seminole County Public Schools will introduce innovative and effective educational practices into Hamilton Elementary through the establishment of a magnet school of **Engineering and Technology** in order to ensure a high level of instruction that allows students to meet high academic standards and master a rigorous curriculum that exceeds state standards. The program will reduce the minority group isolation at the school, with the ultimate outcome of improving student learning and academic achievement while closing the achievement gap.

THE HAMILTON ELEMENTARY SCHOOL OF ENGINEERING AND TECHNOLOGY WILL ALLOW THE SCHOOL TO MOVE FROM:

*Static educational opportunities...
Generalized, group-based instruction...
What should be...
Students performing at status quo...*

to **flexible**, innovative learning experiences.
to **personalized**, STEM focused learning.
to **what can be**.
to students who **excel beyond expectations!**

GOALS

(1) Reduce, Eliminate or Prevent Minority Group Isolation and (2) Improve Student Achievement

PROGRAM DESIGN



- Develop a K-12 Continuum for STEM learning.
- Facilitate the 5 E Learning Model: Engage, Explore, Explain, Elaborate and Evaluate
- Infuse Engineering is Elementary into the core curriculum, using project- and inquiry-based learning as the foundation for learning.
- Complement classroom learning with Educational Robotics as a “specials” class, one period per week for Grades K-5.
- Coordinate STEM focus with after-school enrichment opportunities for learning.
- Utilize industry and higher learning partnerships to spark student interest in STEM fields.
- Implement a technology-rich classroom atmosphere.



- Educational Technology to Facilitate Student Learning
- STEM Theme Integration Support
- Content-specific Professional Development Opportunities
- Cultural Competence for Instruction

OUTCOMES

- (1) To eliminate, reduce or prevent minority group isolation in the targeted schools without negatively impacting feeder schools. *[Meets MSAP Performance Measure (a)]*
- (2) Design and develop innovative educational methods and practices, which promote diversity and ensure students gain 21st century skills. *[Supports achievement of MSAP Performance Measures (a), (b), (c), (e) and (f)]*
- (3) Provide professional development for magnet school teachers related to increasing student achievement for all students and improving instructional practices. *[Supports achievement of MSAP Performance Measures (b), (c), (e) and (f)]*
- (4) Ensure parents and community members are actively involved in project planning, implementation, and decision-making. *[Supports achievement of MSAP Performance Measure (e)]*
- (5) Increase percentages of all magnet students, including those from major racial and ethnic subgroups, who meet State proficiency targets in reading/language arts and mathematics. *[meets MSAP Performance Measures (b) and (c), supports achievement of (f)]*

PR Award # U165A130023

Works Cited

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- Conchas, G. (2006). *The color of success: Race and high-achieving urban youth*. New York: Teachers College Press.
- Florida Department of Education, Division of Finance and Operations. (2012). *Program cost reports*. Access at <http://public2.fldoe.org/TransparencyReports/CostReportSelectionPage.aspx>
- Gardner, H. (1983). *Frames of mind: The theory of multiple intelligences*. New York: Basic Books.
- Lachapelle, C. P., Cunningham, C.M., Jocz, J., Kay, A.E., Phadnis, P., Wertheimer, J., & Arteaga, R. (2011). *Engineering is Elementary: An evaluation of years 7 and 8 field testing*. Boston, MA: Museum of Science.
- Marzano, R.J. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. Alexandria, VA: ASCD.
- Moffett, G.E., Weis, A.M., Banilower, E.R. (2011). *Engineering is Elementary: Impacts on students historically-underrepresented in STEM fields*. Chapel Hill, NC: Horizon Research, Inc.
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- National Research Council. (2012) *A framework for K-12 science education: Practices, crosscutting concepts, and core ideas*. Washington, DC: The National Academies Press.

Works Cited Continued

Newell, R. J. (2003). *Passion for learning: How project-based learning meets the needs of 21st century students*. Volume 3 of Innovations in Education Series. Maryland: Scarecrow Press.

Tefera, A., Frankenberg, E., Siegel-Hawley, G., & Chirichigno, G. (2011). *Integrating suburban schools: How to benefit from growing diversity and avoid segregation*. Los Angeles, CA: Civil Rights Project.

DKH Consulting Services, Inc.
Company Profile
March 1, 2013

DKH Consulting Services was incorporated in August of 2002. The company is fully owned by its president, Deidra K Honeywell, Ph.D. who is the lead evaluator on all DKH contracts. Since becoming a consultant in 2000, Dr. Honeywell has been an evaluator on three districtwide magnet program evaluations and 17 MSAP grant projects— nine of the MSAP grants are/were DKH contracts. Dr. Honeywell began working with magnet schools in 1991 and, in addition to her evaluation experience; she has managed two MSAP projects and was the primary or major contributing author on eight funded MSAP applications. DKH has currently, or has completed, program evaluations for 18 other projects, including grants from the following programs: Transition to Teaching, Department of Defense Education Activity, Teaching American History, Smaller Learning Communities, and Advanced Placement Incentive Program.

DKH evaluators follow the American Evaluation Association’s Guiding Principles: Systemic Inquiry, Competence, Integrity/Honesty, Respect for People, and Responsibilities for General and Public Welfare. As noted in the company’s MSAP Scope of Work example included with this document, Dr. Honeywell and other DKH consultants are committed to 1) meet with and maintain communication with the project manager and other district personnel, and 2) as required, provide timely feedback and reports.

