Seminole County Public Schools

The Mission of the Seminole County Public Schools is to ensure that all students acquire the knowledge, skills, and attitudes to be productive citizens.

www.scps.k12.fl.us

Hamilton Elementary School

School Improvement Plan 2021-2022

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. A corollary at the district level is the Strategic Plan, designed to help district leadership make the necessary connections between school and district system initiatives. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year.

School Information

Provide the school's mission statement

The mission of Hamilton Elementary School of Engineering and Technology is to promote innovative thinking through discovery of real world opportunities that foster collaborative problem-solving to pursue excellence in student achievement and preparedness for success in a technologically complex global society.

Provide the school's vision statement

Hamilton Elementary School of Engineering and Technology's vision is to provide all of our students with the necessary tools to "Think Like an Engineer" and solve problems independently.

Describe how the school involved parents and the community in developing this plan and how it will be shared with all stakeholders and in a language parents can understand.

Hamilton Elementary School administration uses feedback from parent surveys, the School Advisory Council, and PTA to create the school improvement plan. The draft plan is presented to the School Advisory Council, which primarily consists of parents, for review before finalizing.

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Hamilton Elementary School of Engineering and Technology has an active School Advisory Council and PTA, each of which gives input to the team that develops the SIP. Additionally, as a Title 1 school, Hamilton asks for input from parents and the community to provide input to improve our school. Parents have the opportunity to provide this input at Curriculum Nights, Active Parent Participation Team nights, and at multiple Title 1 parent meetings. APTT nights specifically build parent/school partnerships based on sharing student data and supporting student learning gains. Any student who is not working on grade level is identified and an initial parent conference is held. Throughout the year, additional parent conferences are held to review student progress. Lastly, Hamilton also sends home a monthly newsletter and uses an active Twitter account and Facebook page to share school information and highlight events.

Supportive Environment

Describe how the school addresses building a positive school culture and environment. Include how the school culture and environment will impact positive student experiences. (e.g. PBS supports)

Hamilton Elementary builds a positive school culture by starting with clear expectations for students, staff, and visitors. The main expectation is, "At Hamilton we treat each other with kindness." We implement a school wide Positive Behavior System that recognizes and reinforces positive behaviors from our students. Hamilton has been awarded the FLPBIS Resilience Award for the 2020-21 school year. Hamilton Elementary is a Restorative Practices school, and we implement restorative circles within our classrooms to build a positive culture and environment. We also implement restorative circles in our meetings and staff trainings.

Identify stakeholders and their role in promoting a positive culture and environment at the school. Stakeholder groups may include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

School Administration: Setting school wide expectations, provide feedback, training, and support. Teachers: Build relationships with students, parents, and fellow teachers. Students: Build relationships with teachers, staff and peers. Responding positively to school culture initiatives Families: Communicating with school staff regarding student concerns or successes Partners in Education: Supporting School initiatives School Advisory Council: Communicate with school administration, and share information with our community.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Hamilton ensures that the social-emotional needs of all students are being met by implementing the following plan: Our behavior support team meets weekly to discuss students with barriers to academic and social success; Mentors are assigned to students identified with behavioral/academic concerns; Instruction and various campus activities address social/emotional needs of students; Students are connected to UCF counselors who provide clinical counseling to students who have experienced trauma; A comprehensive school counseling program has been developed and implemented with dedicated time to:(1) Assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making);(2) Identify interventions that the research suggest works to remove the barrier to success (Evidence-Based Intervention); and(3) Evaluate and monitor the intervention for effectiveness (Evaluation). Identified staff (i.e. school counselor, school-based team leaders, administration) provide a differentiated delivery of services based on student/school need. This includes core (classroom guidance, workshop, assembly), supplemental (solution focused small group counseling), and intensive supports (individual counseling/advisement, referral to community resources).

Describe the school's early warning system/school wide tiered model and provide a list of the early warning indicators used in the system. This list shall include the following: Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension One or more suspensions, whether in school or out of school Behavior Course failure in English Language Arts or mathematics during any grading period A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics, or, for students in grades K-3, a substantial reading deficiency under section 1008.25(5)(a), F.S.

