



Comprehensive Needs Assessment 2023 - 2024 School Report



**Colquitt County
Hamilton Elementary School**

1. PLANNING AND PREPARATION

1.1 Identification of Team

The comprehensive needs assessment team consists of people who are responsible for working collaboratively throughout the needs assessment process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement. A required team member's name may be duplicated when multiple roles are performed by the same person. Documentation of team member involvement must be maintained by the LEA. Watch the [Planning and Preparation webinar](#) for additional information and guidance.

Leadership Team

	Position/Role	Name
Team Member # 1	Principal	Kristyn R. Nelms
Team Member # 2	Assistant Principal	Dr. Kimberly May
Team Member # 3	5th Grade Math Teacher	Michelle Horne
Team Member # 4	Special Education Teacher	Octavia Lambright
Team Member # 5	2nd Grade ELA Teacher	Katie Whitlatch
Team Member # 6	Media Specialist	Lori Linnenkohl
Team Member # 7	Academic Coach	Theresa James

Additional Leadership Team

	Position/Role	Name
Team Member # 1	Business Representative	Kristi Farmer
Team Member # 2	Business Representative	Dana Brooks
Team Member # 3	Parent, PTO Preseident	Jessica Edwards
Team Member # 4	Parent	Stephanie Strickland
Team Member # 5	Teacher	Amy Hardigree
Team Member # 6	Teacher	Christy Cox
Team Member # 7	Academic Coach	Theresa James
Team Member # 8		
Team Member # 9		
Team Member # 10		

1. PLANNING AND PREPARATION

1.2 Identification of Stakeholders

Stakeholders are those individuals with valuable experiences and perspective who will provide the team with important input, feedback, and guidance. Required stakeholders must be engaged in the process to meet the requirements of participating federal programs. Documentation of stakeholder involvement must be maintained by the LEA. Watch the [Planning and Preparation webinar](#) for additional information and guidance.

Stakeholders

	Position/Role	Name
Stakeholder # 1	Business Representative	Dana Brooks
Stakeholder # 2	Business Representative	Kristi Farmer
Stakeholder # 3	Parent, PTO Preseident	Jessica Edwards
Stakeholder # 4	Parent	Stephanie Strickland
Stakeholder # 5	Teacher	Amy Hardigree
Stakeholder # 6	Teacher	Christy Cox
Stakeholder # 7	Academic Coach	Theresa James
Stakeholder # 8		

How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process?	The Leadership Team meets quarterly and as needed to review the School Improvement Plan and address needs of the school. The team monitors progress towards the goals, the implementation of the actions steps defined in the plan, and the effectiveness of the action steps carried out within the quarter. The Leadership Team, along with other invited members of the staff, meets in the Summer to review assessment data and create goals for the new year. The SIP Team reviews the data and the presents the goals and action steps set in the plan to the staff at the Pre-Planning Faculty meeting to ensure all staff stakeholders are aware of the goals and action steps set for the current school year. The staff uses the school goals as a part of their own learning goals in the TKES/LKES platform. The SIP Plan is reviewed at each Local School Governance Team meeting, where stakeholders are present and needs are addressed. Progression towards goals will be shared and data will be reviewed.
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2. DATA COLLECTION ANALYSIS

2.1 Coherent Instructional System

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of instructional needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the [Coherent Instructional System webinar](#) for additional information and guidance.

Coherent Instruction Data

Curriculum Standard 1 -Uses systematic, collaborative planning processes so that teachers share an understanding of expectations for standards, curriculum, assessment, and instruction		
1. Exemplary	<p>A systematic, collaborative process is used proactively for curriculum planning.</p> <p>Nearly all teachers or groups of teachers, support staff, and leaders within the school have common expectations for standards, curriculum, assessment, and instruction.</p>	
2. Operational	<p>A systematic, collaborative process is used regularly for curriculum planning.</p> <p>Most teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.</p>	✓
3. Emerging	<p>A collaborative process is used occasionally for curriculum planning.</p> <p>Some teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.</p>	
4. Not Evident	<p>A collaborative process is rarely, if ever, used for curriculum planning.</p> <p>Few, if any, teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.</p>	

