

Hamilton County School District

Hamilton County Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Hamilton County Elementary School

5686 US HIGHWAY 129 S, Jasper, FL 32052

[no web address on file]

School Board Approval

This plan was approved by the Hamilton County School Board on 9/11/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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. We strive to foster a culture of excellence in all we do.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation 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 for Hamilton County Elementary by using best practices in school safety. Ms. Griffin also works to foster purposeful leadership that supports the mission and vision of Hamilton County Elementary School and the Hamilton County School District. 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	Mr. Charles Claridy serves as the assistant principal of operations. Mr. Claridy ensures the safety and security of the school campus and makes sure the campus is prepared for students and staff. He leads the student support services department, which includes discipline/behavior management and mental health. Mr. Claridy also assists with planning, coordinating, and directing programs and activities.
McCoy, Erica	Assistant Principal	Mrs. McCoy serves as the assistant principal of teaching and learning. Mrs. McCoy ensures the safety and security of the school campus. Mrs. McCoy also assists the principal with instructional leadership, planning, implementing, monitoring, and managing the teaching and learning process. Mrs. McCoy also assists with planning, coordinating, and directing programs and activities.
Combass, Dawn	Teacher, PreK	Lead Teacher
Combass, Leeann	Teacher, K-12	Lead Teacher - Kindergarten
Lambert, Brenda	Teacher, K-12	Lead Teacher - Second Grade
Smith, Geadon	Teacher, K-12	Lead Teacher - Third Grade
Howell, Joanie	Teacher, K-12	Lead Teacher - Fifth Grade
Clemons, Calena	Teacher, K-12	Lead Teacher - Fifth Grade
Johnson, Kelly	Teacher, K-12	MTSS Coordinator

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Hamilton County Elementary actively participates in the Hamilton District School Advisory Council. We also have an active Parent Teacher Organization (PTO) that involves parents and families as well as community members. The SIP is presented to the Hamilton County School Board members for approval as well as to the School Advisory Council granting the opportunity for input.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The principal or designee will monitor the areas of focus and the goals to ensure that the information listed in the SIP is implemented appropriately and the necessary adjustments are made in order to increase student academic achievement levels and work to close achievement gaps.

Demographic Data	
2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	67%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
2021-22 ESSA Identification	TSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK)* Hispanic Students (HSP)* Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)*
School Grades History	2021-22: C 2019-20: C 2018-19: C 2017-18: C

School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	49	43	40	0	0	0	132
Level 1 on statewide Math assessment	0	0	0	28	27	61	0	0	0	116
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	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 that have two or more early warning indicators:

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

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	38	30	37	33	32	32	0	0	0	202
One or more suspensions	0	3	3	1	5	4	0	0	0	16
Course failure in ELA	7	18	9	2	1	5	0	0	0	42
Course failure in Math	7	9	5	2	4	18	0	0	0	45
Level 1 on statewide ELA assessment	0	0	0	28	7	50	0	0	0	85
Level 1 on statewide Math assessment	0	0	0	20	9	46	0	0	0	75
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	4	13	8	2	5	10	0	0	0	42

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	11	11	9	32	0	2	0	0	0	65
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	38	30	37	33	32	32	0	0	0	202
One or more suspensions	0	3	3	1	5	4	0	0	0	16
Course failure in ELA	7	18	9	2	1	5	0	0	0	42
Course failure in Math	7	9	5	2	4	18	0	0	0	45
Level 1 on statewide ELA assessment	0	0	0	28	7	50	0	0	0	85
Level 1 on statewide Math assessment	0	0	0	20	9	46	0	0	0	75
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	4	13	8	2	5	10	0	0	0	42

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	11	11	9	32	0	2	0	0	0	65
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2022			2019		
	School	District	State	School	District	State
ELA Achievement*	35		56	40		57
ELA Learning Gains	46		61	50		58
ELA Lowest 25th Percentile	36		52	56		53
Math Achievement*	45		60	47		63
Math Learning Gains	55		64	47		62
Math Lowest 25th Percentile	41		55	44		51
Science Achievement*	28		51	41		53
Social Studies Achievement*			50			
Middle School Acceleration						
Graduation Rate						
College and Career Acceleration						
ELP Progress	42			52		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	41
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	328
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	28	Yes	3	3
ELL	33	Yes	1	
AMI				
ASN				
BLK	32	Yes	3	
HSP	39	Yes	1	
MUL	56			
PAC				
WHT	51			
FRL	39	Yes	1	

