

Hamilton Elementart Accountability Plan

2024-2025

The Accountability Plan Template embodies requirements set by the Missouri Department of Elementary and Secondary Education (DESE) relative to Schoolwide Planning and the completion of the Consolidated Application and Comprehensive School Improvement Plan. It also supports the continuous improvement of all St. Louis Public Schools.

We are committed to a Continuous Improvement System based on the Theory of Action: Improved student learning for every student in every school, with the primary goal of having all Missouri students graduate ready for success. This improvement guidance document has as its foundation the following five pillars of the **SLPS Transformation 4.0 Plan**, which support the Continuous Improvement Theory of Action:

Pillar 1: The District creates a system of excellent schools

Pillar 2: The District advances fairness and equity across its system

Pillar 3: The District cultivates teachers and leaders who foster effective and culturally responsive learning environments

Pillar 4: All students learn to read and succeed

Pillar 5: Community partnerships and resources support the District's **Transformation 4.0 Plan**



24-25 ACCOUNTABILITY PLAN TEMPLATE

Table of Contents

Section	Contents	Completion Dates <small>(What date did you and your School Planning Committee complete each section?)</small>
1	School Profile, Mission, Vision, School Improvement Planning Committee	May 20, 2024
2	Comprehensive Needs Assessment: Student Demographics; Student Achievement; Curriculum and Instruction; High Quality Professional Development; 2024-2025 Priorities; Root Cause Analysis; School Parent and Family Engagement: Program Evaluation Results; Policy Involvement; Shared Responsibilities for Student Achievement (School Parent Compact); School Capacity for Involvement; Summary Statements	May 20, 2024
3	The Goals and the Plan: Goal 1-Leadership Development Plan; Goal 2-Reading Plan; Goal 3-Mathematics Plan	September 20, 2024
(Completed Plan, Sections 1-3, Submission Date to Network Superintendent)		September 27, 2024
The WORD version of this plan must be completed, signed by Principal and Network Superintendent, and submitted to State and Federal Programs Team by * October 4, 2024, from Network Superintendent.		

SECTION 1

School Profile

Accountability Plan Template

Districts, charters and/or schools should engage in timely and meaningful discussions, with a broad range of stakeholders, to examine relevant data to understand the most pressing needs of students, schools and/or educators and the potential root causes for each need. By inviting all stakeholders to participate in the needs assessment

Improvement/Accountability Plan		
Focus of Plan (check the appropriate box): <input type="checkbox"/> LEA <input checked="" type="checkbox"/> School	Name of LEA: St. Louis Public Schools Name of School: Hamilton Elementary School Code:478	Check if appropriate <input type="checkbox"/> Comprehensive School ***Requires a Regional School Improvement Team <input type="checkbox"/> Targeted School <input checked="" type="checkbox"/> X Title I.A
Date:		
Purpose: To develop a plan for improving the top 3 needs identified in the needs assessment.		
School Mission: The mission of Hamilton Elementary School is to educate students academically, socially, and emotionally to create a foundation that effectively supports their post-secondary goals.		
School Vision: The vision of Hamilton Elementary school is to create a safe, inviting environment that promotes comprehensive success of all students through data driven, student led-learning while building positive relationships with the community.		
One plan may meet the needs of a number of different programs. Please check all that apply. <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I.A School Improvement <input type="checkbox"/> Title I.C Education of Migratory Children <input type="checkbox"/> Title I.D Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk <input type="checkbox"/> Title II.A Language Instruction for English Learners and Immigrant Children <input type="checkbox"/> Title IV 21st Century Schools <input type="checkbox"/> Title V Flexibility and Accountability <input checked="" type="checkbox"/> Individuals with Disability Education Act <input type="checkbox"/> Rehabilitation Act of 1973 <input type="checkbox"/> Carl D. Perkins Career and Technical Education Act <input type="checkbox"/> Workforce Innovation and Opportunities Act <input checked="" type="checkbox"/> Head Start Act <input checked="" type="checkbox"/> McKinney Vento Homeless Assistance Act <input type="checkbox"/> Adult Education and Family Literacy Act <input checked="" type="checkbox"/> MSIP <input type="checkbox"/> Other State and Local Requirements/Needs _____ 		

process you are establishing a unified understanding of the LEA and/or school(s), identifying goals that reflect the vision of the entire learning community and promoting buy-in for improvement efforts. The following chart identifies stakeholders who may participate in the needs assessment process.

School Planning Committee

Position/Role	Name	Signature	Email/Phone Contact
Principal	Starlett Frenchie	<i>Starlett Frenchie</i>	Starlett.Frenchie@slps.org
Assistant Principal (if applicable)	N/A	<i>N/A</i>	
Academic Instructional Coach	Egin Willis	<i>Egin Willis</i>	Egin.Willis@slps.org
Family Community Specialist (if applicable)	N/A	<i>N/A</i>	N/A
ESOL Staff (if applicable)	N/A	<i>N/A</i>	N/A
SPED Staff (if applicable)	Terry Henry	<i>Terry Henry</i>	Terry.Henry@slps.org
ISS/PBIS Staff (if applicable)	John Moore	<i>John Moore</i>	John.Moore3@slps.org
Teacher	Shonda Ayers	<i>Shonda Ayers</i>	Shonda.Ayers@slps.org
Teacher	Carol Lile	<i>Carol Lile</i>	Carol.Lile@slps.org
Parent	Ebony Jenkins	<i>Ebony Jenkins</i>	Egonzo0916@gmail.com
Parent	Shekita McKenney	<i>Shekita McKenney</i>	mckenneyshekita@gmail.com
Support Staff	Kimberly Roach-Trice	<i>Kimberly Roach-Trice</i>	Kimberly.Roach-trice@slps.org
Community Member/Faith Based Partner	Becca Guss	<i>Becca Guss</i>	Becca.Guss@gmail.com
Network Superintendent	Shaimeka Humphrey	<i>Shaimeka Humphrey</i>	Shaimeka.humphrey@slps.org
<i>Other</i>			