MSAP evaluation plans developed by DKH include both formative and summative components. For the formative component, a two-person team visits the implementation sites and/or participates in project training 3 times per year. In preparation for the visit, the site-based leadership team completes a template, which is developed by DKH and which is aligned with the objectives and performance measures of the project. At site visits, evaluators and site-based staff discuss the template and current implementation progress. Evaluators also attend training sessions; conduct school walkthroughs; visit classrooms; hold focus groups with teachers, students, administrators, and parents; survey stakeholders; and conduct classroom observations to document the implementation of new instructional strategies and the use of magnet curriculum units. Following each visit, project management receives a written report. These written, formative evaluation reports document the implementation of the project and compare actual progress to expected progress as described in the original grant application. Areas of strength and areas needing improvement, as well as recommendations, are summarized. At subsequent visits, the project manager and school representatives provide updates on recommendations included in the previous site visit report. As needed, the evaluators make oral presentations of findings to other administrators, supervisors, and/or School Board members interested in project outcomes.

In addition to her MSAP experience, Dr. Honeywell has a broad foundation in mathematics and statistics, which provides her with a thorough understanding of quantitative and qualitative research and evaluation, as well as the use of various types of data and statistical analyses and processes. Her undergraduate education program and recertification courses included 44 credit hours in higher-level mathematics with such classes as Calculus & Analytical Geometry (3

courses), Linear Algebra (2 courses), Modern Algebra (2 courses) and Statistics. Her graduate work included Foundations of Measurement and Statistical Analysis in Education I, II, & IV. In addition, Dr. Honeywell's doctoral dissertation required a research design and data analyses. In 1999, Dr. Honeywell was credentialed to teach two graduate level research courses for National-Louis University – ESR506: Graduate Research: Interpretive/Critical and ESR507: Graduate Research: Empirical/Qualitative.

The organizational structure of DKH consists of the president of the firm, two DKH associates, and a part-time data manager. As needed, various field consultants (with expertise in other areas) also collaborate with DKH personnel. Field consultants are hired based on their ability to work effectively with others and their expertise in a specific curriculum or educational arena. For example, Elaine Ranieri, an associate with DKH for the past six years, is/has been the second team member on five MSAP evaluations and on a Department of Defense Education Activity grant with a math focus. She has been an educator for over 33 years of which 24 were spent teaching mathematics in Florida, Texas, and Louisiana. For seven years, she was the lead teacher and coordinator of a middle school mathematics program for gifted students and a teacher and founding member in two magnet programs - a middle school math, science, & technology magnet (three years) and a high school medical science & wellness magnet (five years). In addition, Mrs. Ranieri worked as a consultant and trainer for Key Curriculum Press in the area of geometry inquiry and has presented numerous local and national workshops in algebraic thinking and geometry inquiry strategies.

When needed for sorting large files or statistical analysis of data, Dr. Julie Smith, a field consultant for DKH, participates in project evaluation services. Dr. Smith completed her doctoral program at Wayne State University in December of 2011, where she specialized in educational research. Dr. Smith has more than ten years of corporate market research experience and has conducted program evaluations in both museum and academic environments. In addition, she has worked as a research consultant for departmental state accreditations in the College of Education at Wayne State University. Along with consulting, she is currently a Research Associate at Western Michigan University's Mallinson Institute for Science Education, Science and Mathematics Program Improvement group. She is also the editorial assistant for the Journal of Modern Applied Statistical Methods and an adjunct faculty member at Wayne State University.

DKH has three fully equipped offices (main office, home office, and summer office); each contains a complete array of up-to-date office equipment, software, and supplies. Equipment and software include: 1) three HP Desktop computers, 2) one Toshiba Ultrabook, 3) three HP All in One color printers, 4) current software, 5) secure, wireless local area networks, 6) cell and digital phones for local and long-distance communications, 7) high speed internet connections and e-mail accounts, 8) two ipads, 9) a website (www.dkhconsultingservices.com), and 10) digital and video cameras for documenting events and implementation activities at project sites. In addition, DKH has a general liability insurance policy with a general aggregate limit of \$4,000,000 and Dr. Honeywell has an umbrella insurance policy (Personal Umbrella.com) with a \$1,000,000 limit.

DKH Consulting Services, Inc.
Scope of Work
Magnet Schools Assistance Program (MSAP) Grant Evaluation Services

Scope of Work

1. Preparation of Evaluation Plan
 - a. Read and analyze approved MSAP application.
 - b. Edit and/or create revised evaluation plan.
 - c. Develop a data collection plan.
 - d. Create and distribute data collection templates.
2. Meet with MSAP project management to review evaluation documents and plan for evaluation processes.
 - a. Make revisions and send completed documents to MSAP project management.
 - b. In year 1, prepare a program description for each magnet school based on the project design included in the approved MSAP application. In years 2 and 3 update the program descriptions to ensure they reflect any USED-approved changes in the implementation plan.
3. Fall Site Visit - Evaluation Team (2 people) visits each participating school in the MSAP project { Years 1-3}
 - a. Prior to site visit send each school a school evaluation template (prepared by the evaluation team). The project manager will send the completed templates to the evaluators prior to the site visit. In preparation for the visit, the team will read each school's evaluation template and prepare questions for each school team.
 - b. At the end of each school visit, the team will meet with school leadership and grant management to provide verbal feedback.
 - c. At the end of the full district site visit, the team will meet with grant management to provide verbal feedback.
 - d. Develop written feedback (including commendations and recommendations) on the visit and implementation activities.
 - e. Send (within two weeks) a written formative evaluation report for each MSAP school to project management.
4. Winter Site Visit - Evaluation Team (2 people) visits each participating school in the MSAP { Years 1-3}
 - a. Prior to site visit send each school a school evaluation template (prepared by the evaluation team). The project manager will send the completed templates to the evaluators prior to the site visit. In preparation for the visit, the team will read each school's evaluation template and prepare questions for each school team.
 - b. At the end of each school visit, the team will meet with school leadership and grant management to provide verbal feedback.
 - c. At the end of the full district site visit, the team will meet with grant management to provide verbal feedback.
 - d. Develop written feedback (including commendations and recommendations) on the visit and implementation activities.
 - e. Send (within two weeks) a written formative evaluation report for each MSAP school to project management.