The school has a Multi-Tiered System of Supports (MTSS) core problem solving team, comprised of members with expertise in academic and behavioral domains. The MTSS team utilizes the continuous problem solving process to identify students who are at-risk in academics and/or behavior and conducts root cause analysis to determine why the problem is occurring. The MTSS core problem solving team utilizes a student performance data management system to view aggregated student data. To aid in recognizing early school disengagement, the MTSS core problem solving team utilizes an early warning identification system and digitized response to intervention process. Student data are aggregated to form a predictive analytic risk score configuration, comprised of indicators that flag a student at risk of graduation (attendance, misconduct, course failure, mobility, grade point average, overage, and retention). To identify at-risk students in compliance with 1001.42, F.S., elementary and middle schools utilize an early warning identification report. This report specifically identifies students who meet two or more at-risk indicators (attendance below 90 percent, one or more in school or out of school suspensions, course failure in English Language Arts or Mathematics, and Level 1 score on statewide, standardized assessments in English Language Arts or Mathematics OR a substantial reading deficiency in Kindergarten through.3rd grade – Tier iii Reading Intervention Plan). In addition, the report includes each student's early warning risk score. From this report, schools drill down on the student identification number to obtain more specified data in order to inform root cause analysis. Additionally from this report, schools schedule and monitor parent meeting invitations.

List the members of the leadership team.

Name	Title	Email	Responsibilities
Michael Pfeiffer	Principal	Michael_Pfeiffer@scps.k12.fl.us	Oversees total school program.
Adrian Fuller	Assistant Principal	Adrian_Fuller@scps.k12.fl.us	Assists principal in overseeing total school program.
Jennifer MacDonald	School Assistant Manager	Jennifer_MacDonald@scps.k12.fl.us	Magnet Coordinator, Facilities, Curriculum Support.
Linda Crawford	Primary Reading Coach	Linda_Crawford@scps.k12.fl.us	PLCs, Curriculum Implementation, Coaching, PBS.
Marissa Melin	Intermediate Reading Coach	Marissa_Melin@scps.k12.fl.us	PLCs, Curriculum Implementation, Coaching.
Amy More	Primary Math Coach	Amy_More@scps.k12.fl.us	PLCs, Curriculum Implementation, Coaching.
Heather Vickers	Intermediate Math Coach	Heather_Vickers@scps.k12.fl.us	PLCs, Curriculum Implementation, Coaching.
Amy Thomas	Science Coach	Amy_Thomas@scps.k12.fl.us	PLCs, Curriculum Implementation, Coaching.
Susan Kuhn	Educational Technology Facilitator	Susan_Kuhn@scps.k12.fl.us	Instructional technology implementation and support, Communications, Media Center.
Claire Closson	Guidance Counselor	Claire_Closson@scps.k12.fl.us	SST, MTSS, Small Group Counseling, Parent Conferences.

List the members of the literacy leadership team.

Name	Title	Email	Responsibilities
Michael Pfeiffer	Principal	michael_pfeiffer@scps.k12.fl.us	Supervise the school wide curriculum and instruction plan for literacy.
Adrian Fuller	Assistant Principal	adrian_fuller@scps.k12.fl.us	Supervise the school wide curriculum and instruction plan for literacy.
Linda Crawford	Primary Reading Coach	linda_crawford@scps.k12.fl.us	Model lessons, train teachers on curriculum implementation, collect data, coach instruction, confer with school administration.
Marissa Melin	Intermediate Reading Coach	marissa_melin@scps.k12.fl.us	Model lessons, train teachers on curriculum implementation, collect data, coach instruction, confer with school administration.

Public and Collaborative Teaching

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

A variety of strategies are used to encourage positive working relationships between the teachers at Hamilton Elementary School of Engineering and Technology. Grade levels participate in weekly PLC's to focus on collaborative planning and standards-based instruction. A leadership team representative attends and supports the PLC's. Data meetings are held to disaggregate data and drive instruction. Staff meetings are held monthly and professional development activities are held on Wednesdays. In addition, grade level teams focus on a specific, instructional strategy during the Deliberate Practice process. Teams work together to practice and refine this instructional strategy. Hamilton supports new teachers through the Mentor/Mentee program. Mentees receive support from a certified teacher through this program. Teachers who are new to Hamilton meet regularly, with their mentor, to learn about our school, community, and build relationships with the student population we serve.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

Seminole County Public Schools is always looking for highly qualified, certified teachers to teach our students. The method of recruitment is defined based on the need. Seminole County Public Schools is a high academic achieving school district that is nationally and internationally recognized. Seminole County Public Schools is highly recruited by educators from all over the world. One of our recruitment strategies is our partnership with State and private colleges and universities. We welcome university and college interns and field study students to our district not only from the State of Florida university system but also out of State. Annually our district participates in many university job fairs and minority and veteran job fairs. This year we have gone out of the United States and are bringing on board a few teachers from Spain to teach the dual language classes. Seminole County Public Schools hosted a teacher job fair in the spring of 2018. The registration for our job fair exceeded over 400 candidates and were able to sign 200 plus new contracts who were "highly qualified" and certified. The district supports all teachers but especially new teachers with mentoring programs. We also provide in-services and workshops. New teachers with zero years of experience are assigned a one on one mentor. This support is provided beyond the first year!