What date did you and your School Planning Committee Complete Section 1? _____ September 20, 2024 _____

SECTION 2

Comprehensive Needs Assessment

Comprehensive Needs Assessment

Student Demographic		
Data Type	Current Information	Reflections
Student Enrollment as of 3/1	225 113 Males --- 50.3% 112 Females --- 49.7%	Hamilton's enrollment has been consistent within a three year trend with average 50/50 male and female enrollment.
Grade Level Breakdown	P3 --- 18 --- 8% P4 --- 23 --- 10% Kg --- 33 --- 15% 1 st --- 30 --- 13% 2 nd --- 35 --- 16% 3 rd --- 31 --- 14% 4 th --- 34 --- 15% 5 th --- 21 --- 9%	Hamilton's grade level breakdown provides 2 ECE classrooms, 1 ECSE Classroom, 2 pre K classrooms, 2 first grade classrooms, 2 second grade classrooms, 1 third grade classroom, 2 4 th grade classroom, 1 fifth grade classroom and 2 Cross cat classrooms (k-2 nd and 3 rd - 5 th)
Ethnicity	African American --- 219 --- 97% Hispanic --- 4 --- 2% Multi Racial --- 2 --- 1%	Hamilton student enrollment is 97% African American, 4% Hispanic, 2% Multi-racial. Most students who attend Hamilton live north of Delmar in the Hamilton Heights and/or Lewis Place communities with 86-95% African American, 3-10% White and 1-2% multi-racial. Our school is located in the Skinker-Debalivier Community South of Delmar with an estimated community demographics of 54% White, 26% African American, 9% Asian, 9% Hispanic 2% Multi-Race.
Attendance	90/90 --- 47.1% ADA --- 86.5%	Hamilton evidenced a 15.5% increase in attendance. We did not meet the state of Missouri's attendance expectation of 90%.
Mobility	21.3%	Hamilton's school community is largely a community of renters The surrounding area boast of 100+ multi-family units. 44% of 22-23 enrolled students returned to Hamilton for the 2023-2024.
Socioeconomic status	FRL --- 100 McKenney Vento ---35	All Hamilton students participate in the Direct Certification Program. 35 student were identified as Homeless or in transition.

Discipline	ISS --- 281 Intent to Distract --- 200 Leaving Class --- 76 Verbal Abuse ---57 Fighting ---22 Other Type II --- 14 Fighting Horse Play ---278	The PBIS Coordinator collaborates with the School Change Team (Counselor, Social Worker, FCS, Therapist, Teacher and Principal) to establish expectations and procedures that promote a positive school climate. Hamilton identified the following students behaviors that adversely impacted the school climate, student who perform below same age peers exhibited task avoidance behaviors, students fail to wear uniform and ignore reasonable request, simple redirections or established expectations and demonstrated task avoidance behaviors that impacted teaching and learning in classrooms. In response to the undesired behaviors Hamilton developed and implemented action plans to support celebrations, incentives and/or rewards for desired ehaviors. Hamilton has relaunched PBIS Paw System, a school store, an Arcade and a Stem Lab to support and encourage desired behavior. PBIS Paw program yielded some success however some adult behaviors and lack of consistency impeded the success of the program.
English Language Learners/LEP	ESOL 3	Hamilton has 3 students who speak dual language. Based on observation and evidence, the language barriers do not hinder teacher- student communication or the students instructional program, however staff utilizes the ESOL Office to support any barriers and/or communication with parents.
Special Education	IEP 47	Hamilton has 47 students with Special needs as identified via IEP with a cross categorical range of diagnosis.

Student Achievement- State Assessments
(Please analyze your achievement data for 23-24 and provide an explanation for the current performance data.)

Goal Areas	22-23 performance	23-24 performance	24-25 Goals	Explanation/Rationale for Current Performance
ELA	MPI 283.3 Prof/Adv 7.3%	MPI 281.3	MPI = 381	Hamilton's MPI evidence a slight decrease with performance at the "FLOOR". The average daily attendance was 86.2% while 90/90 was 47.1%. Our students lacked the foundational skills that serve as anchors to learning to build on new concepts. Our school community also struggled with staffing, 50% of Hamilton's teachers were substitutes who lacked the skills to implement basic teaching pedagogy in providing instruction for students. Academic Instructional Coach provided PD, Pre-Made Scripted Lessons, Modeling, and Feedback. Teachers consistently voiced concerns about pacing impacted by student attendance and the lack of time to support students.
Math	MPI 232.6 Prof/Adv 3.3%	232.6	MPI = 370	Hamilton's MPI evidence a slight decrease with performance at the "FLOOR". The average daily attendance was 86.2% while 90/90 was 47.1%. Our students lacked the foundational skills that serve as anchors to learning to build on new concepts. Our school community also struggled with staffing, 50% of Hamilton's teachers were substitutes who lacked the skills to implement basic teaching pedagogy in providing instruction for students. Academic Instructional Coach provided PD, Pre-Made Scripted Lessons, Modeling, and Feedback. Teachers consistently voiced concerns about pacing impacted by student attendance and the lack of time to support students.
Science	MPI 252.6 LND 0 Below Basic 93.9% Basic 6.1% Proficient 0% Advanced 0%	252.8	MPI = 372	Hamilton's MPI evidence a slight decrease with performance at the "FLOOR". The average daily attendance was 86.2% while 90/90 was 47.1%. Our students lacked the foundational skills that serve as anchors to learning to build on new concepts. Our school community also struggled with staffing, 50% of Hamilton's teachers were substitutes who lacked the skills to implement basic teaching pedagogy in

				providing instruction for students. Academic Instructional Coach provided PD, Pre-Made Scripted Lessons, Modeling, and Feedback. Teachers consistently voiced concerns about pacing impacted by student attendance and the lack of time to support students.
--	--	--	--	--