5. Spring Site Visit - Evaluation Team (2 people) visits each participating school in the MSAP {Years 1-3}
 - a. Prior to site visit send each school a school evaluation template (prepared by the evaluation team). The project manager will send the completed templates to the evaluators prior to the site visit. In preparation for the visit, the team will read each school's evaluation template and prepare questions for each school team.
 - b. At the end of each school visit, the team will meet with school leadership and grant management to provide verbal feedback.
 - c. At the end of the full district site visit, the team will meet with grant management to provide verbal feedback.
 - d. Develop written feedback (including commendations and recommendations) on the visit and implementation activities.
 - e. Send (within two weeks) a written formative evaluation report for each MSAP school to project management.
6. Classroom Observations
 - a. Beginning in project Year 2, observe (during site visits) magnet classroom instruction.
 - b. Use an observation rubric and provide verbal and written feedback to project management for each classroom observation.
 - c. As appropriate, conduct teacher, parent, and student focus groups, using a set of agreed upon questions. Record and report findings {Years 2 – 3}.
7. Surveys for MSAP teachers, parents and students {Years 1 – 3}
 - a. Develop surveys and collaborate with MSAP project management to revise/edit surveys. [Note: some questions are aligned with project performance measures and others are used to gather additional input on project implementation.]
 - b. Post surveys to Survey Monkey website.
 - c. Notify project management of web links for surveys.
 - d. When surveys are completed – close surveys.
 - e. Analyze and report survey data by school.
 - f. Update and revise surveys annually.
8. Annual Performance Report (APR) and Ad Hoc Reports
 - a. Prepare Section A of ED-524b for the USED-required APR.
 - b. Assist with the preparation of a GPRA form for each school.
 - c. Prepare an Executive Summary for the APR.
 - d. Prepare tables of supplemental data to be included in Section C of Ed-524b.
 - e. Send electronic files of the completed APR (executive summary, GPRA tables, Section A, and tables of supplemental data for Section C) to project management. District personnel will be responsible for uploading the APR and for adding the cover sheet (with Superintendent's signature), OCR information, Section B (prepared in conjunction with the district's finance office), as well as answering additional items included in Section C. The completed documents must be submitted to the USED by May 15 (or date to be determined) of each year (beginning in 2014).

- f. In October of each project year, (beginning in 2014), prepare and submit to project management an Ad Hoc report. This report includes any data missing when the May APR was submitted. It also includes an executive summary, updates to the GPRA tables, updates for Section A, and supplemental data tables for Section C. As in the APR, District personnel will be responsible for uploading the Ad Hoc report and for adding the cover sheet (with Superintendent's signature), OCR information, and Section B (prepared in conjunction with the district's finance office). The completed documents must be submitted to the USED by October 31 (or date to be determined) of each year (beginning in 2014).
 - g. At the end of the third year (or fourth year if the evaluation contract is extended) – prepare a final evaluation report. In addition to providing final year data and reporting performance (as noted in a-f), the final report looks at changes in data for each performance measure for each school from the first year to the final year. This document is due within 90 days of the end of the project.
9. Provide guidance and feedback
- a. In meetings with staff provide guidance and suggestions on project implementation and improvements
 - b. Provide written formative evaluation reports following each site visit. These reports include both commendations and recommendations regarding program implementation. For all recommendations, school teams will be asked to provide follow-up information and the evaluators will ask about progress at the next site visit.
 - c. Develop a rubric for use when visiting MSAP participants' classrooms and provide feedback for each observation – as well as an overview of the process.
 - d. In conjunction with project management, develop questions for focus groups. Summarize and report responses and, based on stakeholder feedback, make recommendations to project management.
 - e. As needed, meet with project management or other district representatives to provide verbal feedback on the formative and/or summative evaluation processes.
 - f. Attend MSA and USED meetings with district staff and, as needed support district staff at meetings with USED staff.
 - g. As needed, provide support for project management in preparation for the department's Compliance Monitoring visit and, when possible, attend the evaluator's portion of this visit.
 - h. Provide support and guidance for the district in preparation of its Sustainability Plan.

Timeline for MSAP Evaluation Activities

| Timeline for project evaluation activities | | | | |
|---|--|-----------------|-----------------|--------------------|
| Tasks | Responsible Per. | Year 1 | Year 2 | Year 3 |
| Review evaluation plan | Evaluators (Eval) & school/district (sch/dist) staff | Oct | Aug | Aug |
| Identify dates for evaluation activities | Eval & sch/dist staff | Oct | Aug | Aug |
| Distribute timeline to appropriate staff | Evaluator | Oct | Sept | Sept |
| Form assessment team(s) | Evaluator | Oct | Sept | Sept |
| Develop surveys and other measures | Evaluator & Program Director (PD) | Oct | Oct | Oct |
| Review/modify surveys, etc. | Eval & sch/dist staff | | Sept | Sept |
| Submit enrollment data to evaluator. | District staff | Oct | Oct | Oct |
| Conduct site observations - interview staff - observe classes | Evaluation team | Oct, Feb May | Oct, Feb May | Oct, Feb May |
| Complete formative evaluation reports - submit to staff | Evaluation team | Oct, Feb May | Oct, Feb May | Oct, Feb May |
| Administer online staff, student and parent surveys | School staff | April | April | April |
| Compile results of surveys | Evaluator | May | May | May |
| Prepare & submit APR | Evaluator & PD | May | May | May |
| Compile and submit state test scores for magnet school students | District staff | Aug | Aug | Aug |
| Prepare & submit Ad Hoc APR | Evaluator & PD | Oct | Oct | Oct |
| Review Ad Hoc results & update plan | Evaluator/district staff | Dec | Dec | Dec |
| Complete and present final APR | Evaluator | | | Sept |

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

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[View Mandatory Budget Narrative](#)

To add more Budget Narrative attachments, please use the attachment buttons below.