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	35	46	36	45	55	41	28					42

2021-22 ACCOUNTABILITY 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	ELP Progress
SWD	8	19	28	25	50	38						
ELL	17	39	44	35	44	33	8					42
AMI												
ASN												
BLK	24	36	25	30	51	40	17					
HSP	33	49	47	43	49	29	19					41
MUL	32	55		56	80							
PAC												
WHT	46	54	50	57	59	53	41					
FRL	31	45	36	41	54	42	22					43

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	31	33	29	42	44	31	44					33
SWD	6	14	18	12	29	31	13					
ELL	17	28	40	43	56		54					33
AMI												
ASN												
BLK	17	22	31	27	32	24	16					
HSP	21	26		45	48	50	68					34
MUL	53			47								
PAC												
WHT	49	49	25	55	52	40	58					30
FRL	27	30	30	37	42	31	41					32

2018-19 ACCOUNTABILITY 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	ELP Progress
All Students	40	50	56	47	47	44	41					52
SWD	13	32	33	19	39	34	15					
ELL	25	45	67	47	42	50	40					52
AMI												

2018-19 ACCOUNTABILITY 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	ELP Progress
ASN												
BLK	31	50	51	36	46	47	22					
HSP	34	47	65	50	47	50	47					51
MUL	55			36								
PAC												
WHT	54	54	60	60	48	27	58					70
FRL	35	50	58	43	44	43	27					49

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	34%	34%	0%	54%	-20%
04	2023 - Spring	40%	40%	0%	58%	-18%
03	2023 - Spring	37%	37%	0%	50%	-13%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	47%	47%	0%	59%	-12%
04	2023 - Spring	35%	35%	0%	61%	-26%
05	2023 - Spring	37%	37%	0%	55%	-18%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	35%	35%	0%	51%	-16%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data component which demonstrated the lowest performance was in Fourth grade ELA. The contributing factor(s) to last year's low performance were attendance, the transition to new standards, and a new ELA curriculum. We will have to develop strategies to ensure that our students are at school on a more regular basis. We will provide more training to ensure our educators are more comfortable with the B.E.S.T. standards as well as the new ELA curriculum. The trends indicate that while some students maintained proficiency and obtained growth, other students showed no growth, and fell below grade level in ELA.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The data component that showed the greatest decline from the prior year was ELA in fifth grade overall. The factors that contributed to the decline in ELA scores for fifth grade could have been a change in the ELA curriculum and the new BEST standards implementation.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component that had the greatest gap when compared to the state average was fourth grade ELA.

The factors that contributed to the gap were student attendance, transitioning instruction to meet the rigor of new standards, and implementing curriculum resources as well as professional learning with fidelity.

Which data component showed the most improvement? What new actions did your school take in this area?

The data component that showed the most improvement was in regards to learning gains from PM1 to PM3 in Language Arts and Mathematics.

The actions that our school took in this area was the implementation of embedded small group instruction throughout the school day, designated paraprofessional and intervention support, and targeted instruction during afterschool and summer programs.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Upon review of EWS data identified in Part 1, the number of students missing 10 or more days continues to be a major area of concern. Student absenteeism has a direct correlation with low student achievement results.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

The highest school improvement priorities for the upcoming year are to increase proficiency in ELA and Mathematics across all grade levels (K-5) including the subgroup of Students with Disabilities.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Students with Disabilities were identified as an area of focus by their data which was below the federal index due to less than 41% of the students not being proficient in the overall academic performance as evidenced by the F.A.S.T. (Florida Assessment of Student Thinking) Assessment. As a result, the Hamilton County Elementary School has been identified as a Targeted Support Intervention (TSI). Based on the third progress monitoring assessment more than 32% of our students with disability in grades three through five scored below proficiency for more than 3 consecutive years.

Measurable Outcome:

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

Hamilton County Elementary will implement inclusive scheduling and strategic placement for students with disabilities; professional development in the areas of lesson planning and data-based instructional decisions; with a focus on tier 1 instruction. Concluding the 2022 school year, the ESSA subgroup data of Students with Disabilities federal index score of 28 is below the benchmark score of 41. HCES will increase the federal index benchmark by 13 percent of points by the end of the 2024 school year. Progress monitoring will utilize the FAST PM 1 and PM2 assessment data. Student performance will be reviewed collaboratively along with intervention data in order to determine student intervention and educator support needs as indicated by individual SWD growth.

