Hamilton County Elementary School

2021-22 Schoolwide Improvement Plan

Table of Contents

Hamilton County Elementary School

5686 US HIGHWAY 129 S, Jasper, FL 32052

[no web address on file]

Demographics

Principal: Kathy Griffin

Start Date for this Principal: 7/1/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* Multiracial Students White Students Economically Disadvantaged Students*
School Grades History	2018-19: C (46%) 2017-18: C (47%) 2016-17: D (39%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	[Cassandra Brusca](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Table of Contents

Hamilton County Elementary School

5686 US HIGHWAY 129 S, Jasper, FL 32052

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	65%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

School Board Approval

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

SIP Authority

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

At Hamilton County Elementary School, we believe that all students have the ability to learn and grow. Our mission is to provide a high-quality education that will equip our students with the essential skills needed to obtain success and to develop appropriate and acceptable social behavior. Achieving our mission will increase student academic achievement and create lifelong learners. The Hamilton County School district's mission is to ensure a successful future for all students.

**To achieve this mission, we continue to provide quality education and empower students with the tools necessary to learn.

Provide the school's vision statement.

At Hamilton County Elementary School, our vision is creating a learning environment where all students can excel academically, focus on positive behavior, and foster social and emotional development. Student engagement is an essential part of the learning process.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Griffin, Kathy	Principal	Ms. Griffin ensures the safety and security of all students and staff or Hamilton County Elementary by using best practices in school safety. Ms. Griffin also works to foster purposeful leadership that supports the mission and the vision of Hamilton County Elementary School. Ms. Griffin directs and monitors the overall operations. In addition, Ms. Griffin studies the effectiveness of instruction, instructional programs, and student progress throughout the school year and makes informed decisions based on information provided by data. Ms. Griffin also coordinates and plans activities and programs that enhance the school environment.
Claridy, Charles	Assistant Principal	Under the direction of the principal, Mr. Claridy serves as the school leader of operations. Mr. Claridy leads the student support services department that includes behavior/discipline management and mental health. Mr. Claridy also assists with planning, coordinating, and directing activities and programs.
McCoy, Erica	Assistant Principal	Under the direction of the principal, Mrs. McCoy serves as the school leader of teaching and learning. Mrs. McCoy assists the principal with instructional leadership, implementing, monitoring, and managing the teaching and learning process of the school. Mrs. McCoy also assists with planning, coordinating, and directing activities and programs.
Combass, Dawn	Teacher, PreK	Grade Level Team Leader
Combass, Leeann	Teacher, K-12	Grade Level Team Leader
Johnson, Kelly	Teacher, ESE	Kelly Johnson - ESE Team Leader
Law, David	Teacher, K-12	Grade Level Team Leader
Byrd, Michelana	Teacher, K-12	Media Spec. Resource Team Leader
Smith, Geadon	Teacher, K-12	Geadon Smith - Grade Level Team Leader
Howell, Joanie	Teacher, K-12	Joanie Howell - Grade Level Team Leader
Clemons, Calena	Teacher, K-12	Calena Clemons Grade Level Team Leader
Cromartie, Allison	School Counselor	Allison Cromartie
Merine, Raven	Teacher, K-12	Raven Merine - Grade Level Team Leader

Name	Position Title	Job Duties and Responsibilities
Evans, Stuart	School Counselor	Stuart Evans
	Reading Coach	Cherie Stone
Lambert, Brenda	Teacher, K-12	
Evans, Katlyn	Teacher, K-12	Grade 1 Team Leader

Demographic Information

Principal start date

Thursday 7/1/2021, Kathy Griffin

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Total number of teacher positions allocated to the school

55

Total number of students enrolled at the school

854

Identify the number of instructional staff who left the school during the 2020-21 school year.

10

Identify the number of instructional staff who joined the school during the 2021-22 school year.