[Add Optional Budget Narrative](#)

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**HAMILTON ELEMENTARY SCHOOL OF ENGINEERING AND TECHNOLOGY
School-Level Project Budget**

| | Year 1 | Year 2 | Year 3 |
|---|--------|--------|--------|
| PERSONNEL | | | |
| Full-time, Salaried Personnel | | | |
| Assistant Principal for Magnet Coordination (11 mth) to provide facilitation and monitoring of all magnet activities at the site, management of curriculum/instructional plan development, organization of staff training opportunities, coordination and implementation of the information and recruiting plan for the school, and implementation of the course of instruction and special programs designed to improve student achievement. ██████ annually. [Includes 3% cost-of-living increase; applicable only if approved by School Board each year] | ██████ | ██████ | ██████ |
| Teacher for STEM Programs (10 mth) to serve as a content and pedagogy expert for the science, technology, engineering and mathematics within the school, as well as act as the classroom teacher for the Educational Robotics program on the specials rotation. The primary responsibility of this position will be classroom instruction. ██████ annually. [Includes 3% cost-of-living increase; applicable only if approved by School Board each year] | ██████ | ██████ | ██████ |
| Extended Contract, Professional Development Participation and/or Facilitation <i>[Number of instructional staff participating in professional development and curriculum writing experiences vary depending on content and grade level focus; Per hour rate estimated based on average rate of veteran teacher.]</i> | | | |
| Extended Contract for Assistant Principal for Magnet Coordination to provide facilitation and monitoring of all magnet activities at the site during the portion of the summer not on contract. | | | |
| Years 1-3: 16 days per year x 7 hrs/day x ██████ | ██████ | ██████ | ██████ |
| Facilitators (internal, school district staff) for STEM Professional Development, outside of regular contracted hours. | | | |
| Years 1-3: STEM Content Integration, EiE Follow-up 3 hrs x 2 facilitators x ██████ | ██████ | ██████ | ██████ |

**HAMILTON ELEMENTARY SCHOOL OF ENGINEERING AND TECHNOLOGY
School-Level Project Budget**

| | Year 1 | Year 2 | Year 3 |
|--|------------|------------|------------|
| Facilitators (internal, school district staff) for STEM Professional Development, outside of regular contracted hours. Years 1-3: STEM Content Integration, Project-based Learning (PBL) Follow-up 16 hrs per year x 2 facilitators x [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] |
| Facilitators (internal, school district staff) for STEM Professional Development, outside of regularly contracted hours. Years 1-3: Instructional Technology Facilitators 16 hrs per year x 2 facilitators x [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] |
| Extended Contract for teachers to participate in professional development opportunities outside of regularly contracted hours (i.e. summer learning experiences and industry field studies). Year 1: 50 teachers x 2 days x 6 hrs/day x \$ [REDACTED] Year 2: 54 teachers x 2 days x 6 hrs/day x \$ [REDACTED] Year 3: 58 teachers x 2 days x 6 hrs/day x \$ [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] |
| Facilitators (internal, school district staff) to conduct Parent Workshops. Years 1-3: 4 workshops per year x 2 facilitators x [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] |
| Extended Contract for teachers to conduct Saturday STEM Camps for students outside of regularly contracted hours. Years 1-3: 4 camps per year x 6 teachers x 4 hrs x [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] |
| Extended Contract for teachers to participate in Open House/ Orientation events at the school, outside of regularly contracted hours. Yr 1: 2 events x 50 teachers x [REDACTED] Yr 2: 2 events x 54 teachers x [REDACTED] Yr 3: 2 events x 58 teachers x [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] |

**HAMILTON ELEMENTARY SCHOOL OF ENGINEERING AND TECHNOLOGY
School-Level Project Budget**

| | Year 1 | Year 2 | Year 3 |
|---|---------------------|---------------------|---------------------|
| Substitute Teachers | | | |
| Substitute teachers to cover classrooms during curriculum writing and professional development opportunities. Year 1: 50 teachers x 4 days x [REDACTED] Year 2: 54 teachers x 4 days x [REDACTED] Year 3: 58 teachers x 4 days x [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] |
| Substitute teachers to cover classrooms during magnet school visitations. Year 1: 3 teachers x 8 days x [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] |
| Substitute teachers to cover classrooms during the annual Magnet Conference. Years 1-3: 3 teachers x 4 days x [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] |
| Personnel Total | \$182,460.00 | \$188,320.00 | \$196,199.00 |
| BENEFITS | | | |
| Full-Time Salaried, [REDACTED] plus [REDACTED] insurance | \$26,905.00 | \$27,350.00 | \$27,808.00 |
| Extended Contract - Teachers/PD Facilitators, [REDACTED] | \$7,218.00 | \$7,649.00 | \$8,080.00 |
| Substitutes, [REDACTED] | \$1,554.00 | \$1,502.00 | \$1,607.00 |
| Stipends, Teachers - [REDACTED] | \$4,550.00 | \$4,428.00 | \$4,672.00 |
| Benefits Total | \$40,227.00 | \$40,929.00 | \$42,167.00 |
| STIPENDS | | | |
| <i>[Number of instructional staff participating in professional development and curriculum writing experiences vary depending on content and grade level focus.]</i> | | | |
| Stipends (at union negotiated contract rate) for teachers to participate in curriculum/instructional plan writing to integrate magnet theme into instruction. Year 1: 48 hrs per year x 50 teachers x [REDACTED] Year 2: 48 hrs per year x 54 teachers x [REDACTED] Year 3: 48 hrs per year x 58 teachers x [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] |