Monitoring:

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

Monitoring will occur during monthly data chats targeting SWDs with the administration, MTSS monthly meetings, FAST PM data, iReady data, collaborative planning with ESE support, lesson plans, inclusion logs, time and effort documentation, and professional development attendance.

Person responsible for monitoring outcome:

Kathy Griffin (kathy.griffin@hamiltonfl.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The evidence-based interventions that will be utilized during tier 2 and tier 3 may include direct explicit instruction and targeted small-group instruction with push-in support for target subgroups.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

According to the proficiency rates from the 2021 (7%) to the 2022 (9%) school year, data indicated a slight increase of proficiency in the number of students with a disability achieving proficiency. The projected learning gains for the 2023 school year are around 21.6%, which is an increase from the 14% overall learning gains in 2022.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Small group instruction is an evidence-based intervention for all students during the school day. Support schedules are created to ensure small group instruction takes place daily during the mandatory reading block as well as the Triple I block for ELA. K-5 SWD are apart of the small group instruction within the classroom push-in and pull-out times as scheduled in IEP.

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

By When: This action step will be monitored throughout the 2023/2024 school year. Updates regarding progress and adjustments will be provided monthly or as deemed necessary.

Explicit instruction is an evidence-based strategy used during core subject scheduled times. The appropriate benchmarks and standard-based instruction are monitored via weekly lesson plan reviews, daily walk-throughs, deep data dives to ensure educators are familiar with student data, collegial conversations to determine which instructional practices support student learning most effectively.

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

By When: This action step will be monitored throughout the 2023-2024 school year. Updates regarding progress and adjustments will be provided monthly or as deemed necessary.

#2. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Hamilton County Elementary School promotes positive behavior intervention practices through school-wide student participation in the RISE Titan initiative. The RISE initiative is based on Respect your self and school, Include other and help them know they belong, Show up in each moment, Expect growth believe in yourself. The HCES team has built in support implemented by Student Support Services utilizing the MTSS protocols. The team has monthly meetings to discuss student needs and strategies to address academic and behavioral challenges.

Measurable Outcome:

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

Utilizing the RISE program, there will be a reduction of 10% in office referrals as evidenced by incident reports and/or Skyward reports.

Monitoring:

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

In conjunction with the student selection process for the RISE program, discipline reports will be reviewed. Any student with a discipline referral will be identified for behavioral intervention supports with targeted replacement behavior strategies.

Person responsible for monitoring outcome:

Kathy Griffin (kathy.griffin@hamiltonfl.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Positive Behavioral Interventions and Supports (PBIS) is an evidence-based, tiered framework for supporting students' behavioral, academic, social, emotional, and mental health.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

When implemented with fidelity, PBIS improves social emotional competence, academic success, and school climate.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

#3. ESSA Subgroup specifically relating to Black/African-American

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

African American students are identified as an area of focus due to less than 41% of students in the federal index not being proficient in their overall academic performance on state assessments.

Measurable Outcome:

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

Hamilton County Elementary will implement inclusive scheduling and strategic placement for students below proficiency and will provide professional development in the areas of lesson planning and data-based instructional decisions; with a focus on tier 1 instruction. Concluding the 2022 school year, the ESSA subgroup data of African American students had a federal index score of 32 which was below the benchmark score of 41. HCES will increase the federal index benchmark by 9 percentage points by the end of the 2024 school year. Progress monitoring will utilize the FAST PM 1 and PM2 assessment data. Student performance will be reviewed collaboratively along with intervention data in order to determine student intervention and educator support needs as indicated by individual student growth.

Monitoring:

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

Monitoring will occur during monthly data chats with administration, FAST PM data analysis, iReady diagnostics, collaborative planning with interventionists, lesson plan review, and professional development attendance.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The evidence-based interventions that will be utilized during tier 2 and tier 3 may include direct explicit instruction and targeted small-group instruction with push-in support for targeted subgroups.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

According to the proficiency rates from the 2021-2022 data review, African American students scored below the 41% target for three consecutive years. ELA achievement levels were at 24% and Math achievement was measured at 30% for this subgroup.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Small group instruction is an evidence-based intervention for all students during the school day. Support schedules are created to ensure that small group instruction takes place daily during the mandatory

reading block as well as the Triple I block for ELA. After school and summer learning opportunities are provided as well to supplement instruction.