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

Our school has a school-wide mentor who works with administration to coordinate all mentoring activities on our campus. This school-wide mentor is trained by our county's Instructional Practices Specialist and is given materials and agendas to support the new teachers during this calendar year. Before school begins, our school-wide mentor meets the new teachers at our school and gives a campus tour while orienting our new teachers to important procedures and policies that will affect them as they begin the school year. Once school begins, our new teachers meet regularly with the mentor(s) who best fits their needs and follow an agenda of recommended topics that are appropriate for their given situations. Whether the new teacher is working with a school-wide mentor, peer teacher, or EPI (Educator Preparation Institute) mentor, he or she is working with an individual who has been trained by our county and its partners to support the teacher's various needs. Each of these mentor roles are fine-tuned each year based on the feedback from our new teachers the year before. Additionally, our school arranges for each new teacher to be accompanied by a well-chosen mentor for visits to classrooms of highly effective teachers. Both this mentor and the new teacher utilize a classroom visitation sheet to guide their post-visit discussions around our county's instruction model, room arrangements, and classroom management. The goal of these visits is to provide models of instructional practice and time for reflection that will allow the new teacher to fine-tune his or her teaching abilities. Our school has a Connected Learning mentor (CLM) who provides support for blended and digital earning. Our CLM demonstrates commitment to rigorous, standards-based student-centered instruction, and a passion to share best practices for meaningful technology infusion with all earners. Mentoring, along with assessment strategies through digital and blended learning. Mentoring activities are logged by the CLM and are monitored with the support of assigned district staff.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

Annually reviews budgets and expenditures as well as student and teacher data to ensure schools are adequately staffed to meet the achievement needs of students in each subgroup, at-risk of not meeting State Standards, and those needing enriched and accelerated curriculum. For Title I schools, data are reviewed and funds are used to provide supplemental staff and support improved instruction and evidence-based interventions; small group instruction, guided reading, utilizing manipulatives, and more. We will coordinate Title I and Supplemental Academic Instruction funds to provide additional academic tutorial and/or intervention time for students in need of remediation. These funding sources are coordinated to maximize the number of students and the amount of services available for academic interventions. Titles I and II are coordinated to ensure district professional learning and intensive instructional coaching are provided to schools. In addition, the school district coordinates IDEA and Title I funds to ensure the gap between special education students and other student groups is reduced. The coordination and integration of these funds and services ensure students are provided the time and support needed to master the standards and improve academic achievement.

Student Transition and Readiness

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Students in the Voluntary Pre-K (VPK) Program visit the kindergarten classrooms at the end of the school year to learn about what to expect in kindergarten. During the summer, students entering kindergarten in selected Title I Schools can attend Kinder Camp to help prepare them for success in kindergarten. Schools offer Meet the Teacher before school starts and kindergarten teachers are available for individual conferences. Hamilton invites each of our local and Magnet Middle schools visit our school and present to our students. Hamilton 5th graders receive important information regarding scheduling, magnet programs, programs of emphasis, and timelines they will need to meet for their transition to middle school.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Hamilton works extensively with parents during face to face and virtual APTT nights to educate parents on college and career opportunities, how Hamilton's magnet curriculum aligns with post-high school education and career preparation, and the avenues a child can take to access these opportunities. Additionally, Hamilton has established two school clubs, the Young Men and Women of Excellence and the Robotics Club, which emphasizes advanced curriculum and college enrollment. Hamilton also invites speakers and presenters, aligned with our magnet theme of Technology and Engineering, to speak to students about future careers. Examples include NASA scientists, engineers, pilots, politicians, and computer programmers.

Identify the career and technical education programs available to students and industry or community organizations.

Hamilton is a magnet school for technology and engineering. Ancillary curriculum that aligns with career and technical education includes Coding, Engineering is Elementary, Robotics Lab, magnet themed field trips, Integrated Engineering Design Challenge Units, a Maker Space, interactive STEM walls, a Star Lab, and a STEM-based curriculum.