Student Achievement- Local Assessment						
Goal Areas	22-23 performance		23-24 performance		24-25 Goals	Explanation/Rationale for Current Performance
	BOY	EOY	BOY	EOY		
STAR Reading	15%	14%	19%	15%	100%	The percent of students performing at or above level in Star reading evidenced a decrease in scores by the end of the year. Hamilton had inconsistency with the instructional programming to support student achievement at high levels.
STAR Math	19%	15%	11%	12%	100%	Students' average daily attendance was 86.2% while 90/90 was 47.1%. Students continue to lack foundational skills in math that serve as anchors to learning and building on new concepts. Students' academic foundation is deeply impacted by attendance and other basic needs that are not met.
DRDP (PreK)	66.0%	69.0%	48.0%	52%	N/A	Hamilton's ECE program is supported by ILA educators working toward teacher certification. Hamilton's ECE program operates at full capacity with a wait list.

BOY - % Proficient Beginning of Year; EOY - % Proficient End of Year

Curriculum and Instruction
(Please use the boxes below to describe how your school supports the following factors of curriculum and instruction)

Data Type	Current Information
Learning Expectations	Teachers are provided with the district’s mandated curriculum plan and resources. Curriculum Plan outlines standards, pacing and instructional guidelines that mirror state recommendations. District and school provide ongoing professional development to support teachers. PD is provided to help staff understanding learning expectations to support with planning and implementation of rigorous lessons. Teachers are responsible for creating Classroom Management Plans to support positive Behaviors
Instructional Programs	ELA: MyhView Savvas (includes Success Maker); Renaissance MA: Envision, Savvas (includes SuccessMaker), Renaissance SC: Stem Lab with a focus on the identified Science Standards, Mystery Science, Exploring Science SS: (National Geographic), PBS Science, Missouri Department of Conservation Nystrom, Grade Level Units, online resources identified in curriculum plan District and school provide ongoing professional development to support teachers in using programs.
Instructional Materials	Teacher Editions digital and/or physical) Savvas, Exploring Science, Nystrom Online resources: Mystery Science, Curriculum plans, identified instructional programs Elementary Teams page and/or Hamilton Teams page: contains many resources, exemplar lesson plans, readings, etc.
Technology	Teachers: Promethean Boards/Smart Boards in classroom, desktop, laptop Students: Ipads (one to one)
Support personnel	Hamilton has the following full time support staff: Nurse, Family Community Specialist, Counselor, Social Worker, In School Suspension Monitor, and building substitute.. Hamilton also has a Trauma Therapist part time however school community and students would benefit from full time support.
High Quality Professional Staff <i>(How are you ensuring that all students are taught by a high-quality teacher?)</i>	
Data Type	Current Information
Staff Preparation	-SLPS District Professional Development Catalog -Site Based PD -Additional PD Offerings
Staff Certification	-3 Pre K Staff (1 Elementary Cert, 2 ILA’s) -11 KG- 5 th (6 Elementary Cert, 5 ILA’s)

	-3 SpEd (2 Cert, 1 ILA) -3 Art, Music, Gym (all Elementary Cert.) -1 Reading Teacher (1 Elementary Cert)
Staff Specialist and other support staff	Family Community Specialist (FCS), Counselor, Social Worker, Library Aide, Nurse, Pre School Teacher Assistant's, Instructional Care Attendant's, In School Suspension Monitor (ISS), Building Substitutes, Academic Instructional Coach, Secretary, custodial, café workers, Trauma Therapist
Staff Demographics	38 African American 6 White 2 Multi Racial
School Administrators	1 African American Female

24-25 School Parent and Family Engagement Policy

In addition to the LEA's Parent and Family Engagement Policy (P1230), each Title I.A school must jointly develop with parents of participating children a written Parent and Family Engagement Policy. The school policy shall be distributed to parents and made available to the local community. The school policy must be reviewed annually and updated as needed to meet the changing needs of parents, families and the school. Parents shall be notified of the policies in an understandable and uniform format. To the extent practicable, the policy shall be provided in a language the parents can understand. If the school has a Parent and Family Engagement Policy, that policy may be amended to meet the federal policy requirements.

Program Evaluation Results

How does your school seek and obtain the agreement of parents to the parent and family engagement policy?

The Family Engagement Policy is a part of the enrollment packet and Student handbook. The packet is provided to parents during enrollment, the annual informational meeting and at various PTO events, to include meet the Teacher and Open House. Forms are also included in pertinent paperwork sent home at the beginning of the school year to be signed and returned for filing and compliance.

What are the strengths of family and community engagement?

The strength of Hamilton's family and community engagement is through partnerships created with parents to support students who have been affected by a traumatic experience. When parents are willing to partner and students witness the relationship, we are better equipped to support students in the school environment,

What are the weaknesses of family and community engagement?