**HAMILTON ELEMENTARY SCHOOL OF ENGINEERING AND TECHNOLOGY
School-Level Project Budget**

| | Year 1 | Year 2 | Year 3 |
|--|--------------------|--------------------|--------------------|
| Stipends (at union negotiated contract rate) for teachers to participate in professional development opportunities outside of regularly contracted hours. \$25 per three-hour session/\$ [REDACTED]: Yr 1: 50 teachers, Yr 2: 54 teachers, Yr 3: 58 teachers | [REDACTED] | [REDACTED] | [REDACTED] |
| Stipends for teachers to serve as after-school STEM program advisors (i.e. FIRST Robotics Club, SECME Club) | | | |
| Years 1-3: 1 stipend per grade level (K-5) x [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] |
| Stipends Total | \$55,275.00 | \$53,800.00 | \$56,760.00 |
| TRAVEL | | | |
| Travel to engage in visitations of Magnet STEM Schools by school staff: AP for Magnet Coordination, 1 Primary Teacher, 1 Intermediate Teacher, and Teacher of STEM Programs. | \$8,000.00 | \$0.00 | \$0.00 |
| Travel by 4 staff members to the annual Magnet Conference, to include airfare, lodging, meals and incidentals. | \$8,000.00 | \$8,000.00 | \$8,000.00 |
| Travel by school teachers and program administrators for magnet theme related professional development activities (i.e. STEM conferences, curriculum-related training follow-up workshops) | \$5,000.00 | \$5,000.00 | \$5,000.00 |
| Travel Total | \$21,000.00 | \$13,000.00 | \$13,000.00 |
| SUPPLIES | | | |
| Engineering is Elementary Curriculum/Instructional Materials <i>[Number of instructional materials kits, storybook sets, and teacher guides vary depending on grade level focus; some line items include grade-specific classroom teachers as well as math/science specialist, gifted, ESOL, and intervention teachers]</i> | | | |
| Teacher Guides (varied by grade level) Year 1: 35 guides x \$142.50 ea = \$4,988 Years 2-3 (new teachers due to student population growth) = 15 guides x \$142.50 = \$2,138 | \$4,988.00 | \$2,138.00 | \$2,138.00 |

**HAMILTON ELEMENTARY SCHOOL OF ENGINEERING AND TECHNOLOGY
School-Level Project Budget**

| | Year 1 | Year 2 | Year 3 |
|---|---------------|---------------|---------------|
| <p>Storybooks (varied by grade level; Years 2-3 adds 4 teachers due to anticipated student population growth)</p> <p>Year 1: 200 storybook sets x \$44 ea = \$8,800 Years 2-3: 45 storybook sets x \$44 = \$1,980</p> | \$8,800.00 | \$1,980.00 | \$1,980.00 |
| <p>Materials Kits (varied by grade level; Years 2-3 adds 4 teachers due to anticipated student population growth)</p> <p>Year 1: 79 sets, prices vary by grade \$100-\$375 = \$24,825</p> <p>Year 2: 15 sets, prices varied by grade \$100-\$375 = \$4,800; 79 refill kits, prices varied by grade \$100-\$275 = \$12,225</p> <p>Year 3: 15 sets, prices varied by grade \$100-\$375 = \$4,800; 94 refill kits, prices varied by grade \$100-\$275 = \$14,800</p> | \$24,825.00 | \$17,025.00 | \$19,600.00 |
| <p>Posters (varied by grade level; Years 2-3 adds 4 teachers due to anticipated student population growth)</p> <p>Year 1: \$10 per individual poster x 5 posters x 33 teachers = \$1,650; \$42.50 per set of 5 "Engineering is a Process" poster x 7 sets = \$298</p> <p>Years 2-3: \$10 per individual poster x 5 posters x 4 teachers = \$200; \$42.50 per set of 5 "Engineering is a Process" poster x 1 set = \$43</p> | \$1,948.00 | \$243.00 | \$243.00 |

| HAMILTON ELEMENTARY SCHOOL OF ENGINEERING AND TECHNOLOGY | | | |
|--|---------------|---------------|---------------|
| School-Level Project Budget | | | |
| | Year 1 | Year 2 | Year 3 |
| LEGO Education WeDO Robotics | | | |
| Construction Sets (12 sets included, one class), Software (site license), Extension Activity and Professional Development Bundle Pack. | | | |
| Year 1: \$4,000 per bundle x 1 bundle = \$4,000 | \$4,000.00 | \$0.00 | \$0.00 |
| Supplemental Construction Sets (Years 2-3 adds 4 teachers due to anticipated student population growth) | | | |
| Year 1: \$150 per set x 12 sets x 26 classrooms = \$46,800 Years 2-3: \$150 per set x 12 sets x 4 classrooms = \$7,200 | \$46,800.00 | \$7,200.00 | \$7,200.00 |
| Resource Sets | | | |
| Year 1: \$500 per 10-pack set x 6 sets = \$3,000 (to be rotated across classes) | \$3,000.00 | \$0.00 | \$0.00 |
| Media Center - Instructional Support Materials | | | |
| Reading materials related to science, technology, engineering and mathematics | \$10,000.00 | \$10,000.00 | \$10,000.00 |
| Professional Development Supplies/Materials | | | |
| On-site training/curriculum writing materials/supplies, such as binders, paper, writing utensils, flipcharts | \$750.00 | \$750.00 | \$750.00 |
| Resource books for teacher use on magnet related topics, such as project-based learning, instructional technology, and STEM content | \$1,650.00 | \$1,650.00 | \$1,650.00 |
| General Instructional and Program Supplies/Materials | | | |
| General operating supplies for project-specific tasks (i.e. files, paper, printer cartridges) | \$1,000.00 | \$1,000.00 | \$1,000.00 |
| Cables for technology setups described in educational equipment category, \$320 per classroom setup | \$640.00 | \$0.00 | \$0.00 |
| Cases for mobile learning devices to protect investment: 375 cases x \$35 ea = \$13,125 | \$0.00 | \$0.00 | \$13,125.00 |