Coherent Instruction Data

Curriculum Standard 2 -Designs curriculum documents and aligns resources with the intended rigor of the required standards		
1. Exemplary	Curriculum documents (e.g., lesson plans, unit plans, performance tasks, curriculum maps, scope, and sequence documents, guides) that are aligned with the intended rigor of the required standards are the products of a systematic, collaborative process. These curriculum documents and resources are used and continuously revised by teachers and support staff to ensure an alignment with the intended, taught, and tested standards.	
2. Operational	Curriculum documents (e.g., lesson plans, unit plans, performance tasks, curriculum maps, scope and sequence documents, guides) have been designed, and resources are aligned with the intended rigor of the required standards. These curriculum documents and resources guide the work of teachers and instructional support staff.	✓
3. Emerging	Curriculum documents and resources exist, but they are not complete in all content areas or grade levels or lack the intended rigor of the required standards.	
4. Not Evident	Few, if any, curriculum documents and resources exist to support the implementation of the intended rigor of the required standards.	

Instruction Standard 1 -Provides a supportive and well -managed environment conducive to learning		
1. Exemplary	A supportive and well-managed environment conducive to learning is evident throughout the school. Students consistently stay on-task and take responsibility for their own actions.	
2. Operational	A supportive and well-managed environment conducive to learning is evident in most classrooms.	✓
3. Emerging	A supportive and well-managed environment conducive to learning is evident in some classrooms.	
4. Not Evident	A supportive and well-managed environment conducive to learning is evident in few, if any, classrooms.	

Coherent Instruction Data

Instruction Standard 2 -Creates an academically challenging learning environment		
1. Exemplary	Nearly all teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration). Students consistently work independently and in teams to solve real-world problems that require advanced effort, decision-making, and critical and creative thinking.	
2. Operational	Most teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration).	✓
3. Emerging	Some teachers create an academically challenging learning environment.	
4. Not Evident	Few, if any, teachers create an academically challenging learning environment.	

Instruction Standard 3 -Establishes and communicates clear learning targets and success criteria aligned to curriculum standards		
1. Exemplary	Nearly all teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards. Learning targets are evident throughout the lesson and in student work. Articulation of the learning targets is consistent and pervasive among like content areas and grade levels.	
2. Operational	Most teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards. Learning targets are evident throughout the lesson and in student work.	
3. Emerging	Some teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards.	✓
4. Not Evident	Few, if any teachers establish clear learning targets and success criteria aligned to the required curriculum standards.	

Instruction Standard 4 -Uses research based instructional practices that positively impact student learning		
1. Exemplary	Nearly all teachers pervasively demonstrate a repertoire of highly effective, research-based instructional practices that positively impact student learning (e.g., providing feedback, cooperative learning, advance organizers, questioning techniques, similarities and differences, reinforcing effort, goal setting, summarizers, graphic representations, reciprocal teaching).	
2. Operational	Most teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning (e.g., providing feedback, cooperative learning, advance organizers, questioning techniques, similarities and differences, reinforcing effort, goal setting, summarizers, graphic representations, reciprocal teaching).	
3. Emerging	Some teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	✓
4. Not Evident	Few, if any, teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	

Coherent Instruction Data

Instruction Standard 5 -Differentiates instruction to meet specific learning needs of students		
1. Exemplary	<p>Nearly all teachers differentiate instruction (e.g., using flexible grouping, making adjustments, providing choices based upon readiness levels, interests, or needs) to meet the specific learning needs of students.</p> <p>Nearly all teachers plan and implement multiple means of representation, engagement, action, and expression to meet the learning needs of students (UDL).</p> <p>Remediation, enrichment, and acceleration are pervasive practices.</p>	
2. Operational	<p>Most teachers differentiate instruction (e.g., using flexible grouping, making adjustments, providing choices based upon readiness levels, interests, or needs) to meet the specific learning needs of students.</p> <p>Most teachers plan and implement multiple means of representation, engagement, action, and expression to meet the learning needs of students (UDL).</p>	✓
3. Emerging	Some teachers differentiate instruction to meet the specific learning needs of students.	
4. Not Evident	Few, if any, teachers differentiate instruction to meet the specific learning needs of students.	