Elementary Essential Instructional Priorities

Essential Instructional Priority #1: Quality Instruction
All Seminole County Public Schools will strive for excellence in English/Language Arts, Mathematics and Science based on the current Florida Department of Education A+ Accountability Program.
A.   Lessons aligned to Florida/B.E.S.T./Next Generation Sunshine State Standards at the appropriate level of complexity
B.   Ongoing feedback loop between leadership and teacher, students and teachers and student with students
C.   PLC focused on data, instructional planning and student evidence of learning

All SCPS schools serving K-8 students have an Early Warning system in place that is in compliance with s. 1001.42(18)(b), F.S.; SCPS academic intervention/support programs and/or dropout prevention programs reflected per s. 1003.53(2)(b), F.S.

ELA			Math			Science		
Indicators (Actual)	Strategic Plan	Target	Indicators (Actual)	Strategic Plan	Target	Indicators	Strategic Plan	Target
Achievement	B.1.1	95	Achievement	B.1.1	95	Achievement	B.1.1	95
Learning Gains	B.1.1	95	Learning Gains	B.1.1	95	Achievement for sub group: Black	B.1.1	95
Learning Gains of the Low 25%	B.1.1	95	Learning Gains of the Low 25%	B.1.1	95	Achievement for sub group: Hispanic	B.1.1	95
Learning Gains for High 1 levels	B.1.1	95	Learning Gains for High 1 levels	B.1.1	95	Achievement for sub group: White	B.1.1	95
Learning Gains for High 2 levels	B.1.1	95	Learning Gains for High 2 levels	B.1.1	95	Achievement for sub group: Mul	B.1.1	95
Learning Gains for Low 3 levels	B.1.1	95	Learning Gains for Low 3 levels	B.1.1	95	Achievement for sub group: SWD	B.1.1	95
Learning Gains for sub group: Black	B.1.1	95	Learning Gains for sub group: Black	B.1.1	95	Achievement for sub group: FRL	B.1.1	95
Learning Gains for sub group: Hispanic	B.1.1	95	Learning Gains for sub group: Hispanic	B.1.1	95	Achievement for sub group: ELL	B.1.1	95
Learning Gains for sub group: White	B.1.1	95	Learning Gains for sub group: White	B.1.1	95			
Learning Gains for sub group: Mul	B.1.1	95	Learning Gains for sub group: Mul	B.1.1	95			
Learning Gains for sub group: SWD	B.1.1	95	Learning Gains for sub group: SWD	B.1.1	95			
Learning Gains for sub group: FRL	B.1.1	95	Learning Gains for sub group: FRL	B.1.1	95			
Learning Gains for sub group: ELL	B.1.1	95	Learning Gains for sub group: ELL	B.1.1	95			
Achievement for sub group: Black	B.1.1	95	Achievement for sub group: Black	B.1.1	95	**5 Essentials**		
Achievement for sub group: Hispanic	B.1.1	95	Achievement for sub group: Hispanic	B.1.1	95	Indicators	Strategic Plan	Target
Achievement for sub group: White	B.1.1	95	Achievement for sub group: White	B.1.1	95	5E_SM_Classroom Rigor	B.1.1	70
Achievement for sub group: Mul	B.1.1	95	Achievement for sub group: Mul	B.1.1	95	5E Ambitious Instruction	B.1.1	70
Achievement for sub group: SWD	B.1.1	95	Achievement for sub group: SWD	B.1.1	95	5E Collaborative Teachers	B.1.1	70
Achievement for sub group: FRL	B.1.1	95	Achievement for sub group: FRL	B.1.1	95			
Achievement for sub group: ELL	B.1.1	95	Achievement for sub group: ELL	B.1.1	95			
ELA iReady achieving growth target (K-5)	B.2.3	95	Math iReady achieving growth target (K-5)	B.2.3	95			
ELA iReady at or above grade level (K-5)	B.2.3	95	Math iReady at or above grade level (K-5)	B.2.3	95			

Essential Instructional Priority 1 – Quality Instruction

Student Owned Progress Monitoring Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Students will use Student Data Notebooks, Math Journals, iReady Journals, and data tracking sheets to monitor personal progress.	Students, Teachers, Coaches, Administration	5/25/2022	N	Ongoing	Student Data Notebooks, Math Journals, iReady Journals, and data tracking sheets.
1st-5th grade students will facilitate student led data conferences with teachers and parents to monitor personal progress.	Students, Teachers, Coaches, Administration	5/25/2022	N	Quarterly	Conference Logs, iReady PM diagnostics improvement/gains, Common Assessment Data