**HAMILTON ELEMENTARY SCHOOL OF ENGINEERING AND TECHNOLOGY
School-Level Project Budget**

| | Year 1 | Year 2 | Year 3 |
|--|---------------------|--------------------|--------------------|
| Digital applications for use on the mobile learning devices in Grades 4-5 (prices per application varies, \$0.99 - \$4.99 per student) | \$7,500.00 | \$7,500.00 | \$7,500.00 |
| Supplies Total | \$115,901.00 | \$49,486.00 | \$65,186.00 |
| EQUIPMENT | | | |
| Educational equipment, software, and small furniture to develop two 21st century classrooms to support applied engineering and technology learning (phased implementation, one per year in Years 1-2): | | | |
| iMac x \$1,150 per unit = \$1,150 | | | |
| Mac mini x \$580 per unit = \$580 | | | |
| MacBook cart (set of 25) x \$25,330 per cart = \$25,330 | | | |
| Tablet workspace (Wacom Bamboo) x \$70 per unit = \$70 | | | |
| Apple TV x \$100 per unit = \$100 | | | |
| Interactive Board x \$1,950 per unit = \$1,950 | | | |
| Interactive Board x \$1,600 per unit = \$1,600 | | | |
| Short throw projector x \$900 per unit = \$900 | | | |
| Document camera x \$350 per unit = \$350 | | | |
| Sound System x \$625 per unit = \$625 | | | |
| Team collaboration software package x \$1,200 per package = \$1,200 | | | |
| Lectern x \$470 per unit = \$470 | | | |
| Huddleboard x two 5-packs x \$350 per unit = \$700 | | | |
| Huddleboard cart x \$525 per cart = \$525 | | | |
| Huddleboard wall mount x \$370 per mount = \$370 | | | |
| Workspace Table x \$605 per table = \$605 | | | |
| Large Workspace Table x 10 per classroom x \$610 per table = \$6,100 | | | |
| Chairs (fabric) x 10 4-pack per classroom x \$115 per unit = \$1,150 | | | |
| Chairs x 10 4-pack per classroom x \$190 per unit = \$1,900 | | | |
| | \$45,675.00 | \$45,675.00 | \$0.00 |

**HAMILTON ELEMENTARY SCHOOL OF ENGINEERING AND TECHNOLOGY
School-Level Project Budget**

| | Year 1 | Year 2 | Year 3 |
|--|---------------------|--------------------|---------------------|
| Mobile learning devices (i.e. iPads) to facilitate theme-based learning in the classroom for the intermediate grades (Grades 3-5) - supports 1:1 interaction. Set of 25 mobile learning devices, \$11,700 per set x 15 classrooms = \$175,500; Mobile learning device cart (secure storage), \$2,600 ea x 15 classrooms = \$39,000; Mac Book for mobile learning device management, \$1,200 ea x 1 = \$1,200 | \$0.00 | \$0.00 | \$215,700.00 |
| Desktop computers for student use in general classroom setting to facilitate theme-based learning in the classroom. Year 1: 4 computers per classroom x 33 classrooms x \$635 each = \$83,820 | \$83,820.00 | \$0.00 | \$0.00 |
| Furniture units for storage of robotics construction sets, 1 per classroom x 33 classrooms x \$300 ea = \$9,900; 1 per engineering lab x 2 labs x \$300 ea = \$600 | \$10,500 | \$0.00 | \$0.00 |
| Laptop/Docking Stations (2) for Assistant Principal and Teacher of STEM Programs. Year 1: \$1,375 per unit x 2 units = \$2,750 | \$2,750.00 | \$0.00 | \$0.00 |
| Printers (2) for Assistant Principal and Teacher of STEM Programs. Year 1: \$200 per unit x 2 units = \$400 | \$400.00 | \$0.00 | \$0.00 |
| Equipment Total | \$143,145.00 | \$45,675.00 | \$215,700.00 |
| CONTRACTED SERVICES | | | |
| Engineering is Elementary, On-Site Professional Development Years 1-3: 1-day workshops per year, up to 50 participants: \$2,600 Workshop Fee + \$1,000 Travel Fee = \$3,600 | \$3,600.00 | \$3,600.00 | \$3,600.00 |