Instruction Standard 6 -Uses appropriate, current technology to enhance learning		
1. Exemplary	The use by staff members and students of appropriate, current technology to enhance learning is an institutional practice (e.g., facilitate communication, collaboration, research, design, creativity, problem-solving).	
2. Operational	Most staff members and students use appropriate, current technology to enhance learning (e.g., facilitate communication, collaboration, research, design, creativity, problem-solving).	✓
3. Emerging	Some staff members, students, or both use appropriate, current technology to enhance learning.	
4. Not Evident	Few, if any, teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	

Coherent Instruction Data

Instruction Standard 7 -Provides feedback to students on their performance on the standards or learning targets		
1. Exemplary	Nearly all teachers use the language of the standards or learning targets to provide students with specific, timely, descriptive feedback on their performance. Nearly all teachers systematically elicit diagnostic information from individual students regarding their understanding of the standards or learning targets.	
2. Operational	Most teachers use the language of the standards or learning targets to provide students with specific, timely, descriptive feedback on their performance.	
3. Emerging	Some teachers use the language of the standards or learning targets to provide students with specific, descriptive feedback on their performance.	✓
4. Not Evident	Few, if any, teachers use the language of the standards or learning targets to provide students with feedback on their performance, or the feedback that is provided is not specific, timely, or understandable.	

Instruction Standard 8 -Establishes a learning environment that empowers students to actively monitor their own progress		
1. Exemplary	Nearly all students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress. Nearly all students develop a sense of personal responsibility and accountability by engaging in record keeping, self-monitoring, sharing, exhibiting, and self-reflection.	
2. Operational	Most students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress.	✓
3. Emerging	Some students use tools to actively monitor their own progress.	
4. Not Evident	Few, if any, students use tools to actively monitor their own progress.	

Instruction Standard 9 -Provides timely, systematic, data -driven interventions		
1. Exemplary	Nearly all students are provided timely, systematic, data-driven interventions to support their learning needs. Interventions are designed to meet the needs of each student. The effectiveness of those interventions is consistently monitored and adjustments are made.	
2. Operational	Most students are provided timely, systematic, data-driven interventions to support their learning needs.	✓
3. Emerging	Some students are provided extra assistance or needed support in a timely manner.	
4. Not Evident	Few, if any, students are provided extra assistance or effective support in a timely manner.	

Coherent Instruction Data

Assessment Standard 1 -Aligns assessments with the required curriculum standards		
1. Exemplary	Nearly all assessments are aligned with the required curriculum standards. Assessments are reviewed during the school year to ensure alignment.	
2. Operational	Most assessments are aligned with the required curriculum standards.	✓
3. Emerging	Some assessments are aligned with the required curriculum standards.	
4. Not Evident	Few, if any, assessments are aligned with the required curriculum standards.	

Assessment Standard 3 -Uses common assessments aligned with the required standards to monitor student progress, inform instruction, and improve teacher practices		
1. Exemplary	Teachers consistently use common assessments aligned with the required standards in nearly all content areas, grade levels, or both for diagnostic, summative, and formative purposes. The data from the common assessments are analyzed down to the item level, and the results are used to inform instruction and improve teacher practices.	
2. Operational	Teachers use common assessments aligned with the required standards in most content areas to monitor student progress, inform instruction, and improve teacher practices.	
3. Emerging	Teachers use some common assessments aligned with the required standards in a few content areas with a limited amount of data analysis to monitor student progress, inform instruction, or improve teacher practices.	✓
4. Not Evident	Teachers use few, if any, common assessments to monitor student progress, inform instruction, or improve teacher practices.	