The weakness of Hamilton’s family and community engagement is the lack of parental and partner involvement. Hamilton has struggled to re-engage parents and community partners in a meaningful way, partly due to the impacts and implications of the 2020 COVID19 VIRUS.
What are the needs identified pertaining to family and community engagement?
The needs of the family and community engagement initiative is consistency and intentionality in scheduling and planning events that showcase school initiatives as well provide learning opportunities to support family structure. We have added after school family events to attempt to increase participation.
Policy Involvement
How are parents involved in the planning, review, and improvement of the Schoolwide plan?
Parents are solicited to complete the Panorama survey during the 4th quarter. The results of the survey support the planning, review and improvements of the plan.
How are parents involved in the planning, review, and improvement of the school parent and family engagement policy?
Parents are solicited to complete the Panorama survey during the 4th quarter. The results of the survey support the planning, review and improvements of the plan.
How is timely information about the Title I.A program provided to parents and families?
Information about Title 1.A. program is provided via the Family Engagement bulletin board, handouts, newsletter, title 1 meeting, Class DoJo and upon request.
What are the methods and plans to provide an explanation of curriculum, assessments and MAP achievement levels to parents and families?
To provide an explanation of curriculum, assessments and MAP achievement levels to parents and families; Hamilton will be intentional in creating events and opportunity to provide parents with information to support the instructional program by creating a calendar of events and information to be shared with timing considerations.

24-25 Shared Responsibility for Student Achievement-School Parent Compact
--

Purpose: The school-parent compact outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state’s high standards.

What are the ways in which all parents will be responsible for supporting their children's learning?

SLPS Parents will support of academic achievement includes but may not be limited to the following.

- Make sure my child is in school every day possible and on time;
- Check that homework is completed including reading for 30 minutes per night;
- Monitor and limit screen time;
- Volunteer in my child's classroom/school when possible;
- Be aware of my child's extra-curricular time and activities;
- Stay informed about my child's education by reading all communications from the school and responding appropriately;
- Keep school informed and up-to-date with contact information (phone numbers, email, etc.); and
- Notify school of all absences as they occur.

Describe the school's responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment.

Our School Staff will provide high quality curriculum and instruction in a supportive and effective learning environment by doing the following:

- We will provide high-quality instruction and materials to our students.
- We will plan and participate in high-quality professional development which incorporates the latest research.
- We will maintain a safe and positive school climate.

We will hold annual parent-teacher conferences in the fall and spring to:

- Discuss the child's progress/grades during the first quarter (Fall Conference)
- Discuss this compact as it relates to the child's achievement
- Examine the child's achievement and any pending options at the end of the third quarter (Spring Conference)

Provide parents with frequent reports on their child's progress as follows:

- Frequent communication from the teacher;

- Mid quarter progress reports and quarterly grade reports; and
- MAP and STAR test scores shared on progress reports, report cards, and at parent/teacher conferences.

Be accessible to parents and offer them opportunities to provide input through:

- Email, phone calls or person-to-person meetings;
- Scheduled consultation before, during, or after school and
- Scheduled school or home visits, as necessary.

Provide Parents Opportunities to volunteer and participate in their child's class and to observe classroom activities as follows:

- Listen to children read;
- Have an opportunity to become a room parent;
- Present a program on their culture, a different country, a special skill or career, etc.;
- Assist with programs or parties, educational trips,

Please provide assurance that the school is:

- ✓ Conducting parent-teacher conferences at least annually, during which the compact shall be discussed
- ✓ Issuing frequent reports to parents on their children's progress
- ✓ Providing reasonable access to staff, opportunities to volunteer, and observation of classroom activities
- ✓ Ensuring regular two-way, meaningful communication between family members and school staff and, in a language that family members understand.

Hamilton's conducts bi-annual conferences in October and March of each school academic year. Hamilton issues academic interim progress reports every 5 weeks. Hamilton invites and solicits every family to volunteer and provides forms and applications via registration packet and class dojo. Home to school communication is encouraged, with a response within 24 hours, via phone, DoJo, text or email.

School Capacity for Involvement

<p>How does the school provide assistance to parents in understanding the following items?</p> <ul style="list-style-type: none"> - Missouri Learning Standards - Missouri Assessment Program - Local Assessments - How to monitor a child's progress - How to work with educators to improve the achievement of their children
<p>To provide an explanation of curriculum, assessments and MAP achievement levels to parents and families; Hamilton will be intentional in creating events and opportunity to provide parents with information to support the instructional program by creating a calendar of events and information to be shared with timing considerations.</p>
<p>How does your school provide materials and trainings to help parents work with their children to improve achievement?</p>
<p>Hamilton parents can access training materials, school newsletter and specific topic pamphlets at the family and community specialist office and/or the main office.</p>
<p>How does your school educate school personnel (<i>teachers, specialized instructional support personnel, principals, and other school leaders, and other staff</i>) in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners?</p>
<p>Hamilton hosts professional development at the beginning of the academic year for staff and provides a school handbook with guidance and expectations. As needed the handbook and expectations are revisited to support implementation.</p>
<p>How does your school implement and coordinate parent programs, and build ties between parents and the school?</p>
<p>Parent events are planned by teachers, school change team, afterschool liaisons and/or the family engagement office. As teachers or staff consider events, approval is received from the principal. Once approval is received the staff works with the family engagement specialist to identify dates and a plan to communicate information to families via DoJo, email, text, handouts, calendar and newsletter. The school change team provides support in carrying out all planned events.</p>
<p>Describe plans to coordinate and integrate, to the extent feasible and appropriate, parental involvement programs and activities with other programs, such as parent resource centers that encourage and support parents in more fully participation in the education of their children.</p>
<p>Our plans to coordinate and integrate will include engaging surrounding community entities as partners who have resources that are otherwise limited in access to our parents.</p>
<p>Accessibility Assurance</p>

