Hamilton County Elementary School

2022-23 Schoolwide Improvement Plan

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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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: C (41%) 2018-19: C (46%) 2017-18: C (47%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	[Cassandra Brusca](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

School Board Approval

This plan was approved by the Hamilton County School Board on 10/11/2022.

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.

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5686 US HIGHWAY 129 S, Jasper, FL 32052

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 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	67%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

School Board Approval

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SIP Authority

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Purpose and Outline of the SIP

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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 develop appropriate and acceptable social behavior. To achieve this mission, we provide quality education and empower students with the tools necessary to learn. 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.

Provide the school's vision statement.

At Hamilton County Elementary School, our vision is to create 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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Griffin, Kathy	Principal	Ms. Griffin ensures the safety and security of all students and staff for 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 which 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
Evans, Melissa	Teacher, K-12	Grade Level Team Leader
Lambert, Brenda	Teacher, K-12	Grade Level Team Leader
Law, David	Teacher, K-12	Grade Level Team Leader
Smith, Geadon	Teacher, K-12	Grade Level Team Leader
Clemons, Calena	Teacher, K-12	Grade Level Team Leader
Howell, Joanie	Teacher, K-12	Grade Level Team Leader
Mickler, Penny	Teacher, K-12	Interventionist Team Leader
	Teacher, ESE	ESE Team Leader

Name	Position Title	Job Duties and Responsibilities
Johnson, Kelly	Other	MTSS Coordinator
Evans, Katlyn	Behavior Specialist	Behavior Resource Teacher

Demographic Information

Principal start date

Thursday 7/1/2021, Kathy Griffin

Number of teachers with a 2022 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.*

9

Number of teachers with a 2022 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.*

6

Total number of teacher positions allocated to the school

62

Total number of students enrolled at the school

735

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

9

Identify the number of instructional staff who joined the school during the 2022-23 school year.

8

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	126	108	127	72	123	0	0	0	0	0	0	0	674
Attendance below 90 percent	38	30	37	33	32	32	0	0	0	0	0	0	0	202
One or more suspensions	0	3	3	1	5	4	0	0	0	0	0	0	0	16
Course failure in ELA	7	18	9	2	1	5	0	0	0	0	0	0	0	42
Course failure in Math	7	9	5	2	4	18	0	0	0	0	0	0	0	45
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	28	7	50	0	0	0	0	0	0	0	85
Level 1 on 2022 statewide FSA Math assessment	0	0	0	20	9	46	0	0	0	0	0	0	0	75
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have 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	4	13	8	2	5	10	0	0	0	0	0	0	0	42

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	11	11	9	32	0	2	0	0	0	0	0	0	0	65
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

Wednesday 10/19/2022

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	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	

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	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	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	35%		56%				40%		57%
ELA Learning Gains	46%						50%		58%
ELA Lowest 25th Percentile	36%						56%		53%
Math Achievement	45%		50%				47%		63%
Math Learning Gains	55%						47%		62%
Math Lowest 25th Percentile	41%						44%		51%
Science Achievement	28%		59%				41%		53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	50%	50%	0%	58%	-8%
Cohort Comparison		0%				
04	2022					
	2019	34%	34%	0%	58%	-24%
Cohort Comparison		-50%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	43%	43%	0%	56%	-13%
Cohort Comparison		-34%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	57%	57%	0%	62%	-5%
Cohort Comparison		0%				
04	2022					
	2019	45%	44%	1%	64%	-19%
Cohort Comparison		-57%				
05	2022					
	2019	50%	50%	0%	60%	-10%
Cohort Comparison		-45%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	40%	39%	1%	53%	-13%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	8	19	28	25	50	38					
ELL	17	39	44	35	44	33	8				
BLK	24	36	25	30	51	40	17				
HSP	33	49	47	43	49	29	19				
MUL	32	55		56	80						
WHT	46	54	50	57	59	53	41				
FRL	31	45	36	41	54	42	22				

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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TSI
OVERALL Federal Index – All Students	41
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	42
Total Points Earned for the Federal Index	328
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	28
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3

English Language Learners	
Federal Index - English Language Learners	33
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	32
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	39
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	56
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	51
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	39
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

The data trends show an improvement in ELA and mathematics, however, there was a slight decrease in proficiency in science. There was an increase in overall proficiency and in learning gains in ELA and mathematics. A significant learning gap exists in the sub-group data between African-American students and students of other races (White, Hispanic).

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

There is a need for improvement in overall proficiency in all academic areas ELA, Mathematics, and Science.