Assessment Standard 4 -Implements a process to collaboratively analyze assessment results to adjust instruction		
1. Exemplary	Teachers extensively use a systematic, collaborative process to analyze assessment results. Instruction is consistently adjusted based on the analysis of assessment results across all content areas, grade levels, or both.	
2. Operational	Teachers regularly use a collaborative process to analyze assessment results. Instruction is routinely adjusted based on the analysis of assessment results.	✓
3. Emerging	Teachers occasionally use a collaborative process to analyze assessment results. Instruction is sometimes adjusted based on the analysis of assessment results.	
4. Not Evident	A collaborative process to analyze assessment results does not exist. Instruction is rarely, if ever, adjusted based on the analysis of assessment results.	

Coherent Instruction Data

Assessment Standard 5 -Implements grading practices that provide an accurate indication of student progress on the required standards		
1. Exemplary	The grading practices used by teachers across nearly all content areas, grade levels, or both, consistently provide an accurate indication of student progress on the required standards.	
2. Operational	The grading practices used by teachers in most content areas, grade levels, or both provide an accurate indication of student progress on the required standards.	
3. Emerging	The grading practices used by teachers in some content areas, grade levels, or both provide an accurate indication of student progress on the required standards.	✓
4. Not Evident	The grading practices used by teachers rarely, if ever, provide an accurate indication of student progress on the required standards.	

2. DATA COLLECTION ANALYSIS

2.2 Effective Leadership

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of leadership needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the [Effective Leadership webinar](#) for additional information and guidance.

Effective Leadership Data

Leadership Standard 1 -Builds and sustains relationships to foster the success of students and staff		
1. Exemplary	Administrators consistently build and sustain relationships to foster the success of students and staff. The school staff is fully engaged in relationship building through collaboration, internal and external communication, and building trust with staff, students, families, and community stakeholders.	
2. Operational	Administrators regularly build and sustain relationships to foster the success of students and staff.	✓
3. Emerging	Administrators sometimes build relationships to foster the success of students and staff.	
4. Not Evident	Administrators seldom, if ever, build relationships to foster the success of students and staff.	

Leadership Standard 2 -Initiates and manages change to improve staff performance and student learning		
1. Exemplary	Administrators, the school leadership team, and other teacher leaders initiate and sustain change to improve staff performance and student learning. Administrators, the school leadership team, and other teacher leaders create a sense of urgency for change and effectively communicate a common vision.	
2. Operational	Administrators and the school leadership team initiate and sustain change to improve staff performance and student learning. The principal provides an appropriate balance of pressure and support to manage the change process for desired results.	
3. Emerging	Administrators initiate change to improve staff performance and student learning but do not sustain the change, remove barriers, or both.	✓
4. Not Evident	Administrators initiate few, if any, changes that impact staff performance and student learning.	

Effective Leadership Data

Leadership Standard 3 -Uses systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices		
1. Exemplary	<p>The principal and other school leaders continually use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.</p> <p>The principal and other school leaders have a comprehensive knowledge and understanding of the best practices for curriculum, assessment, instruction, and professional learning.</p>	
2. Operational	The principal and other school leaders often use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	✓
3. Emerging	The principal and other school leaders occasionally use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	
4. Not Evident	The principal and other school leaders rarely, if ever, use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	

Leadership Standard 4 -Uses processes to systematically analyze data to improve student achievement		
1. Exemplary	Extensive, comprehensive processes, including root cause analysis, are used consistently to analyze data (e.g., multiple sources of data: classroom, grade level, departmental, and subgroup, perception data) to improve student achievement.	
2. Operational	Numerous processes are used frequently to analyze data (e.g., multiple sources of data: classroom, grade level, departmental, and subgroup, perception data) to improve student achievement.	✓
3. Emerging	Some processes are in place and used occasionally to analyze data to improve student achievement.	
4. Not Evident	Few, if any, processes are in place to analyze data to improve student achievement.	

Leadership Standard 5 -Builds leadership capacity through shared decision-making and problem-solving		
1. Exemplary	<p>Extensive structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.</p> <p>Administrators collaborate consistently with staff members to gather input.</p>	
2. Operational	Numerous structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.	
3. Emerging	Some structures exist for staff to engage in shared decision-making, problem-solving, or both.	✓
4. Not Evident	Few, if any, structures exist for staff to engage in shared decision-making or problem-solving.	