Low 30% Monitoring Action Plan

Strategy/ Action	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Hamilton will implement the use of Student Data Notebooks, Math Journals, iReady Journals, and Data Tracking Sheets. Student progress will be monitored with DRA, iReady, and classroom assessments.	Students, Teachers, Coaches, Administration	5/25/2022	N	Ongoing	Student Data Notebooks, Math Journals, iReady Journals, Data Tracking Sheets, iReady PM diagnostics improvement/gains, Common Assessment Data
Teachers, Coaches and administration will hold weekly PLCs and MTSS meetings. Student progress will be monitored with DRA, iReady, and classroom assessments.	Teachers, Coaches, Administration	5/25/2022	N	Weekly	PLC Logs and MTSS Notes
Administration and Coaches will hold bi-weekly Leadership Team meetings	Coaches and Administration	5/25/2022	N	Bi-Weekly	Agendas, Minutes, Student Data
Hamilton will implement the Curriculum Project, a program used to meet the needs of our ESE students to build foundational reading skills.	District ESE admin and trainers, ESE teachers.	5/25/2022	Y	Daily	Curriculum Project Student Data

Hamilton will implement an electronic Data Wall that monitors progress for all students in ELA and Math. The lower 30% of student will be designated on the wall and their progress will be monitored and interventions adjusted every quarter. Student progress will be monitored with DRA, iReady, and classroom assessments	Instructional Coaches, Teachers, Administration	5/25/2022	Y	Quarterly	Physical Data Wall in the ELA and Math resource room.

High Level 1 and 2 Monitoring Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Hamilton will implement the use of Student Data Notebooks, Math Journals, iReady Journals, and Data Tracking Sheets.Student progress will be monitored with DRA, iReady, and classroom assessments.	Students, Teachers, Coaches, Administration	5/25/2022	N	Ongoing	Student Data Notebooks, Math Journals, iReady Journals, Data Tracking Sheets, iReady PM diagnostics improvement/gains, Common Assessment Data
Teachers, Coaches and administration will hold weekly PLCs and MTSS meetings. Student progress will be monitored with DRA, iReady, and classroom assessments.	Teachers, Coaches, Administration	5/25/2022	N	Weekly	PLC Logs and MTSS Notes
Administration and Coaches will hold bi-weekly Leadership Team meetings. Student progress will be monitored with DRA, iReady, and classroom assessments.	Coaches and Administration	5/25/2022	N	Bi-Weekly	Agendas, Minutes, Student Data, iReady PM diagnostics improvement/gains, Common Assessment Data

Hamilton will implement an electronic Data Wall that monitors progress for all students in ELA and Math. Students who have scored a High Level 1/High Level 2 on the 2019 FSA will be designated on the wall and their progress will be monitored and interventions adjusted every quarter.	Leadership Team	5/25/2022	Y	Quarterly	Physical Data Wall posted in the ELA and Math resource rooms.
Hamilton will implement the Curriculum Project, a program used to meet the needs of our ESE students to build foundational reading skills.	District ESE admin and trainers, ESE teachers.	5/25/2022	Y	Daily	Student Data from the Curriculum Project and other data points

Low Level 3 Monitoring Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Hamilton will implement the use of Student Data Notebooks, Math Journals, iReady Journals, and Data Tracking Sheets. Student progress will be monitored with DRA, iReady, and classroom assessments.	Students, Teachers, Coaches, Administration	5/25/2022	N	Ongoing	Student Data Notebooks, Math Journals, iReady Journals, Data Tracking Sheets, iReady PM diagnostics improvement/gains, Common Assessment Data.
Teachers, Coaches and administration will hold weekly PLCs and MTSS meetings. Student progress will be monitored with DRA, iReady, and classroom assessments.	Teachers, Coaches, Administration	5/25/2022	N	Weekly	PLC Logs and MTSS Notes
Administration and Coaches will hold bi-weekly Leadership Team meetings	Coaches and Administration	5/25/2022	N	Bi-Weekly	Agendas, Minutes, Student Data