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

By When: This action step will be monitored throughout the 2023/2024 school year. Updates regarding progress and adjustments will be provided monthly or as deemed necessary.

Explicit instruction is an evidence-based strategy used during core subject scheduled times. The appropriate benchmarks and standard-based instruction are monitored via weekly lesson plan reviews, daily walk-throughs, deep data dives to ensure educators are familiar with student data, collegial conversations to determine which instructional practices support student learning most effectively.

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

By When: This action step will be monitored throughout the 2023/2024 school year. Updates regarding progress and adjustments will be provided monthly or as deemed necessary.

#4. ESSA Subgroup specifically relating to English Language Learners

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

For grades 3-5, the proficiency percentage of the English Language Learners (ELLs) subgroup was 33% for the English Language Arts/Reading PM3 for the F.A.S.T. assessment.

Measurable Outcome:

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

For grades 3-5, the proficiency percentage of the ELL subgroup will be 39.7% as evidenced by the 2024 PM3 administration of the F.A.S.T. The goal of 39.7% reflects a 10% reduction of non-proficient students.

Monitoring:

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

Small group instruction will be targeted for the instructional needs of the students as highlighted by the data analysis and data reporting from F.A.S.T. PM1 and PM2 administrations.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Identified students from the ELLs subgroup will be selected for Tier 2 small group instruction which is specialized instruction provided to students not making adequate progress in the core ELA instruction. Tier 2 instruction will be focused on specific reading components such as phonological awareness and phonics.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The purpose of Tier 2 supplemental intervention is to improve achievement of core, grade-level standards in a small group setting with a focus on closing targeted skill gaps.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

#5. ESSA Subgroup specifically relating to Hispanic

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

HCES data on the Florida Assessment for Student Thinking in English Language Arts in Grades 3-5 for the Hispanic subgroup population was 39% which was below the 41% federal requirement.

Measurable Outcome:

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

Increase the Hispanic subgroup performance on the Florida Assessment for Student Thinking in English Language Arts in Grades 3-5 from 39% to a minimum of 41% to meet the federal index target.

Monitoring:

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

Monitoring will occur monthly data chats with administration, FAST PM data analysis, iReady diagnostics, collaborative planning with interventions, lesson plan review, and implementation of professional learning. The school will focus on analyzing the performance of subgroups after each progress monitoring.

Person responsible for monitoring outcome:

Kathy Griffin (kathy.griffin@hamiltonfl.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The evidence-based interventions that will be utilized during Tier 2 and Tier 3 will include direct explicit instruction and targeted small-group instruction with push-in support for targeted subgroups.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Direct explicit instruction has strong ESSA evidence.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

#6. ESSA Subgroup specifically relating to Economically Disadvantaged**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Economically disadvantaged students are identified as an area of focus due to less than 41% of students in the federal index not being proficient in their overall academic performance on state assessments.

Measurable Outcome:

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

Hamilton County Elementary will implement inclusive scheduling and strategic placement for students below proficiency and will provide professional development in the areas of lesson planning and data-based instructional decisions; with a focus on tier 1 instruction. Concluding the 2022 school year, the ESSA subgroup data of Economically Disadvantaged students had a federal index score of 39 which was below the benchmark score of 41. HCES will increase the federal index benchmark by 2 percentage points by the end of the 2024 school year. Progress monitoring will utilize the FAST PM 1 and PM2 assessment data. Student performance will be reviewed collaboratively along with intervention data in order to determine student intervention and educator support needs as indicated by individual student growth.

Monitoring:

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

Monitoring will occur during monthly data chats with administration, FAST PM data analysis, iReady diagnostics, collaborative planning with interventionists, lesson plan review, and professional development attendance.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The evidence-based interventions that will be utilized during tier 2 and tier 3 may include direct explicit instruction and targeted small-group instruction with push-in support for targeted subgroups.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

According to the proficiency rates from the 2021-2022 data review, Economically Disadvantaged students were measured at 31% proficiency in ELA and 41% proficiency in Math which was a drop from 3 years prior.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Small group instruction is an evidence-based intervention for all students during the school day. Support schedules are created to ensure that small group instruction takes place daily during the mandatory reading block as well as the Triple I block for ELA. After school and summer learning opportunities are provided as well to supplement instruction.