10

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	118	109	107	110	117	137	110	0	0	0	0	0	0	808
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Sunday 10/3/2021

2020-21 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	99	110	108	99	126	105	119	0	0	0	0	0	0	766
Attendance below 90 percent	23	29	28	15	20	19	31	0	0	0	0	0	0	165
One or more suspensions	0	0	0	2	4	5	3	0	0	0	0	0	0	14
Course failure in ELA	0	13	16	8	11	16	8	0	0	0	0	0	0	72
Course failure in Math	0	11	15	8	11	38	5	0	0	0	0	0	0	88
Level 1 on 2019 statewide ELA assessment	0	0	0	0	20	17	30	0	0	0	0	0	0	67
Level 1 on 2019 statewide Math assessment	0	0	0	0	8	13	31	0	0	0	0	0	0	52

The number of students with two or more early warning indicators:

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	5	13	7	0	0	0	0	0	0	0	0	0	0	25
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	99	110	108	99	126	105	119	0	0	0	0	0	0	766
Attendance below 90 percent	23	29	28	15	20	19	31	0	0	0	0	0	0	165
One or more suspensions	0	0	0	2	4	5	3	0	0	0	0	0	0	14
Course failure in ELA	0	13	16	8	11	16	8	0	0	0	0	0	0	72
Course failure in Math	0	11	15	8	11	38	5	0	0	0	0	0	0	88
Level 1 on 2019 statewide ELA assessment	0	0	0	0	20	17	30	0	0	0	0	0	0	67
Level 1 on 2019 statewide Math assessment	0	0	0	0	8	13	31	0	0	0	0	0	0	52

The number of students with two or more early warning indicators:

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	5	13	7	0	0	0	0	0	0	0	0	0	0	25
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				40%		57%	33%		56%
ELA Learning Gains				50%		58%	49%		55%
ELA Lowest 25th Percentile				56%		53%	48%		48%
Math Achievement				47%		63%	50%		62%
Math Learning Gains				47%		62%	59%		59%
Math Lowest 25th Percentile				44%		51%	54%		47%
Science Achievement				41%		53%	34%		55%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	50%	50%	0%	58%	-8%
Cohort Comparison						
04	2021					
	2019	34%	34%	0%	58%	-24%
Cohort Comparison		-50%				
05	2021					
	2019	43%	43%	0%	56%	-13%
Cohort Comparison		-34%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	57%	57%	0%	62%	-5%
Cohort Comparison						
04	2021					
	2019	45%	44%	1%	64%	-19%
Cohort Comparison		-57%				
05	2021					
	2019	50%	50%	0%	60%	-10%
Cohort Comparison		-45%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	40%	39%	1%	53%	-13%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

ELA and Math iReady Diagnostic
Science PM data is unavailable. District assessments were administered but data is not accessible in Performance Matters at this time.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	5	24	64
	Economically Disadvantaged	ND	ND	ND
	Students With Disabilities	0	17	33
	English Language Learners	0	0	55
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	22	54
	Economically Disadvantaged	ND	ND	ND
	Students With Disabilities	33	33	50
	English Language Learners	0	27	59

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	12	25	46
	Economically Disadvantaged	ND	ND	ND
	Students With Disabilities	0	14	24
	English Language Learners	6	6	33
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	2	19	51
	Economically Disadvantaged	ND	ND	ND
	Students With Disabilities	0	14	71
	English Language Learners	0	0	33

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	31	46	58
	Economically Disadvantaged	ND	ND	ND
	Students With Disabilities	8	14	29
	English Language Learners	8	8	43
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	5	29	43
	Economically Disadvantaged	ND	ND	ND
	Students With Disabilities	0	8	29
	English Language Learners	0	0	36

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	10	18	33
	Economically Disadvantaged	ND	ND	ND
	Students With Disabilities	0	0	0
	English Language Learners	4	0	19
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	10	22	37
	Economically Disadvantaged	ND	ND	ND
	Students With Disabilities	0	11	11
	English Language Learners	0	11	22

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	18	26	33
	Economically Disadvantaged	ND	ND	ND
	Students With Disabilities	0	0	0
	English Language Learners	8	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	13	29	53
	Economically Disadvantaged	ND	ND	ND
	Students With Disabilities	0	0	25
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	15	24	27
	Economically Disadvantaged	ND	ND	ND
	Students With Disabilities	0	6	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	23	44	53
	Economically Disadvantaged	ND	ND	ND
	Students With Disabilities	0	6	25
	English Language Learners	9	18	36