Effective Leadership Data

Leadership Standard 6 -Establishes and supports a data-driven school leadership team that is focused on student learning		
1. Exemplary	<p>A highly effective, proactive, and data-driven school leadership team is focused on student learning.</p> <p>The leadership team addresses nearly all areas of student and staff learning and school leadership, including the development, implementation, and regular monitoring of the school improvement plan.</p>	
2. Operational	<p>A data-driven school leadership team is established with stakeholder representation (e.g., core and non-core teachers, certified support staff) and is focused on student learning.</p> <p>The school leadership team meets regularly and uses norms and protocols to work effectively and efficiently.</p>	✓
3. Emerging	The school leadership team is established and has some stakeholder representation but is focused chiefly on school operations rather than student learning.	
4. Not Evident	A school leadership team does not exist or does not have adequate stakeholder representation.	

Leadership Standard 7 -Monitors and evaluates the performance of teachers and other staff using multiple data sources		
1. Exemplary	<p>Monitoring the performance of teachers and other staff through observations, surveys, data, and documentation is consistent and comprehensive, resulting in highly accurate performance evaluations.</p> <p>A comprehensive system is in place to provide teachers and staff with ongoing, accurate, timely, detailed, descriptive feedback related to their performance.</p> <p>Administrators use the evaluation process to identify role models, teacher leaders, or both.</p>	
2. Operational	<p>Monitoring the performance of teachers and other staff regularly occurs using data or documentation, generally resulting in accurate performance evaluations.</p> <p>Teachers and staff receive accurate, timely, descriptive feedback related to their performance.</p>	✓
3. Emerging	<p>Monitoring the performance of teachers and other staff is inconsistent, incomplete, or lacks data or documentation, sometimes resulting in inaccurate performance evaluations.</p> <p>Teachers and staff receive some descriptive feedback related to their performance.</p>	
4. Not Evident	<p>Monitoring the performance of teachers and other staff rarely occurs or often results in inaccurate performance evaluations.</p> <p>Teachers and staff receive little or no descriptive feedback related to their performance.</p>	

Effective Leadership Data

Leadership Standard 8 -Provides ongoing support to teachers and other staff		
1. Exemplary	A comprehensive support system that is timely and targeted to individual needs is provided to teachers and other staff.	
2. Operational	Most support provided to teachers and other staff is targeted to individual needs.	
3. Emerging	Some support provided to teachers and staff is targeted to individual needs.	✓
4. Not Evident	Support to teachers and staff does not exist or is not targeted to individual needs.	

Planning and Organization Standard 1 -Shares a common vision and mission that define the school culture and guide the continuous improvement process		
1. Exemplary	<p>A common vision and mission have been collaboratively developed and communicated to nearly all stakeholders.</p> <p>The culture of the school has been deeply defined over time by the vision and mission, which are updated as needed.</p> <p>The daily work and practices of staff consistently demonstrate a sustained commitment to continuous improvement.</p>	
2. Operational	<p>A common vision and mission have been developed through a collaborative process and communicated to most stakeholders.</p> <p>The vision and mission define the culture of the school and guide the continuous improvement process.</p>	✓
3. Emerging	A common vision and mission have been developed by some staff members but have not been effectively communicated so that they guide the continuous improvement process.	
4. Not Evident	A common vision and mission have not been developed or updated or have been developed by a few staff members.	

Effective Leadership Data

Planning and Organization Standard 2 -Uses a data-driven and consensus-oriented process to develop and implement a school improvement plan that is focused on student performance		
1. Exemplary	<p>A school improvement plan has been developed using a data-driven and consensus-oriented process with input from nearly all stakeholders.</p> <p>The plan includes appropriate goals and strategies with a strong focus on increasing student performance.</p> <p>This process and plan consistently guide the work of the school staff.</p>	
2. Operational	<p>A school improvement plan has been developed using a data-driven and consensus-oriented process with input from most plan stakeholders.</p> <p>The plan includes appropriate goals and strategies with a focus on increasing student performance.</p>	
3. Emerging	<p>A school improvement plan has been developed with input from some stakeholders.</p> <p>The school improvement plan is based on incomplete data analysis with limited focus on student performance.</p>	✓
4. Not Evident	An up-to-date, data-driven school improvement plan focused on student performance is not in place.	