Hamilton will implement an electronic Data Wall that monitors progress for all students in ELA and Math. Student progress will be monitored and interventions adjusted every quarter. Student progress will be monitored with DRA, iReady, and classroom assessments.	Leadership Team	5/25/2022	Y	Quarterly	Physical Data Walls posted in the ELA and Math resource rooms.
Hamilton will implement the Curriculum Project, a program used to meet the needs of our ESE students to build foundational reading skills.	District ESE admin and trainers, ESE teachers	5/25/2022	Y	Daily	Student Data from the Curriculum Project and other data points

Tutorial Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Tutorial funds will be utilized to provide after school (virtual option if need be) tutorial for Tier 2 and Tier 3 students, Level 1, Level 2, and low Level 3 students.	Assistant Principal, Tutorial Teachers	5/25/2022	N	October 2021 - April 2022	Student attendance, student data, iReady PM diagnostics improvement/gains, Common Assessment Data, tutorial budget.
Tutorial funds will be utilized to provide an after school Science/Math Boost Camp for Tier 2 and Tier 3 students, Level 1, Level 2, and low Level 3 students.	Assistant Principal, Boost Camp Teachers	5/25/2022	N	March-April 2022	Student attendance, student progress on Science/Math standards, Common Assessment Data

Elementary Essential Instructional Priority 2 – Conditions for Learning

Essential Instructional Priority #2: Conditions for Learning

The district has identified the conditions for learning as physical safety, student wellness, attendance, teacher-student relationships, social-emotional learning and student conduct. System focus on continuous improvement of these conditions will benefit student learning.

A.   Cultivation of positive, appropriate relationships resulting in increasing engagement of all students
B.   Development of a student-centered culture
C.   Continued focus on campus safety and building a culture of respect
D.   Sharing collective responsibility for the success of all students in the school

Indicators	Strategic Plan	Target
5E Supportive Environment	D.1	70
SCPS Safety	D.1	10
5E_SE_Academic Personalism	D.3	70

Indicators	Strategic Plan	Target
5E_SE_Student-Teacher Trust	D.3	70
5E_CT_Collective Responsibility	B.1.1	70
Students with 10+ Absences	D.2	25

Essential Instructional Priority 2 – Conditions for Learning

Attendance Monitoring Action Plan

Strategy/ Action	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Faculty will monitor student attendance reports and follow SCPS truancy procedures for students identified as truant.	Office staff, teachers, guidance, social worker, administration	5/25/2022	N	Daily	Attendance Records, Parent Conference Logs, SST notes, Truancy Letters
Applicable services and support will be offered to families with issues that impact student attendance.	Guidance Counselors, Social Worker, Administration	5/25/2022	N	Ongoing	Conference and SST notes
SCPS Intervention Services team will conduct Conditions for Learning Fidelity checks and follow up with feedback and support.	Rhoda Richardson Jania Fuller	05/30/2022	N	Quarterly	Meeting agendas, feedback forms.

Safety Survey Action Plan

Topic Item	Strategy/ Action	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Student Staff Relationships	Hamilton resource teachers, ESE teacher, non instructional staff, and administration will make an intentional effort to build relationships with all students. 2019-2020 Survey Data shows that only about 65% of Hamilton 4th/5th grade students feel "Quite Connected," or "Extremely Connected" to adults on campus other than their teachers. We will provide staff members with specific relationship building training throughout the school year.	All Staff	5/25/2022	Y	Daily	Results of the School Safety Survey that is completed by 4th and 5th grade students.

Building Relationships and Connecting with Stakeholders Action Plan

Strategy/ Action	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Hamilton will connect with faculty students and staff through Family Engagement Events, PTA, SAC, Newsletters, Social Media, etc.	Adrian Fuller	05/30/2022	N	Quarterly	Meeting agendas, attendance, and minutes
Hamilton will host Academic Parent Teacher Team events throughout the year to share information with parents such as, student progress, grade level expectations, and strategies to assist their student at home.	Administration Instructional Coaches Classroom Teachers	05/30/2022		September, January, May	Meeting Agendas, recorded presentations, parent feedback surveys

Optional Action Plan

Topic Item	Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Sanford Harmony	Hamilton will continue Sanford Harmony Classroom Community Building in 2021-2022	Administration, Teachers, Faculty	5/25/2022	Y	Ongoing	Discipline data
Restorative Practices	Hamilton Elementary will implement Restorative Practices strategies to build community in all spaces, resolve conflicts, and hear student voices and perspective.	Administration and Faculty	05/30/2022	Y	Daily	Classroom observations, PD attendance, and decrease in student misconduct.