**HAMILTON ELEMENTARY SCHOOL OF ENGINEERING AND TECHNOLOGY
School-Level Project Budget**

| | Year 1 | Year 2 | Year 3 |
|--|---------------------|---------------------|---------------------|
| Project-Based Learning, On-Site Professional Development | | | |
| Year 1: One 3-day workshop, up to 50 participants: \$9,000 Workshop Fee + \$1,000 Travel Fee = \$10,000 | \$10,000.00 | \$0.00 | \$0.00 |
| Contracted Services Total | \$13,600.00 | \$3,600.00 | \$3,600.00 |
| OTHER | | | |
| Printing of school-level magnet communications (i.e. letters, flyers) to parents and the community to announce program accolades and school events | \$2,500.00 | \$2,500.00 | \$2,500.00 |
| Printing (duplication) of instructional materials (i.e. EiE workshops) for classroom use by students in the magnet school. | \$6,000.00 | \$6,000.00 | \$6,000.00 |
| Registration for 4 staff members to attend the annual Magnet Conference (\$750 ea) | \$3,000.00 | \$3,000.00 | \$3,000.00 |
| Registrations for school teachers and program administrators to attend magnet theme related professional development activities (i.e. STEM conferences, curriculum-related training follow-up workshops) | \$2,500.00 | \$2,500.00 | \$2,500.00 |
| Field trip tickets/admission fees for students to attend magnet theme-related educational field trip experiences. Field trips will clearly support the goals and objectives of the program, and all trips will be based upon established educational curriculum. Year 1: \$30 ea x 675 = \$20,250 Year 2: \$30 ea x 719 = \$21,570 Year 3: \$30 ea x 755 = \$22,650 | \$20,250.00 | \$21,570.00 | \$22,650.00 |
| Other Total | \$34,250.00 | \$35,570.00 | \$36,650.00 |
| Grand Total | \$605,858.00 | \$430,380.00 | \$629,262.00 |

School-Level Budget Total: \$1,665,500

| District-Level Project Budget | | | |
|--|---------------------|---------------------|---------------------|
| PERSONNEL | Year 1 | Year 2 | Year 3 |
| Clerical/office support personnel: 10 hrs per week x 36 weeks x [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] |
| Personnel Total | [REDACTED] | [REDACTED] | [REDACTED] |
| BENEFITS | | | |
| Benefits, Clerical Support - 8.23% | \$326.00 | \$326.00 | \$326.00 |
| Benefits Total | \$326.00 | \$326.00 | \$326.00 |
| SUPPLIES | | | |
| Postage for grant specific purposes, such as report submissions | \$2,000.00 | \$2,000.00 | \$2,000.00 |
| Office supplies (i.e. project files, binder clips) | \$1,000.00 | \$1,000.00 | \$1,000.00 |
| Computer supplies (i.e. ink) | \$1,000.00 | \$1,000.00 | \$1,000.00 |
| Supplies Total | \$4,000.00 | \$4,000.00 | \$4,000.00 |
| TRAVEL | | | |
| Travel for district-level staff to consult with school personnel on magnet | \$6,000.00 | \$6,000.00 | \$6,000.00 |
| Travel Total | \$6,000.00 | \$6,000.00 | \$6,000.00 |
| CONTRACTED SERVICES | Year 1 | Year 2 | Year 3 |
| Program Evaluation (External Evaluator) | \$40,000.00 | \$40,000.00 | \$40,000.00 |
| Production | \$12,000.00 | \$12,000.00 | \$12,000.00 |
| Art & Layout/Branding | \$10,000.00 | \$10,000.00 | \$10,000.00 |
| Print Advertising | \$6,000.00 | \$6,000.00 | \$6,000.00 |
| Video production | \$7,500.00 | \$7,500.00 | \$7,500.00 |
| Marketing/Public Relations Consultant | \$9,000.00 | \$9,000.00 | \$9,000.00 |
| Selection process consultant (Cost represents a proportion of total contract, split between all magnet schools; Yr 1 includes initial setup for the new magnet school) | \$5,000.00 | \$3,000.00 | \$3,000.00 |
| Contracted Services Total | \$89,500.00 | \$87,500.00 | \$87,500.00 |
| OTHER | | | |
| Printing of marketing/recruitment materials | \$10,000.00 | \$10,000.00 | \$10,000.00 |
| Other Total | \$10,000.00 | \$10,000.00 | \$10,000.00 |
| Grand Total | \$113,786.00 | \$111,786.00 | \$111,786.00 |

District-Level Budget Total: \$337,358

**HAMILTON ELEMENTARY SCHOOL OF ENGINEERING AND TECHNOLOGY
Combined Project Budget**

| | Year 1 | Year 2 | Year 3 | | 3 Year Total |
|---------------------------------------|---------------------|---------------------|---------------------|--|-----------------------|
| ITEM | | | | | |
| Personnel | \$186,420.00 | \$192,280.00 | \$200,159.00 | | \$578,859.00 |
| Fringe Benefits | \$40,553.00 | \$41,255.00 | \$42,493.00 | | \$124,301.00 |
| Travel | \$27,000.00 | \$19,000.00 | \$19,000.00 | | \$65,000.00 |
| Equipment | \$143,145.00 | \$45,675.00 | \$215,700.00 | | \$404,520.00 |
| Supplies | \$119,901.00 | \$53,486.00 | \$69,186.00 | | \$242,573.00 |
| Contractual | \$103,100.00 | \$91,100.00 | \$91,100.00 | | \$285,300.00 |
| Other | \$44,250.00 | \$45,570.00 | \$46,650.00 | | \$136,470.00 |
| Total Direct Costs | \$664,369.00 | \$488,366.00 | \$684,288.00 | | \$1,837,023.00 |
| Indirect @ 3.45%, excluding equipment | \$17,982.00 | \$15,273.00 | \$16,167.00 | | \$49,422.00 |
| Training Stipends | \$55,275.00 | \$53,800.00 | \$56,760.00 | | \$165,835.00 |
| Total Costs | \$737,626.00 | \$557,439.00 | \$757,215.00 | | \$2,052,280.00 |

FLORIDA DEPARTMENT OF EDUCATION



Gerard Robinson
Commissioner of Education

STATE BOARD OF EDUCATION

KATHLEEN SHANAHAN, Chair

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April 30, 2012

Mr. John Pavelchak
Seminole County School District
400 E. Lake Mary Blvd.
Sanford, Florida 32773

Your indirect cost proposal for fiscal year 2012-2013 has been reviewed and the restricted rate of 3.45% and unrestricted rate of 14.95% is approved with an effective date of July 1, 2012 through June 30, 2013.