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

By When: This action step will be monitored throughout the 2023/2024 school year. Updates regarding progress and adjustments will be provided monthly or as deemed necessary.

Explicit instruction is an evidence-based strategy used during core subject scheduled times. The appropriate benchmarks and standard-based instruction are monitored via weekly lesson plan reviews, daily walk-throughs, deep data dives to ensure educators are familiar with student data, collegial conversations to determine which instructional practices support student learning most effectively.

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

By When: This action step will be monitored throughout the 2023/2024 school year. Updates regarding progress and adjustments will be provided monthly or as deemed necessary.

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

The process used to review school improvement funding allocations and to ensure that those resources are allocated based on the needs of the school will occur during monthly district level administration meetings that examine school data and individual student results to ensure that students are moving along the continuum to proficiency. The educational support team at the school and district level will review the budget to determine which programs and/or services are being utilized to meet the needs of the school and the students; we will make adjustments as deemed necessary to obtain the greatest value for allocated monies.

We will also have data dives quarterly at the school level to examine student progress and to identify any changes in instructional practices that may be needed.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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 instructional practices specifically relating to supporting students in grade K - 2 are the utilization of programs to teach phonics and phonemic awareness which are aligned with the Science of Reading initiative. Students will receive explicit instruction during small group time to accelerate their learning and to scaffold their learning when necessary.

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

The instructional practices specifically related to Reading/ELA for grades 3-5 are utilization of programs to teach phonics, vocabulary and comprehension which are aligned with the Science of Reading Initiative. Students will receive explicit instruction during small group time targeted to their individual deficiencies.

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 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 Measurable Outcomes

HCES grades K-2 met the threshold of less than 50% of students scoring below the 40th percentile. The goals by grade level for 2023-24 are as follows:

- K - decrease the percentage of students scoring below the 40th percentile from 40% to 35%
- 1 - decrease the percentage of students scoring below the 40th percentile from 46% to 41%
- 2 - decrease the percentage of students scoring below the 40th percentile from 49% to 44%

Grades 3-5 Measurable Outcomes

HCES grades 3-5 did not meet the threshold of less than 50% scoring below a Level 3.

The goals by grade level for 2023-24 are as follows:

3 - decrease the percentage of students scoring below Level 3 from 60% to 49%

4 - decrease the percentage of students scoring below Level 3 from 59% to 49%

5 - decrease the percentage of students scoring below Level 3 from 63% to 49%

Monitoring

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 impact student achievement outcomes.

HCES administrative team will review data after each progress monitoring assessment. Following this activity data meetings with grade level teams will be held to analyze and adjust instruction to increase student growth and achievement.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Griffin, Kathy, kathy.griffin@hamiltonfl.com

Evidence-based Practices/Programs

Description:

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?

HCES uses the evidence-based practices of direct, explicit instruction, small groups, and differentiation to improve student outcomes across all grade levels. Core curriculum and supplemental materials used meet ESSA evidence for strong, moderate, or promising levels.

All evidence-based practices/programs used are aligned with the district's K-12 Comprehensive Evidence-Based Reading Plan.

All evidence-based practices/programs used are aligned with the B.E.S.T. ELA Standards.

Rationale:

Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

The evidence-based practices/programs address the identified need as proven by growth from progress monitoring data. Although the identified evidence-based practices/programs do show effectiveness for the target population, a gap does still exist.

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
<p>HCES will establish a Literacy Leadership team which will include representation from administration, instructional and non-instructional personnel, along with district personnel. This team will set reading goals, monitor data, provide input regarding decisions on practices/programs, and provide support.</p>	<p>Griffin, Kathy, kathy.griffin@hamiltonfl.com</p>
<p>Literacy Coaching will be provided by administration, district reading coach, and other instructional leadership staff to improve instructional practices, which in turn will improve student outcomes.</p>	<p>Griffin, Kathy, kathy.griffin@hamiltonfl.com</p>
<p>Assessments include diagnostic (iReady) twice a year along with FAST assessments for grades K-5. Data from these assessments, along with formative classroom assessments, are reviewed at monthly data meetings to adjust instruction and increase student achievement.</p>	<p>Griffin, Kathy, kathy.griffin@hamiltonfl.com</p>
<p>Instructional staff participates in three Professional Learning days per year along with monthly PLC which targets areas of need in which staff will engage in activities to enhance their understanding of evidence-based practices.</p>	<p>Griffin, Kathy, kathy.griffin@hamiltonfl.com</p>

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
 List the school's webpage* where the SIP is made publicly available.