Planning and Organization Standard 3 -Monitors implementation of the school improvement plan and makes adjustments as needed		
1. Exemplary	<p>The goals and strategies of the school improvement plan are continually monitored by administrators, the school leadership team, and teacher leaders to evaluate the impact on student performance.</p> <p>Ongoing adjustments are made based on various performance, process, and perception data.</p>	
2. Operational	<p>The goals and strategies of the school improvement plan are regularly monitored by administrators and the school leadership team to evaluate the impact on student performance.</p> <p>Adjustments are made to the plan, as needed, based on the analysis of data.</p>	✓
3. Emerging	The goals and strategies of the school improvement plan are occasionally monitored by administrators.	
4. Not Evident	The goals and strategies of the school improvement plan are rarely, if ever, monitored.	

Effective Leadership Data

Planning and Organization Standard 4 -Monitors the use of available resources to support continuous improvement		
1. Exemplary	<p>The use of available resources (e.g., personnel, time, facilities, equipment, materials) to support continuous improvement is consistently monitored.</p> <p>School schedules and processes are designed to make effective use of personnel, time, materials, and equipment.</p>	
2. Operational	The use of available resources (e.g., personnel, time, facilities, equipment, materials) to support continuous improvement is frequently monitored.	✓
3. Emerging	The use of available resources to support continuous improvement is inconsistently monitored.	
4. Not Evident	The use of available resources to support continuous improvement is rarely, if ever, monitored.	

Planning and Organization Standard 5 -Develops, communicates, and implements rules, policies, schedules, and procedures to maximize student learning and staff effectiveness		
1. Exemplary	<p>Rules, policies, schedules, and procedures are developed with stakeholder input, effectively communicated, and consistently implemented throughout the school to maximize student learning and staff effectiveness.</p> <p>These rules, policies, schedules, and procedures are consistently reviewed and revised as needed.</p>	
2. Operational	<p>Rules, policies, schedules, and procedures are developed, communicated, and implemented throughout the school to maximize student learning and staff effectiveness.</p> <p>These rules, policies, schedules, and procedures are periodically reviewed and systematically revised as needed.</p>	✓
3. Emerging	Rules, policies, schedules, and procedures are developed but are not effectively communicated or are implemented inconsistently across the school.	
4. Not Evident	<p>Rules, policies, or procedures are not developed, are poorly communicated, or are ineffectively implemented.</p> <p>In some cases, rules, policies, schedules, or procedures are out of date or have become barriers to student learning or staff effectiveness.</p>	

Effective Leadership Data

Planning and Organization Standard 6 -Uses protocols to maintain the school campus and equipment providing a safe, clean, and inviting learning environment		
1. Exemplary	<p>Protocols (e.g., safety drills, tornado drills, inclement weather plans, current crisis plan, school-wide safety plan, maintenance protocols, facility-use protocols, functional custodial schedules) are used extensively to maintain the school campus and equipment providing a safe, clean, and inviting learning environment.</p> <p>A proactive maintenance process is in place, and repairs are completed in a satisfactory and timely manner, when needed.</p>	
2. Operational	<p>Protocols (e.g., safety drills, tornado drills, inclement weather plans, current crisis plan, school-wide safety plan, maintenance protocols, facility-use protocols, functional custodial schedules) are used to maintain the school campus and equipment providing a safe, clean, and inviting learning environment.</p> <p>The school and campus are clean, well-maintained, inviting, and safe.</p>	✓
3. Emerging	<p>Protocols are sometimes used to maintain the school campus and equipment.</p> <p>The school and campus are partially clean, maintained, and inviting, but some safety issues exist.</p>	
4. Not Evident	<p>Protocols do not exist or are rarely, if ever, used to maintain the school campus and equipment.</p> <p>The school and campus are not clean, maintained, or inviting, and safety issues exist.</p>	

2. DATA COLLECTION ANALYSIS

2.3 Professional Capacity

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of professional capacity needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the [Professional Capacity webinar](#) for additional information and guidance.