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	6	14	18	12	29	31	13				
ELL	17	28	40	43	56		54				
BLK	17	22	31	27	32	24	16				
HSP	21	26		45	48	50	68				
MUL	53			47							
WHT	49	49	25	55	52	40	58				
FRL	27	30	30	37	42	31	41				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	13	32	33	19	39	34	15				
ELL	25	45	67	47	42	50	40				
BLK	31	50	51	36	46	47	22				
HSP	34	47	65	50	47	50	47				
MUL	55			36							
WHT	54	54	60	60	48	27	58				
FRL	35	50	58	43	44	43	27				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	13	38	36	29	47	34	22				
ELL	18	46	57	58	54	60	20				
BLK	19	41	41	36	52	45	16				
HSP	29	48	65	58	62	62	34				
MUL	50	64		50	58						
WHT	48	57	48	60	64	69	54				
FRL	27	47	49	45	56	52	32				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	36
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	33
Total Points Earned for the Federal Index	287

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	18
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	39
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	24
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	42
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	50
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	45
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	34
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Trends that emerge across grade levels, subgroups and core content areas

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The data components based off progress monitoring and 2019 state assessments which demonstrate the greatest need for improvement

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The contributing factors that inform the need for improvement are

The new actions that would need to be taken to address the need for improvement are

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

According to the data, science showed an improvement of a 2% increase in proficiency overall.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The contributing factors to this improvement was experienced Science teachers, usage of focused instruction on Science Benchmarks, and consistency in using appropriate instructional strategies and progress monitoring at this grade level.

What strategies will need to be implemented in order to accelerate learning?

The strategies that need to be implemented to accelerate learning is to continue core Tier 1 instruction, remain focused on standards-based instruction, and use progress monitoring to determine the need for student supports through whole group and small group instruction.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

The professional development opportunities that will be provided at the school to support teachers and leaders is the science teachers will have professional development in using foundational skills in reading as well as reading strategies. The teachers will also participate in professional development in mapping and pacing that allows for better alignment of the curriculum to follow a sequential hierarchy. Teachers will also participate in professional development and training in best practices in instruction for science

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Hamilton County Elementary will continue to implement and monitor standards-based instruction and assessment. We will progress monitor students to determine the additional supports needed for academic achievement. We will continue to target areas of need for teacher professional develpment.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	The Progress Monitoring Assessment data and FSA Data showed a significant decline in proficiency, overall gains, and gains in the bottom quartile in ELA.
Measurable Outcome:	With the following improvements, all ELA categories will increase up to at least 50%. Improvement in ELA proficiency by 19% Improvement in overall gains by 17%. Improvement in the bottom quartile by 21%
Monitoring:	Data will be monitored throughout the year using district-approved progress monitoring tools. Monthly data meetings that will include instructional staff, administration, and other key staff to review trends in student performance. Data will also determine changes to instructional practices and intervention strategies.
Person responsible for monitoring outcome:	Kathy Griffin (kathy.griffin@hamiltonfl.com)
Evidence-based Strategy:	Utilizing researched based curriculum, using best practices in multi-tiered instruction, progress monitoring, making informed decisions based on data.
Rationale for Evidence-based Strategy:	Improve student achievement and student growth. Data indicated there was a decrease in student achievement and student growth.

Action Steps to Implement

Provide web-based software (iReady) that provides individualized instruction for every student in reading.

Person Responsible	Kathy Griffin (kathy.griffin@hamiltonfl.com)

Extended Day Learning to provide additional support for students identified as Tier 2 or Tier 3.

Person Responsible	Kathy Griffin (kathy.griffin@hamiltonfl.com)

Provide a Reading Coach that will increase the effectiveness of all teachers by providing differentiated professional learning as well as providing high impact instructional strategies and data analysis, focusing on improving student performance.

Person Responsible	Kathy Griffin (kathy.griffin@hamiltonfl.com)

Provide supplemental materials such as Florida Ready to support and increase understanding in ELA.

Person Responsible	Kathy Griffin (kathy.griffin@hamiltonfl.com)

Provide paraprofessionals to expand the number and frequency of small group instruction.

Person Responsible	Kathy Griffin (kathy.griffin@hamiltonfl.com)

Intervention Teachers provide support for Tier 3 students using Fountas and Pinnell Leveled Literacy Intervention materials.