In carrying out the parent and family engagement requirements, the school, to the extent practicable, provides opportunities for the informed participation of parents and families including:

- ✓ Parents and family members who have limited English proficiency
- ✓ Parents and family members with disabilities
- ✓ Parents and family members of migratory children
- ✓ Provides information and school reports in a format and language parents understand

Hamilton has open communication with the SLPS ESOL Bilingual Migrant Program office and rely on their supports for limited English, migratory children and providing reports in specific languages. Hamilton also has expectations aligned with IDEA and ADA to support individuals with disabilities.

Summary Statements

Summary of the Strengths

Academic Strengths:

Hamilton Elementary School was committed to providing an instructional program that promotes student achievement. A strength in our instructional program was the flexibility of our teachers. Another strength was student data collection to inform instructional practices.

Attendance Strengths:

Hamilton Elementary School was committed to having students at school everyday. The strengths were evidenced via School Change Team reflection and reaction. As a result of meetings and data review the school change team created and implemented plans to support and incentivize students for the desired behaviors and to increase school attendance in the absence of the a school social worker first semester. Staff was very responsive and supportive in out parent communication as it related to transportation.

Discipline Strengths:

Hamilton Elementary School strengths as it relates to discipline is our flexibility and willingness to try something different in our commitment to creating a safe and conducive environment for learning. In an effort to do so we will continue to promote, support and implement our Schoolwide PBIS curriculum. We will commit to being inclusive, timely and accessible to families to support student success. This school year, our strengths were staff flexibility, the support of the school change team and the ability to reflect and react.

Family and Community Engagement Office is essential to our school community which helps bridge the gap between home, school and community. Hamilton's strengths are communication with families, providing access and resources to families, and assisting/providing students with tools/resources to be successful within the academic environment. Hamilton's efforts and ability to engage parents to support students who exhibit traumatic behavior or experience trauma is also a strength.

Hamilton Elementary School is committed to creating a safe and conducive learning environment. As a school community, we intentionally focus on the intervention areas of our students to support their growth in the foundations of early learning. With a transient population and high mobility, it has been a priority to provide an academic program that strengthens the foundations of learning at the baseline level in an effort to build a proficient capacity. In our efforts, we will also continue to promote, support and implement our Positive Behavior Supports initiative.

Summary of the Weaknesses

Academic Weakness:

Hamilton Elementary School weakness as it relates to academics is the implementation of an effective instructional program as a result of 44% of our teachers being ILA/Substitute identified as noncertified and/or novice in the pedagogy.

Attendance Weakness:

Missouri Central School Bus Company was a weakness for Hamilton Elementary School. Lack of a Social Worker to support intentionality on student attendance during 1st semester resulting in late reactive responses to attendance concerns.

Discipline Weakness:

Hamilton's discipline weaknesses were inconsistent implementation of schoolwide expectations and classroom behavior intervention plan.

Family Community Engagement office weaknesses is starting the year with same rigor we want to end the year with, parental events, fieldtrips, opportunities to celebrate academic growth creating consistent, relevant opportunities that invite and engage parents with the school community to increase parental involvement to support the academic success of students. This year, our efforts did evidence adequate attempts to be inclusive, timely and/or consistent in engaging parents, new and/or old partner support.

Summary of the Needs

Summarize your current progress as a school, what is going well, where there is room for growth. Outline your 2 priority areas of focus/programmatic shifts you will make to ensure success during the 24-25 school year.

Hamilton Elementary School will remain committed to creating a safe and conducive learning environment. As a school community, we intentionally focus on the intervention areas of our students to support their growth in the foundations of early learning. With a transient population and high mobility, it has been a priority to provide an academic program that strengthens the foundations of learning at the baseline level in an effort to build a proficient capacity. In our efforts, we will also continue to promote, support and implement our Positive Behavior Supports initiative.

1. Create opportunities to increase positive experiences within the school community to support students and staff morale in efforts to positively impact school climate and academic achievement.
2. Recruit highly qualified staff to implement instructional programming to support foundational skills.

Summary of Focus Priorities for 24-25

Prioritized areas of Need for 24-25 based on needs assessment/data analysis

Outline your 3 priority areas of focus/programmatic shifts you will make to ensure success during the 24-25 school year.

1. Securing highly qualified teaching staff.
2. Revisit schoolwide practices to support the development of school climate and culture that yields desired student behavior.
3. Providing professional development that elicits effective lesson planning and the facilitation of quality, relevant academic programming.

What date did you and your School Planning Committee Complete Section 2? _____ May 20, 2024 _____

SECTION 3

The Goals and the Plan

The Goals and the Plan

Goal #1 - Check the appropriate Transformation 4.0 pillar this goal falls under:

<input type="checkbox"/> Pillar 1: The District creates a system of excellent schools	<input type="checkbox"/> Pillar 2: The District advances fairness and equity across its system	<input checked="" type="checkbox"/> Pillar 3: The District cultivates teachers and leaders who foster effective, culturally responsive learning environments	<input type="checkbox"/> Pillar 4: All students learn to read and succeed	<input type="checkbox"/> Pillar 5: Community partnerships and resources support the District's Transformation 4.0 Plan
--	---	---	--	---

SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #1: Leadership
 Create an overarching SMART goal that reflects your Leadership Development Plan. Please ensure that your goal reflects an emphasis on equitable practices for all students and staff.