Elementary Essential Instructional Priority 3 – Skills for Future Ready Graduates

Essential Instructional Priority #3: Skills for Future Ready Graduates

Seminole County Public Schools will prepare each student for academic and job related success in the 21st century by offering rigorous learning environments.

A. Demonstrate a growth mindset with high expectations for all learners.
B. Provide opportunities for students to collaborate and develop personal and social responsibility.
C. Develop expectations for success in college and careers for all students.

	Strategic Plan	Target
AO students enrolled in an advanced academic experience: Black	B.2.7	100
AO students enrolled in an advanced academic experience: Hispanic	B.2.7	100
AO students enrolled in an advanced academic experience: ELL	B.2.7	100
Digital Tools Earned	C.3	95

Essential Instructional Priority 3 – Skills for Future Ready Graduates

Advanced Opportunities and Monitoring Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Hamilton will screen all 2nd grade students for possible Gifted and Talented services.	ESE Support Staff	5/25/2022	N	Ongoing	Screening Data
Hamilton will implement Four PRIMES Math classes (two 4th Grade, two 5th Grade) will be in place for the 2021-2022 school year.	Administration, Teachers	5/25/2022	N	Daily	Student Enrollment Data
Hamilton will implement Gifted and Talented services in both direct instruction and push-in inclusion models reflective of Project Elevate.	Gifted Teacher, Teachers	5/25/2022	N	Daily	Student and teacher schedules

Increasing the Number of Digital Tools Earned Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Hamilton Elementary will teach the CS2020 curriculum and work to increase the number of digital tools earned by our students.	Administration Science Coach- Amy Thomas 5th Grade Science Teachers	05/30/2022	N	Quarterly	End of year data on student achievement in CS2020

Optional Action Plan

Topic Item	Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Magnet Initiatives and Activities	Hamilton will implement various "magnet connected" activities that build engineering and technology skills that will support Future Ready Graduates including APTT Nights, Engineering Nights, Integrated Design Units, Robotics on the Wheel, Field Trips, and Dividend Presenters.	Administration, Teachers, District Magnet Support	5/25/2022	Y	Daily	Magnet enrollment data, lesson plans, iReady PM diagnostics improvement/gains, iReady PM diagnostics improvement/gains, Common Assessment Data, and Magnet Report.

Every Student Succeeds Act Instructional Priorities

The Every Student Succeeds Act (ESSA) was enacted by the US Department of Education in 2015 requiring each state to have a plan for ensuring the achievement of all students. ESSA requires the calculation of Federal Percent of Points Index (FPPI) that measures academic achievement of student subgroups. Florida's FPPI includes student achievement data associated with the Florida Accountability school grade components and English Language Proficiency progress as measured by the ACCESS for English Language Learners 2.0 assessment.

Schools with subgroups scoring below 42% of the points possible on the FPPI, must develop targeted support plans to accelerate learning for students in these subgroups.

See data points in Quality Instruction for the subgroups listed below.

School has a subgroup scoring below 42% on the FPPI

Yes

Finding(s):

Students with disabilities

How will your school's culture and environment be monitored through the lens of behavior or discipline data?

Hamilton Elementary has an incident ranking that is less than the norm for Florida schools. We will monitor discipline data through the MTSS process for individual students, and through PBS team meetings to review school wide discipline and behavior data. The PBS team will analyze how our school culture initiatives are impacting student behavior at Hamilton.

Action Plan

1st Finding

Students with disabilities

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Hamilton will provide targeted intervention to students with disabilities based on diagnostic and assessment data. The "Curriculum Project," a corrective reading program, will be implemented to provide these interventions.	Administration, ESE teachers	05/30/2022	N	Weekly	The "Curriculum Project" instruction includes assessments and data to track student mastery and progress.
Hamilton will have a full time Student Support Services Facilitator for the 2021-2022 school year. The SSSF will be take on LEA responsibilities, and meet with the MTSS and IEP teams to ensure that students receive appropriate interventions and/or services.	SSSF- Rebecca Sierra	05/30/2022	Y	Weekly	MTSS and IEP meeting notes.

Essential Instructional Priorities

Best Practices for Inclusive Education (BPIE)

A.   Supports implementation of improved inclusive practices for students with disabilities
B.   Designed to identify priority needs and organize resources
C.   Supports development of short and long term improvement strategies
D.   Aligns with the district level BPIE

Once every 3 years, each school shall complete a Best Practices in Inclusive Education (BPIE) assessment and include improvement efforts in the school district's exceptional student education policies and procedures. The due date of the new BPIE is 3 years of less from the written date. § 1003.57, Florida Statutes

Administrators communicate expectations for all personnel to use person first language.	Partially Almost
Specials, electives, and technical education teachers have regular opportunities to consult with special education teachers.	Partially Almost
All special education teachers are full, collaborative members of a general education curriculum team.	Partially Beginning

Action Plan

Indicator 1

Administrators communicate expectations for all personnel to use person first language.