Person Responsible Kathy Griffin (kathy.griffin@hamiltonfl.com)

Provide a Behavior Resource Teacher (BRT) that will implement a positive behavior support system for students to manage their behavior, provide social-emotional supports for students and parents, along with being a resource for classroom teachers in need of strengthening their classroom behavior plans.

Person Responsible Kathy Griffin (kathy.griffin@hamiltonfl.com)

Monthly data meetings that include instructional staff, administration, and key staff members to review data and adjust instruction to meet all students' needs.

Person Responsible Kathy Griffin (kathy.griffin@hamiltonfl.com)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	The Progress Monitoring Assessment data and FSA Data showed a significant decline in proficiency, overall gains, and gains in the bottom quartile in Math.
Measurable Outcome:	With the following improvements, all ELA categories will increase up to at least 50%. Improvement in Math proficiency by 8% Improvement in Math overall gains by 6%. Improvement in the bottom quartile - Math by 19%
Monitoring:	Data will be monitored throughout the year using district-approved progress monitoring tools. Monthly data meetings that will include instructional staff, administration, and other key staff to review trends in student performance. Data will also determine changes to instructional practices and intervention strategies.
Person responsible for monitoring outcome:	Kathy Griffin (kathy.griffin@hamiltonfl.com)
Evidence-based Strategy:	Utilizing researched-based curriculum, using best practices in multi-tiered instruction, progress monitoring, making informed decisions based on data.
Rationale for Evidence-based Strategy:	Improve student achievement and student growth. Data indicated there was a decrease in student achievement and student growth.

Action Steps to Implement

Provide web-based software (iReady) that provides individualized instruction for every student in math.

Person Responsible	Kathy Griffin (kathy.griffin@hamiltonfl.com)

Extended Day Learning to provide additional support for students identified as Tier 2 or Tier 3.

Person Responsible	Kathy Griffin (kathy.griffin@hamiltonfl.com)

Schedule Consistent walk-throughs by the administration to increase the effectiveness of all teachers by providing differentiated professional learning as well as providing high impact instructional strategies and data
analysis, focusing on improving student performance.

Person Responsible	Kathy Griffin (kathy.griffin@hamiltonfl.com)

Provide supplemental materials such as Florida Ready to support and increase
understanding in Math

Person Responsible	Kathy Griffin (kathy.griffin@hamiltonfl.com)

Provide paraprofessionals to expand the number and frequency of small group instruction.

Person Responsible Kathy Griffin (kathy.griffin@hamiltonfl.com)

Provide a Behavior Resource Teacher (BRT) that will implement a positive behavior support system for students to manage their behavior, provide social-emotional supports for students and parents, along with being a resource for classroom teachers in need of strengthening their classroom behavior plans.

Person Responsible Kathy Griffin (kathy.griffin@hamiltonfl.com)

Monthly data meetings that include instructional staff, administration, and key staff members to review data and adjust instruction to meet all students' needs.

Person Responsible Kathy Griffin (kathy.griffin@hamiltonfl.com)

#3. Instructional Practice specifically relating to Small Group Instruction	
Area of Focus Description and Rationale:	Increase student achievement of the bottom quartile in ELA and Math through intervention and small group instruction. The data showed that 29% of students in the bottom quartile showed a learning gain in ELA. In addition, only 31% of students showed a learning gain in Math. There is a significant decline in student growth in the bottom quartile and a need for more focused instruction and intensive intervention.
Measurable Outcome:	The intended outcome is that 50% of our students in the bottom quartile will show a learning gain in Math and 50% of our students in the bottom quartile will show a learning gain in ELA.
Monitoring:	Use data to identify and place students in groups Use Leveled Literacy Intervention for small group instruction for students in Tier III Use Iready Toolbox to provide Tier III instruction in Math
Person responsible for monitoring outcome:	Kathy Griffin (kathy.griffin@hamiltonfl.com)
Evidence-based Strategy:	Guided Reading Differentiated Instruction
Rationale for Evidence-based Strategy:	Research shows that differentiated instruction can be an effective practice if used appropriately and consistently. Teachers have identified students in the bottom quartile based on FSA scores as well as diagnostic assessments. Teachers and administration will continue to meet monthly to discuss the students that make up the bottom quartile. Teachers will implement Guided Reading using the Fountas and Pinnel GR Program during small group instruction with classroom teachers and paraprofessionals. Students will also use web-based in ELA and Math to receive individualized instruction. All practices will be monitored and adjusted based on student progress and/or needs.