Professional Capacity Data

Leadership Standard 5 -Builds leadership capacity through shared decision-making and problem-solving		
1. Exemplary	Extensive structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities. Administrators collaborate consistently with staff members to gather input.	
2. Operational	Numerous structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.	
3. Emerging	Some structures exist for staff to engage in shared decision-making, problem-solving, or both.	✓
4. Not Evident	Few, if any, structures exist for staff to engage in shared decision-making or problem-solving.	

Professional Learning Standard 1 -Aligns professional learning with needs identified through analysis of a variety of data		
1. Exemplary	Professional learning needs are identified and differentiated through a collaborative analysis process using a variety of data (e.g., student achievement data, examination of student work, process data, teacher and leader effectiveness data, action research data, perception data from students, staff, and families). Ongoing support is provided through differentiated professional learning.	
2. Operational	Professional learning needs are identified through a collaborative analysis process using a variety of data (e.g., student achievement data, examination of student work, process data, teacher and leader effectiveness data, action research data, perception data from students, staff, and families).	✓
3. Emerging	Professional learning needs are identified using limited sources of data.	
4. Not Evident	Professional learning needs are identified using little or no data.	

Professional Capacity Data

Professional Learning Standard 2 -Establishes a culture of collaboration among administrators and staff to enhance individual and collective performance		
1. Exemplary	Administrators and staff, as a foundational practice, consistently collaborate to support leadership and personal accountability and to enhance individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback). Teachers conduct action research and assume ownership of professional learning processes.	
2. Operational	Administrators and staff routinely collaborate to improve individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback).	✓
3. Emerging	Administrators and staff sometimes collaborate to improve individual and collective performance.	
4. Not Evident	Administrators and staff rarely collaborate to improve individual and collective performance.	

Professional Learning Standard 3 -Defines expectations for implementing professional learning		
1. Exemplary	Administrators, teacher leaders, or both consistently define expectations for the implementation of professional learning, including details regarding the stages of implementation and how monitoring will occur as implementation progresses.	
2. Operational	Administrators, teacher leaders, or both regularly define expectations for the implementation of professional learning.	✓
3. Emerging	Administrators, teacher leaders, or both occasionally define expectations for the implementation of professional learning.	
4. Not Evident	Administrators, teacher leaders, or both rarely, if ever, define expectations for the implementation of professional learning.	

Professional Capacity Data

Professional Learning Standard 4 -Uses multiple professional learning designs to support the various learning needs of the staff		
1. Exemplary	<p>Staff members actively participate in job-embedded professional learning that engages collaborative teams in a variety of appropriate learning designs (e.g., collaborative lesson study, analysis of student work, problem solving sessions, curriculum development, coursework, action research, classroom observations, online networks).</p> <p>Professional learning includes extensive follow-up with descriptive feedback and coaching.</p>	
2. Operational	<p>Staff members actively participate in professional learning, most of which is job-embedded, which includes multiple designs (e.g., collaborative lesson study, analysis of student work, problem-solving sessions, curriculum development, coursework, action research, classroom observations, online networks) to support their various learning needs.</p> <p>Professional learning includes follow-up with feedback and coaching.</p>	
3. Emerging	Some staff members are engaged in professional learning that makes use of more than one learning design to address their identified needs.	✓
4. Not Evident	Staff members receive single, stand-alone professional learning events that are informational and mostly large-group presentation designs.	