Strategy/ Action Item 1	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Administrators provide all school personnel with ongoing information and resources on person first language, guidelines on the use of person first language, and eliminate the use of disability related labels in all communications.	Administration	5/25/2022	Y	Daily	BPIE Survey

Indicator 2

Specials, electives, and technical education teachers have regular opportunities to consult with special education teachers.

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Hamilton will provide scheduled opportunities for specials teachers to consult with special education teachers.	Administration, specials teachers, ESE teachers	5/25/2022	N	Monthly	Agendas and Meeting Notes

Indicator 3

All special education teachers are full, collaborative members of a general education curriculum team.

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Hamilton will provide scheduled opportunities for ESE teachers to collaborate with general education teachers.	Administration, ESE teachers, General Education Teachers	5/25/2022	N	Monthly	PLC Notes

Professional Development Plan

PD Activity	SIP Priority	Date or Schedule	Impact on improved instruction and use of assessment data	PD Participants	# Anticipated Participants	Position(s) Responsible
iReady Teacher Toolkit	1	9/2021, 1/2022, Quarterly Updates	iReady Toolbox PD sessions will help teachers analyze student diagnostic data, and align appropriate lessons to address standards based instructional needs.	School-wide	65	Admin and Instructional Coaches
Technology Integration (Google Classroom, Brain Pop, Nearpod, Scholastic Reading Counts)	1	Monthly	Hamilton teachers will receive training on using technology to differentiate instruction in the classroom.	School Wide	65	ETF, Connected Learning Mentor, Coaches, Admin
Fountas and Pinnell/ Fast Track Phonics	1	Quarterly	Teachers will receive training on using the Phonics focused curriculum to assess students literacy needs and provide differentiated instruction.	PLC and Grade Level	20	Coaches and Administration
School Safety (Threat Assessment, SAFE team, Social Emotional Education)	3	Monthly	Teachers will be trained on creating positive relationships with students, and identifying potential threats to student/staff safety.	School Wide	65	
Exceptional Student Education Overview	Quality Instruction	9/22/2021	The Student Support Services Facilitator will lead a PD to review the different exceptionalities that we serve at Hamilton to aid teachers in providing quality instruction to meet student IEP goals.	School Wide	70	SSSF- Rebecca Sierra School Admin- Michael Pfieffer, Adrian Fuller

Exceptional Student Education Overview	BPIE Indicator 1	9/22/2021	Administrators provide all school personnel with ongoing information and resources on person first language, guidelines on the use of person first language, and eliminate the use of disability related labels in all communications.	School Wide	70		SSSF- Rebecca Sierra School Admin- Michael Pfeiffer, Adrian Fuller
Project Elevate	1, 3	Monthly	Project Elevate PD will help teachers identify and recommend students for Gifted evaluation. This PD will also help teachers use academic data to differentiate instruction for high achieving students.	School-wide	65		Gifted Teacher
Magnet Integrated Units	1, 3	Monthly	Magnet Integrated Units will help teachers learn to create standards based units that include innovation, collaboration, and feedback. Teachers will use assessment data to identify focus standards for the unit, and monitor student progress.	PLC and School-wide	65		Coaches, Administration

New Teacher Training: Thinking Maps, Sanford Harmony, MTSS, SST, APTT, Classroom Management, Kagan, Data Tracking	1, 2, 3	Monthly	Teachers will gain skills in differentiated instruction, classroom management, and family engagement. Teachers will learn to share student data with parents, as well as use the data to drive instruction.	PLC and New Teacher Cohort	12	Administration, Coaches, New Teacher Mentor
ESE Policies and Procedures	1, 2	9/22/2021	Hamilton teachers will learn the policies and procedures to ensure that they provide appropriate instruction based on students' IEP needs. Teachers will learn how to use student response data to monitor progress towards IEP goals	School-wide	70	ESE Team, Guidance, Administration
Curriculum Project	1, 3	Fall 2021	ESE teachers will be trained on using regular diagnostic screenings to identify instructional deficits and provide direct instruction to help students reach their IEP goals.	Select ESE teachers	10	District Trainers