Hamilton County Elementary will present the SIP to the Hamilton County School Board members, Superintendent, district staff, and all stakeholders in attendance during the monthly school board meeting. In addition, Hamilton County Elementary will upload the SIP to the district website and place a hardcopy in the front office of the school.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Hamilton County Elementary will have several opportunities for parental and family engagement during the school year. During those events, the principal, assistant principals, and teachers will discuss the components of the SIP, the implementation and monitoring process, and the overall impact of the plan. Parents will receive progress reports and report cards each quarter to inform them of their child's progress toward proficiency.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

Hamilton County Elementary plans to improve instructional practices by evaluating the overall teaching process. Teachers and staff have engaged in professional development opportunities that addressed standards review in ELA and Math for all students K-5. The principal, assistant principal and other instructional leaders have also engaged in professional development that has enhanced their understanding and increased their ability to lead.

All instructional curriculum materials have been evaluated to make certain that it provides the appropriate amount of grade-level content, and the rigor necessary to challenge students and assist in increasing critical thinking and problem-solving skills. Teachers use a tiered model instruction in order to fully address the variety of academic abilities in the classroom.

The master schedule reflects the time allocated for daily instruction in 90 minutes of uninterrupted ELA block, math block, and an immediate intensive instruction time for all students for students K-5. Support staff (Paraprofessionals, Counselors, Resource) have a push-in schedule to support students during small group instruction, during core academics, and intensive instruction. The groups for intensive instruction are created based on student data taken from diagnostic assessments. Groups are revised after each assessment period. Students receive intensive instruction based on skill deficits. The same process is used to create the support schedule for SWD. The overall academic performance of all Students with Disabilities is monitored by the grade-level teacher, school site administration, and the district-level ESE coordinator.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

On staff at HCES are two guidance counselors, two social workers, and an ELL parent liaison. Each of these individuals play an integral part in supporting students' counseling and mental health needs daily. A therapist through Meridian Behavioral Healthcare is on campus weekly providing counseling services to students.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

n/a

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Hamilton County Elementary School has created schoolwide performance goals for all students called RISE.

R - Respect yourself and our school; I - Include others and help them know they belong; S - Show up in each moment - you are meant to be here; E - Expect growth - believe in yourself. Posters with the RISE goals are posted throughout the school. Students begin each school day reciting the Titan Pledge : "We pledge today to do our best, in reading, math, and all the rest. We promise to follow all the rules, on our class and in our school We are responsible, respectful, and safe, too. We are the Hamilton Titans ready to RISE!"

Titans of the Month are chosen and celebrated for making appropriate behavior choices.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Teachers attended various professional learning opportunities this summer including B.E.S.T. Summer Math Institute and Rural Connect Summer Literacy Conference. During the district summer symposium and preplanning, teachers and support staff participated in district, school, and grade-level data 'dives' where academic assessments were analyzed by subgroup, domains, and benchmarks. This enabled effective teachers to determine their strengths and weaknesses within the data, new teachers to learn about our districts challenges, and everyone to discuss and prepare to meet these challenges in the coming academic year. When we come together and understand that this data belongs to all of us: teachers, administrators, paraprofessionals, students, parents, and our community, we realize that as a united force, we can help all of our students RISE to Excellence.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

At HCES we have a 3-year old Pre-K class and four 4-year old Pre-K classes. Teachers in these classes are focused on teaching standards and skills that will prepare children for Kindergarten. During the summer, a bridge program is available for upcoming Kindergarten students where they can 'get their feet wet' with the rigor and coursework they will be exposed to in the new school year.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Other	\$0.00
3	III.B.	Area of Focus: ESSA Subgroup: Black/African-American	\$0.00
4	III.B.	Area of Focus: ESSA Subgroup: English Language Learners	\$0.00
5	III.B.	Area of Focus: ESSA Subgroup: Hispanic	\$0.00
6	III.B.	Area of Focus: ESSA Subgroup: Economically Disadvantaged	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No