If you have any questions please call Don Crumbliss at (850) 245-9214.

Sincerely,


Norman Holley

NORMAN V. HOLLEY
ASSISTANT DEPUTY COMMISSIONER, BUREAU OF THE COMPTROLLER

325 W. GAINES STREET • SUITE 914 • TALLAHASSEE, FLORIDA 32399-0400 • (850) 245-0401 • FAX (850) 245-9220
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DISTRICT SCHOOL BOARD OF SEMINOLE COUNTY
**CERTIFICATION AND REQUEST FOR AUTHORIZED INDIRECT COST RATE
 PLAN B**

I certify that the information contained herein has been prepared in accordance with the instructions issued by the State of Florida Department of Education, conforms with the criteria in OMB Circular A-87, EDGAR, and CFR, Title 34, and is correct to the best of my knowledge and belief. No costs other than those incurred by this agency have been included in the indirect cost rate application. The same costs that have been treated as indirect costs have not been and will not be claimed as direct costs, and similar types of costs have been accorded consistent treatment. All expenditures detailed on the application form have been made, and records supporting them have been maintained and are available for audit.

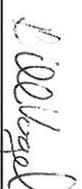
DOE COMPTROLLER'S OFFICE
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We hereby apply for the following indirect cost rate:

| | |
|---|-------|
| Federal Programs - Restricted with Carry Forward | 3.45% |
|---|-------|

| | |
|---|--------|
| Federal Programs - Unrestricted with Carry Forward | 14.95% |
|---|--------|

I further certify that all data on this form are referenced to the District Superintendent's Annual Financial Report to the Florida Commissioner of Education, ESE 145, and other pertinent financial records, for Fiscal Year 2010-2011, in conformance with the manual, Financial and Program Cost Accounting and Reporting for Florida Schools, and that all General Fund and Special Revenue Funds expenditures have been used.

| | |
|---|---|
| Signature of District Superintendent  Date Signed <u>3/15/12</u> | Signature of Finance Officer  Date Signed <u>3-15-2012</u> |
|---|---|

Your proposal has been accepted and the following rate approved:

| | |
|--|---|
| Federal Programs - Restricted with Carry Forward 3.45% | Federal Programs - Unrestricted with Carry Forward 14.95% |
|--|---|

These rates become effective **July 1, 2012, and remain in effect until June 30, 2013**, and will apply to all eligible federally assisted programs as

| | |
|--|---------------------------|
|  Signature of Comptroller, Florida Department of Education | Date Signed <u>5.2.12</u> |
|--|---------------------------|

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 04/30/2014

Name of Institution/Organization

Seminole County Public Schools

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

| Budget Categories | Project Year 1 (a) | Project Year 2 (b) | Project Year 3 (c) | Project Year 4 (d) | Project Year 5 (e) | Total (f) |
|-----------------------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------|
| 1. Personnel | 186,420.00 | 192,280.00 | 200,159.00 | 0.00 | 0.00 | 578,859.00 |
| 2. Fringe Benefits | 40,553.00 | 41,255.00 | 42,493.00 | 0.00 | 0.00 | 124,301.00 |
| 3. Travel | 27,000.00 | 19,000.00 | 19,000.00 | 0.00 | 0.00 | 65,000.00 |
| 4. Equipment | 143,145.00 | 45,675.00 | 215,700.00 | 0.00 | 0.00 | 404,520.00 |
| 5. Supplies | 119,901.00 | 53,486.00 | 69,186.00 | 0.00 | 0.00 | 242,573.00 |
| 6. Contractual | 103,100.00 | 91,100.00 | 91,100.00 | 0.00 | 0.00 | 285,300.00 |
| 7. Construction | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 8. Other | 44,250.00 | 45,570.00 | 46,650.00 | 0.00 | 0.00 | 136,470.00 |
| 9. Total Direct Costs (lines 1-8) | 664,369.00 | 488,366.00 | 684,288.00 | 0.00 | 0.00 | 1,837,023.00 |
| 10. Indirect Costs* | 17,982.00 | 15,273.00 | 16,167.00 | 0.00 | 0.00 | 49,422.00 |
| 11. Training Stipends | 55,275.00 | 53,800.00 | 56,760.00 | | 0.00 | 165,835.00 |
| 12. Total Costs (lines 9-11) | 737,626.00 | 557,439.00 | 757,215.00 | 0.00 | 0.00 | 2,052,280.00 |

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2012 To: 06/30/2013 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is 3.45 %.

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

| | | |
|--|---|--|
| Name of Institution/Organization Seminole County Public Schools | Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form. | |
|--|---|--|

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

| Budget Categories | Project Year 1 (a) | Project Year 2 (b) | Project Year 3 (c) | Project Year 4 (d) | Project Year 5 (e) | Total (f) |
|--------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|--------------|
| 1. Personnel | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2. Fringe Benefits | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3. Travel | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 4. Equipment | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 5. Supplies | 0.00 | 0.00 | 0.00 | | 0.00 | 0.00 |
| 6. Contractual | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 7. Construction | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 8. Other | 0.00 | 0.00 | 0.00 | 0.00 | | 0.00 |
| 9. Total Direct Costs (lines 1-8) | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 10. Indirect Costs | 0.00 | 0.00 | 0.00 | | 0.00 | 0.00 |
| 11. Training Stipends | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 12. Total Costs (lines 9-11) | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |

SECTION C - BUDGET NARRATIVE (see instructions)