Action Steps to Implement

During grade-level meetings, discuss the progress and/or needs of the student identified as the bottom quartile in ELA and Math.

Person Responsible	Kathy Griffin (kathy.griffin@hamiltonfl.com)

Use research-based programs to remediate and reteach in small groups. Student groups will be documented in lesson plans, and fidelity checks will be conducted by the administration.

Person Responsible	Kathy Griffin (kathy.griffin@hamiltonfl.com)

Teachers will use iReady to differentiate instruction in ELA and Math. iReady learning path may be adjusted based on student needs.

Person Responsible	Kathy Griffin (kathy.griffin@hamiltonfl.com)

Make adjustments to the bottom quartile during grade-level meetings to reflect student gains and losses.

Person Responsible	Kathy Griffin (kathy.griffin@hamiltonfl.com)

Provide highly qualified paraprofessionals to assist students daily in small groups and one-on-one, under the supervision of state-certified teachers.

Person Responsible Kathy Griffin (kathy.griffin@hamiltonfl.com)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Based on the information taken from the SafeSchoolsforAlex.org website Hamilton County Elementary School ranked 1,012 out of 1,395 elementary schools in the state of Florida. We reported 1.098 which rounds to 1.1 incidents per 100 students which placed us in the high category, with there being a total of 10 incidents from the total student enrollment of 911. The state average for incidents per 100 were 1.0 with a total of 9,159 total incidents. The types of incidents reported in Violent Crimes was listed as high; the school ranked 908 out of the 1,395 per 100 students with a ranking of 0.66. Damage to property was rated very low, ranking number 1 out of 1,395 with 0 incidents reported. Drug/Public Order incidents were reported as high, with a state rank of 1,258 out of the 1,395 schools placing the school at a very high rate; per 100 students the rank was 0.44. In reference to suspensions the school data was ranked at 863 out of the 1,395 schools. Suspensions per 100 students was ranked at 3.8. The total number of suspensions was 35 during the 2019-2020 school year.

The primary areas of concern that we will monitor during the 2021 -2022 school year are fighting and threat/intimidation. We are working to implement initiatives to assist our students in demonstrating more appropriate ways of demonstrating social skills. Support staff such as guidance counselors and social workers are assigned to work with students. We also have a Behavior Resource Teacher who is working with classroom teachers and students to address classroom management concerns and implementing strategies with students to address behavioral concerns. Secondary areas of concern include Drug and Public Order Incidents indicators and other major offences and weapons possessions.

The school culture and environment will be monitored through student referrals and through monitoring student behavior via weekly student services meetings and monthly data meetings. We work as a holistic team to address any concerns that arise with students, providing the necessary supports and guidance to address social/emotional health and well-being.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Establishing a positive school culture and environment for our students in Hamilton County requires the support of district administration, teachers, support staff, parents, and school board members. We welcome our students back in August with a district wide 'Meet the Teacher' event where parents and community members are invited to tour the school and meet the staff. The School Advisory Council and PTO meet in September to begin planning other events for the school year. Donuts for Dad and Muffins for Mom are events that encourage parents/guardians to take active roles in reading with their children. Parents and Grandparents Luncheons offer similar opportunities for all stakeholders to experience the school culture that has been established. HCES has a Facebook page where we share positive information and happenings at school like the Junior Deputy program that recognizes students who make good choices and 'Caught you Reading!' where staff shares photos of students reading in a variety of places throughout the county.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Administrators, teachers, support staff, parents, and community members play active roles in promoting a positive culture and environment at Hamilton County Elementary School. Everyone's role is to support, challenge, and celebrate children.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	**Areas of Focus: Instructional Practice: ELA**	$0.00
2	III.A.	**Areas of Focus: Instructional Practice: Math**	$0.00
3	III.A.	**Areas of Focus: Instructional Practice: Small Group Instruction**	$0.00
		Total:	$0.00