GOAL 1: SENSE OF BELONGING

By May 2025, School Leadership will demonstrate a minimum of 30% growth year-over-year (from Spring 2024 to Spring 2025) on Panorama Survey Data responses by students and school-based staff in the category of 'Sense of Belonging', as evidenced by Spring 2025 Panorama Survey Results.

Leadership Plan

Based on your needs assessment and evaluation, what are two areas of growth to increase the sense of belonging at your school? The areas you choose should be intentional and be the key levers that allow you to drive toward achieving your Sense of Belonging goal. *Please identify two areas of focus that most align with this goal.*

Priorities:

1. Increase opportunities for meaningful staff engagement.
2. Ensure staff has resources and supports necessary to implement instructional programming.

Evidence-based strategies

- SLPS Positive Behavior Interventions and Supports (PBIS) Protocols
- Ensure staff has resources and materials necessary to implement instructional programming.

Implementation Plan

Action Steps

30 Days:

Professional Development

<ul style="list-style-type: none"> ▪ SLPS Districtwide PBIS Protocols ▪ Review school process of securing material and resources ▪ Introduce school PBIS Matrix <p>Implementation/Monitoring</p> <ul style="list-style-type: none"> ▪ SIS Referrals ▪ Celebrations of staff and students ▪ Order supplies per staff request <p>Monitoring Student Progress</p> <ul style="list-style-type: none"> ▪ check-in/check out 	
Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ Culture & Climate Coordinator ▪ Administrator ▪ School Change Team 	<ul style="list-style-type: none"> ▪ Districtwide PBIS Matrix ▪ PBIS Districtwide Bus and Building Expectations ▪ School Wide Systems ▪ Code of Conduct Handbook ▪ Trauma Informed Supports
<p><u>60 Days:</u></p> <p>Professional Development</p> <ul style="list-style-type: none"> ▪ School wide systems ▪ Staff Student Code of Conduct Review ▪ Student Handbook review ▪ Trauma Informed Practices <p>Observation and Feedback</p> <ul style="list-style-type: none"> ▪ Walk Thorough data <p>Implementation/Monitoring</p> <ul style="list-style-type: none"> ▪ Frontline ▪ PLC Agenda <p>Monitoring Student Progress</p> <ul style="list-style-type: none"> ▪ SIS ▪ Celebration Participation 	
Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ Administrator ▪ Academic Instructional Coach ▪ School Change Team 	<ul style="list-style-type: none"> ▪ Create Handbooks ▪ Create or Secure Power Point Slides ▪ Enter data into Frontline ▪ Create Agendas and secure attendee signature

	<ul style="list-style-type: none"> ▪ Provide staff with logistics of activities & Celebration ▪ Enter information in SIS
<p>90 Days:</p> <p>Professional Development</p> <ul style="list-style-type: none"> ▪ Staff meeting on interpreting data <p>Observation and Feedback</p> <ul style="list-style-type: none"> ▪ Frontline ▪ Walk Through Data ▪ Formal Observations <p>Implementation/Monitoring</p> <ul style="list-style-type: none"> ▪ Panorama Data <p>Monitoring Student Progress</p> <ul style="list-style-type: none"> ▪ SIS Data ▪ Dojo Data 	
Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ Administrator ▪ Academic Instructional Coach ▪ School Change Team ▪ Teachers 	<ul style="list-style-type: none"> ▪ Enter data in frontline ▪ Create a calendar of classroom visits ▪ Dojo Access ▪ SIS data/reports ▪ Panorama Access
Funding Source(s)/ Cost to Support Implementation of Strategy	
<ul style="list-style-type: none"> ▪ <i>District-wide initiatives will be funded by the central office.</i> <ul style="list-style-type: none"> ○ Panorama Ed Survey Platform ▪ <i>For building initiatives, please identify the funding source (GOB, Title 1, Comprehensive, Other):</i> <ul style="list-style-type: none"> ○ Salary and benefits associated with Academic Instructional Coach (Title) ○ \$2000 for professional development books and resources for staff (Title/Comprehensive) ○ Funds for field trip admission and transportation for learning experiences to enhance classroom learning. (GOB) ○ Funds to upgrade and refresh literacy spaces throughout the building as needed (Comprehensive/GOB) 	

Goal #2- Check the appropriate Transformation 4.0 pillar this goal falls under:

<input type="checkbox"/> Pillar 1: The District creates a system of excellent schools	<input type="checkbox"/> Pillar 2: The District advances fairness and equity across its system	<input type="checkbox"/> Pillar 3: The District cultivates teachers and leaders who foster effective, culturally responsive learning environments	<input checked="" type="checkbox"/> Pillar 4: All students learn to read and succeed	<input type="checkbox"/> Pillar 5: Community partnerships and resources support the District's Transformation 4.0 Plan
SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #2: Reading				
<p>GOAL 2: READING By May 2025,</p> <ul style="list-style-type: none"> - 100% of students scoring below proficiency in reading at the start of the year will score proficient at the end of the year, as evidenced by the STAR Reading assessment. - 100% of students scoring proficient in reading at the start of the year will score advanced at the end of the year, as evidenced by the STAR Reading assessment. - 100% of students scoring advanced in reading at the start of the year will increase their scaled scores by a minimum of 50 points at the end of the year, as evidenced by the STAR Reading assessment. - 100% of students will increase their beginning of year STAR Reading Grade Equivalent score by 2.5 by the end of the year. 				
Reading Plan				
Based on your needs assessment and Reading data, what are your two reading priorities? The areas you choose should be intentional and be the key levers that allow you to drive toward achieving your Reading SMART Goal. <i>Please identify two areas of focus that most align with this goal.</i>				
<p>Priorities: Pre-K, Elementary, and Secondary:</p> <ol style="list-style-type: none"> 1. Students demonstrate mastery of the five pillars of literacy: phonemic awareness, phonics, vocabulary, comprehension, and fluency. 2. Students demonstrate mastery of academic discourse on complex texts (speaking, writing, listening, reading). 				
Evidence-based strategies	<ul style="list-style-type: none"> ▪ SLPS Instructional Vision for Academic Excellence utilizing Savvas myView (K-5) and myPerspectives (6-8) ELA Instructional Resources: <ul style="list-style-type: none"> ○ Gradual Release Model with an Emphasis on Academic Conversation and Complex Texts and Tasks ○ Instructional Design Framework and ELA Lesson Plan Internalization Protocol 			

	<ul style="list-style-type: none"> ○ ELA Collaborative Lesson Planning Protocol (PLCs) <ul style="list-style-type: none"> ▪ UFLI ▪ LETRS Training: School Leaders, Instructional Coaches, and Teachers
Implementation Plan	
Action Steps	
<p>30 Days:</p> <p>Professional Development</p> <ul style="list-style-type: none"> ▪ Leader PD - Gradual Release Model and Academic Conversations ▪ Leader PD - Collaboration, Consistency, and Clarity for PLCs w/Solutions Tree ▪ Staff PD – Grade Level and Content PD utilizing ELA instructional resources / Gradual Release Model and Academic Conversations PD ▪ Leader PD - ELA Lesson Planning and High Quality Instructional Design / Plan for Staff PD / Determine ELA PLC Cohorts ▪ Staff PD - ELA Lesson Planning and High Quality Instructional Design/ Plan for Implementation <p>Observation and Feedback</p> <ul style="list-style-type: none"> ▪ Walk Through Data ▪ Formal Observation Data ▪ Provide Action Steps ▪ Provide Coaching <p>Implementation/Monitoring</p> <ul style="list-style-type: none"> ▪ Frontline Data ▪ Stude <p>Monitoring Student Progress</p> <ul style="list-style-type: none"> ▪ STAR Reading BOY Assessment ▪ STAR Math BOY Assessment ▪ Baseline Data Review 	
Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ Professional Development Department ▪ Curriculum Specialists ▪ Director of Academic Instructional Coaches ▪ Academic Instructional Coaches ▪ Administrator ▪ Teacher Mentor ▪ Classroom Teacher 	<ul style="list-style-type: none"> ▪ SLPS Instructional Vision for Academic Excellence ▪ SLPS High Quality Instructional Design ▪ Savvas ELA myView (K-5) / myPerspectives (6-8) ▪ STAR Renaissance

60 Days:

Professional Development

- Leader PD - ELA Collaborative Planning Protocols (PLCs) / Plan for Staff PD and PLC Implementation
- Staff PD - ELA Collaborative Planning Protocols (PLCs) / Plan for Implementation

Observation and Feedback

- Walk Through Data
- Formal Observation Data
- Provide Action Steps
- Provide Coaching

Implementation/Monitoring

- **Frontline**
- **Agenda**

Monitoring Student Progress

- CBM (bi-weekly)
- RSP (bi-weekly)
- Star Progress monitor

Person(s) Responsible

Resources

- Professional Development Department
- Director of Academic Instructional Coaches
- Academic Instructional Coaches
- Classroom Teacher

- [SLPS Collaborative Lesson Planning Protocol](#)
- [SLPS Gradual Release Rubric](#)

90 Days:

Professional Development

- **Continue providing professional development as needed per data point**

Observation and Feedback

- Walk Through Data
- Formal Observation Data
- Provide Action Steps
- Provide Coaching

Implementation/Monitoring

- **Frontline**
- **Agendas**

Monitoring Student Progress

- STAR Reading MOY Assessment

Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ Academic Instructional Coach ▪ Administrator ▪ Classroom Teachers 	<ul style="list-style-type: none"> ▪ STAR Renaissance
Funding source(s) / Cost to Support Implementation of Strategy	
<ul style="list-style-type: none"> ▪ <i>District-wide initiatives will be funded by the central office.</i> <ul style="list-style-type: none"> ○ Tier 1 Instructional Tools (myView (K-5) and myPerspectives (6-8) ELA Instructional Resources) ○ Identified Tier 2 and Tier 3 Instructional Tools (Freckle ELA/Math; myON) ○ Academic Competitions ▪ <i>For building initiatives, please identify the funding source (GOB, Title 1, Comprehensive, Other):</i> <ul style="list-style-type: none"> ○ ELA Tools (paper, pencils, journals, binders, high lighters, Chart Marts, writing paper) ○ Anchor Chart Paper ○ Paper (graph, scratch, note taking) ○ Topic Kits (main character, setting, plot etc) ○ High Interest Read ○ Small Group Activities, Resource and Activities ○ Copy Paper 	

Goal #3- Check the appropriate Transformation 4.0 pillar this goal falls under:				
<input type="checkbox"/> Pillar 1: The District creates a system of excellent schools	<input type="checkbox"/> Pillar 2: The District advances fairness and equity across its system	<input type="checkbox"/> Pillar 3: The District cultivates teachers and leaders who foster effective, culturally responsive learning environments	<input checked="" type="checkbox"/> Pillar 4: All students learn to read and succeed	<input type="checkbox"/> Pillar 5: Community partnerships and resources support the District's Transformation 4.0 Plan
SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #3: Mathematics				
GOAL 3: MATH By May 2025, - 100% of students scoring below proficiency in math at the start of the year will score proficient at the end of the year, as evidenced by the STAR Math assessment.				