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 factor to this need of improvement is that less than 50% of students are proficient in ELA, Mathematics, and Science; this means that more rigor in higher order thinking and scaffolding is needed to ensure that our students are working at proficiency or progressing towards proficiency during standards-based instruction. Additionally, we are adding more push-in support to ensure that students' needs are met during all Tiers of instruction.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

There was an increase in ELA and Mathematics in all sections and for most subgroups. However the overall learning gains in mathematics showed the most improvement.

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

The contributing factors to this improvement were increased professional development in ELA, professional development on motivating students, and increased rigor in Tier I instruction. The new actions which have been taken for the 2022/2023 school year are push-in services for academic areas which include ELA, Mathematics, and Immediate Intensive Instruction (iii) time. Data were aggregated and disaggregated to ensure that we could identify students' strengths and areas of need. Small group instruction is taking place in academic areas and during iii time daily.

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

The strategies that are being implemented to accelerate student learning is spiral reviews built into the curriculum, increased rigor during Tier I instruction in the areas of ELA, Mathematics, and Science. The support schedule was revised to ensure push-in support services for Tier II and Tier III 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.

Professional development opportunities that are provided at the school to support teachers and leaders will be in the following areas: small group instruction, Saxon Phonics professional development, book study, iReady in-service, aligning instruction that ensures the BEST standards are taught with rigor.

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

We have expanded the reach of our Student Services department to meet the diverse needs of our students; we concentrate on their mental health, school wide expectations that prepare our students for life-long success, We are cultivating a culture of excellence through our overall revamping of our Positive Behavioral Intervention Supports (PBIS). We will continue to monitor the push-in academic support services to ensure that our students are making the necessary progress, adjusting changes as needed by reviewing the data to support all students.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Small Group Instruction	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The area of focus is on instructional practices primarily small-group instruction in ELA. The data trend consistently shows that at-risk students or students who are 2 plus grade levels below their peers are responding to the Tier III interventions implemented during Triple I across grade levels. The achievement gap is closing and many students are only 1 - grade level below their peers, which puts them closer to being proficient. With the utilization of Differentiated instruction, students are taught in small groups based on needs identified from specific domains in Diagnostic data.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	With this system of instruction in place, the expectation is that all students will make significant gains in ELA, and students who are 1 grade level below their peers will become proficient. Therefore by Spring 2023 as measured by the Progress Monitoring data, 50% of students who are 1 grade level below their peers will increase achievement to a proficient level.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The area of focus will be monitored by school site-based and district administration. The monitoring process will include learning walks, daily observations, monthly data meetings, and monthly PLCs.
Person responsible for monitoring outcome:	Kathy Griffin (kathy.griffin@hamiltonfl.com)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Differentiated Instruction is the evidence-based practice that is being used. Students are placed in small groups based on data and teacher input. Teachers and support staff create interventions, materials, and strategies that support the acquisition and application of skills which increase student proficiency. Students are taught daily in small groups, and each teacher in grades K - 5 have a support staff member during core instruction and Triple I. The support staff push-in to the class and provide small group instruction along with the classroom teacher.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy.	During the past 3 years, our students who were identified as at-risk for reading deficiency were pulled out for small group instruction using LLI. The data strongly indicated that this practice was ineffective because students showed little or no growth after engaging in this instructional process for the entire school year. Therefore, it became necessary to reflect on and refine the instructional practice. Data was used for student placement, and schedules were created for all support staff, so all grade-level teachers would have additional support to conduct small group differentiated instruction based on student needs.

Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Utilize data to place students in small groups.
Create a support staff schedule to ensure that all classroom teachers K - 5 have support during core and intensive instruction times.

Person Responsible   Erica McCoy (erica.mccoy@hamiltonfl.com)

Provide supplemental and intervention materials to support an increase in understanding ELA content.

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

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

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

Schedule learning walks, observations, and data meetings that include instructional staff, administration, and key staff members from school and district sites.

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

Continue to monitor day-to-day learning activities to ensure all aspects of this instructional improvement process are being implemented with fidelity.

Person Responsible   [no one identified]

#2. -- Select below -- specifically relating to

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

The area of focus for K - 2 specifically related to Reading/ELA is differentiated instruction. Based on recent data from diagnostic assessments, areas of critical need were identified through their performance in reading domains, and students were grouped according to their needs. Teachers and support staff were selected to instruct in small group settings on a daily basis. All students will be engaged in small group instruction based on their identified needs.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

The area of focus for grades 3 - 5 specifically related to Reading/ELA is differentiated instruction. Based on the 2022 statewide, standardized ELA assessment, and recent data from diagnostic assessments, areas of critical need were identified through their performance in reading domains, and students were grouped according to their needs. Teachers and support staff were selected to instruct in small group settings on a daily basis. All students engaged in small group instruction based on their identified needs.

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- ◦ Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- ◦ Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- ◦ Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

Based on data from 2022 end-of-the-year progress monitoring assessments, less than 50% of students were on track to pass the ELA assessment. By increasing small group/differentiated instruction, at least 50% of students will be on track to score at or above proficiency on the 2023 progress monitoring assessment.

Grades 3-5: Measureable Outcome(s)

Based on the data from the 2022 statewide ELA assessment, less than 50% of students in grades 3-5 scored a level 3 or above. By increasing small group/differentiated instruction, at least 50% of students will score at level 3 or above on the 2023 statewide ELA assessment.

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

The following methods are being used to monitor the Area of Focus:
Focused Planning
Scheduling support
Learning Walks
Observations
Monthly Data Meetings/Quarterly Data Review
Monthly Coaching/PLCs

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

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Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

The following Evidence-based Practices will be used:

Differentiated Instruction
Saxon Phonics
Sound Partners
Wonders
iReady
Direct Explicit Instruction

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified practices/programs show proven record of effectiveness for the target population?

The evidence-based practices/programs being utilized are proven effective in increasing achievement levels and overall student academic performance in ELA.

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring
Literacy Leadership - Book Study for instructional leaders - "Now We're Talking" Literacy Coaching - Monthly Coaching PLC's Assessment - Progress Monitoring - Train the Trainer Professional Learning - BEST Standards Training/ELA Core Curriculum Training (Wonders) HITS - High Impact Teaching Strategies Training for all instructional staff	Griffin, Kathy, kathy.griffin@hamiltonfl.com

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

At Hamilton County Elementary School we are dedicated to improving the overall climate for all our students, we have adopted schoolwide RISE goals and a school mantra that is repeated daily to remind students of our behavioral expectations which contribute to success for all. We have built in supports which are implemented by our Student Support Team which includes administration, a guidance counselor, social workers, a parent involvement specialist, and a behavior resource teacher.

The Student Service Department has bi-weekly meetings to discuss students, their needs, and strategies/solutions to best address what is going on with our students. We work with parents and guardians to ensure that our students' needs are being met. We discuss students that we have seen, students that we are continuing to monitor, and which students may need more intensive support. We utilize a multi-disciplinary approach during our student service meetings, and we inspect what we expect from all stakeholders.

Monthly we focus on having a Titan of the month from each classroom. Students are chosen based on their demonstration of specific behaviors which include their ability to get along with their peers, their ability to follow directions, their ability to work with teachers, support staff, and their peers in completing assignments and projects. The student is recognized on our Titan of the Month wall with their picture and their teacher's name, lunch with school administration in the cafeteria on the stage, an activity. The goal of the Titan of the Month program is to encourage all our students, regardless of their academic ability to demonstrate pro-social behaviors. A picture of our students is also placed beside their classroom door to highlight the student as being chosen for Titan of the Month. The student gets to complete a one sheet page that highlights their uniqueness and the goal of being recognized as Titan of the Month.

Students are recognized throughout the year for their dedication to being exemplary students through receiving verbal encouragement and secondary reinforcers when they are demonstrating appropriate behaviors. We work with our students to find the most appropriate consequence for behavioral infractions; we have a goal of using the least restrictive means to assist students in meeting or exceeding our expectations. We utilize a Multi-Disciplinary Approach when dealing with any issues with our students; our goal is to teach our students how to be the most respectful and responsible young people possible.

We work with community organizations to support our students in and outside of school. We partner with agencies to enrich our students lives when they are not in school. Staff members support our students in their extracurricular activities through attendance at such events. We make it a habit to celebrate our students' success.

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

Kathy Griffin - Principal - Enthusiastic and upbeat, committed to building a culture of excellence in academics, behavior, and social-emotional development.

Charles Claridy - Assistant Principal - Works to create a relationship with all students inside the school walls as well as when students are in the community participating in other activities such as enrichment programs and sports programs.

Erica McCoy - Assistant Principal - Dedicated to the academic and social development of students through relationship building and accountability.

Alli Kennedy - Admin. Assistant - Coordinates and assists with every facet of the school, ensures that the work supports students, educators, and support staff.

Katelyn Evans - Behavior Resource Teacher - Works to foster strong relationships between classroom educators, students, and support staff.

Kelly Johnson - MTSS Coordinator - Diligently works to ensure that all students receive the supports that will allow them to be successfully socially, academically, and behaviorally.

Teachers and Support Staff - Work to ensure that students needs are met and that we are utilizing the most appropriate strategies and supports to improve our students social development and academic proficiency.

Students and Parents - Demonstrates an enthusiasm for learning and offers insights into how we can best support students and parents throughout the educational process.

Hamilton County Community Members - Supports the vision and focus of the administration for students who attend Hamilton County Elementary School through being an active participant at school events and activities.