- 100% of students scoring proficient in math at the start of the year will score advanced at the end of the year, as evidenced by the STAR Math assessment.
- 100% of students scoring advanced in math at the start of the year will increase their scaled scores by a minimum of 50 points at the end of the year, as evidenced by the STAR Math assessment.

Mathematics Plan:

Based on your needs assessment and Mathematics data, what are your two mathematics priorities? The areas you choose should be intentional and be the key levers that allow you to drive toward achieving your Mathematics SMART Goal. *Please identify two areas of focus that most align with this goal.*

Priorities:

1. Students demonstrate mastery of the Five Components of Math: Strategic Competence, Procedural Fluency, Conceptual Understanding, Adaptive Reasoning, Productive Disposition.
2. Students demonstrate mastery of the Strands of Math: Number Sense; Geometry and Measurement; Data, Statistics and Probability; and Algebraic Operations.

Evidence-based strategies

- SLPS Instructional Vision for Academic Excellence utilizing Savvas enVision Math (K-8) Instructional Resources:
 - Gradual Release Model with an Emphasis on Structured Dialogue and Academic Discussion on Complex Math Concepts
 - Instructional Design Framework and Math Lesson Plan Internalization Protocol

Implementation Plan

Action Steps

30 Days:

Professional Development

- Leader PD - Gradual Release Model and Academic Conversations
- Staff PD – Grade Level and Content PD utilizing math instructional resources / Gradual Release Model and Academic Conversations
- Leader PD - Math Lesson Planning and High Quality Instructional Design / Plan for Staff PD
- Staff PD - Math Lesson Planning and High Quality Instructional Design/ Plan for Implementation

Observation and Feedback

- Walk Through Data
- Formal Observation Data
- Provide Action Steps
- Provide Coaching

Implementation/Monitoring

- **Student Work & planning next steps**

<ul style="list-style-type: none"> ▪ PD Agendas 	
Monitoring Student Progress	
<ul style="list-style-type: none"> ▪ STAR Math BOY Assessment 	
Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ Professional Development Department ▪ Curriculum Specialists ▪ Academic Instructional Coaches ▪ Administrator ▪ Classroom Teacher ▪ Teacher mentor 	<ul style="list-style-type: none"> ▪ SLPS Instructional Vision for Academic Excellence ▪ SLPS High Quality Instructional Design ▪ Savvas enVision Math (K-8) ▪ STAR Renaissance
<u>60 Days:</u>	
Professional Development	
<ul style="list-style-type: none"> ▪ Continue providing professional development as needed per data point 	
Observation and Feedback	
<ul style="list-style-type: none"> ▪ Walk Through Data ▪ Formal Observation Data ▪ Provide Action Steps ▪ Provide Coaching 	
Implementation/Monitoring	
<ul style="list-style-type: none"> ▪ Student Work & planning next steps ▪ PD Agendas 	
Monitoring Student Progress	
<ul style="list-style-type: none"> ▪ Progress Monitoring 	
Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ Academic Instructional Coaches ▪ Administrator ▪ Classroom Teacher ▪ Teacher mentor 	<ul style="list-style-type: none"> ▪ SLPS Gradual Release Rubric
<u>90 Days:</u>	
Professional Development	
<ul style="list-style-type: none"> ▪ Continue providing professional development as needed per data point 	
Observation and Feedback	
<ul style="list-style-type: none"> ▪ Walk Through Data ▪ Formal Observation Data 	

<ul style="list-style-type: none"> ▪ Provide Action Steps ▪ Provide Coaching <p>Implementation/Monitoring</p> <ul style="list-style-type: none"> ▪ Student Work & planning next steps ▪ PD Agendas <p>Monitoring Student Progress</p> <ul style="list-style-type: none"> ▪ STAR Math MOY Assessment 	
Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ Academic Instructional Coaches ▪ Administrator ▪ Classroom Teacher ▪ Teacher mentor 	<ul style="list-style-type: none"> ▪ STAR Renaissance
Funding source(s) / Cost to Support Implementation of Strategy	
<ul style="list-style-type: none"> ▪ <i>District-wide initiatives will be funded by the central office.</i> <ul style="list-style-type: none"> ○ Tier 1 Instructional Tools (enVision Math K-8) ○ Identified Tier 2 and Tier 3 Instructional Tools (Freckle ELA/Math) ○ Academic Competitions ▪ <i>For building initiatives, please identify the funding source (GOB, Title 1, Comprehensive, Other):</i> <ul style="list-style-type: none"> ○ Math Manipulatives ○ Small Group Kits, Resource and Activities ○ Math Stories kits ○ Math tools (rulers, protractor, graph paper, etc) ○ Copy Paper ○ Math Paper (graph, scratch, etc) 	

(What date did you and your School Planning Committee Complete Section 3? _____ May 20,

2024 _____

Principal (required)

Date Completed (required)

Date Submitted to Network Superintendent (required)

Network Superintendent (required)

Date received from Principal (required)

Date Submitted to State and Federal Team (required)

Superintendent

Date

State Supervisor, School Improvement

Date