Professional Learning Standard 5 -Allocates resources and establishes systems to support and sustain effective professional learning		
1. Exemplary	<p>Extensive resources (e.g., substitute teachers, materials, handouts, tools, stipends, facilitators, technology) and systems (e.g., conducive schedules, adequate collaborative time, model classrooms) are allocated to support and sustain effective professional learning.</p> <p>Opportunities to practice skills, receive follow-up, feedback, and coaching are provided to support the effectiveness of professional learning.</p>	
2. Operational	Adequate resources (e.g., substitute teachers, materials, handouts, tools, stipends, facilitators, technology) and systems (e.g., conducive schedules, adequate collaborative time, model classrooms) are in place to support and sustain professional learning.	
3. Emerging	Some resources and systems are allocated to support and sustain professional learning.	✓
4. Not Evident	Few, if any, resources and systems are provided to support and sustain professional learning.	

Professional Capacity Data

Professional Learning Standard 6 -Monitors and evaluates the impact of professional learning on staff practices and student learning		
1. Exemplary	Monitoring and evaluating the impact of professional learning on staff practices and increases in student learning occurs extensively. Evaluation results are used to identify and implement processes to extend student learning.	
2. Operational	Monitoring and evaluating the impact of professional learning on staff practices and student learning occurs routinely.	✓
3. Emerging	Monitoring and evaluating the impact of professional learning on staff practices occurs sporadically.	
4. Not Evident	Monitoring and evaluating the impact of professional learning on staff practices occurs rarely, if ever.	

2. DATA COLLECTION ANALYSIS

2.4 Family and Community Engagement

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to family and community engagement. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the [Family and Community Engagement webinar](#) for additional information and guidance. Visit Georgia's Family Connection Partnership's [KIDS COUNT](#) for additional data.

Family and Community Engagement Data

Family and Community Engagement Standard 1 -Creates an environment that welcomes, encourages, and connects family and community members to the school		
1. Exemplary	The school has a well-established, inviting learning environment that welcomes, encourages, and connects family and community members to the school. Numerous opportunities are given to family members to become actively engaged in school-related events and improvement efforts as participants, event managers, and workers.	
2. Operational	The school has created an environment that welcomes, encourages, and connects family and community members to the school.	✓
3. Emerging	The school has made some progress toward creating an environment that welcomes, encourages, and connects family and community members to the school.	
4. Not Evident	The school has not created an environment that welcomes, encourages, or connects family and community members to the school.	

Family and Community Engagement Standard 2 -Establishes structures that promote clear and open communication between the school and stakeholders		
1. Exemplary	Extensive structures that promote clear and open communication between the school and stakeholders have been effectively established and implemented. Structures are continuously monitored for reliable and interactive communication.	
2. Operational	Most structures that promote clear and open communication between the school and stakeholders have been effectively established and implemented.	
3. Emerging	Some structures that promote clear and open communication between the school and stakeholders exist.	✓
4. Not Evident	Few, if any, structures that promote clear and open communication between the school and stakeholders exist.	

Family and Community Engagement Data

Family and Community Engagement Standard 3 -Establishes relationships and decision-making processes that build capacity for family and community engagement in the success of students		
1. Exemplary	<p>A wide variety of relationships and collaborative decision-making processes (e.g., business partnerships, school councils, parent or family organizations, academic and extra-curricular booster clubs, civic organizations, tutoring services, post-secondary partnerships) are pervasive in promoting student success and well being.</p> <p>Expectations for family and community engagement are embedded in the culture and result in stakeholders being actively involved in decision-making.</p>	
2. Operational	Numerous relationships and decision-making processes (e.g., business partnerships, school councils, parent or family organizations, academic and extra-curricular booster clubs, civic organizations, tutoring services) effectively build capacity for family and community engagement in the success of students.	✓
3. Emerging	Limited relationships and decision-making processes have been initiated by the school to build capacity for family and community engagement.	
4. Not Evident	Relationships and decision-making processes for families and the community are non-existent, or those that do exist contribute minimally to student success.	

Family and Community Engagement Standard 4 -Communicates academic expectations and current student achievement status to families		
1. Exemplary	<p>The school staff provides families with ongoing, detailed academic expectations and/or graduation status (e.g., four-year graduation plans, syllabi, academic advisement protocols).</p> <p>Extensive communication related to the current achievement level of individual students is provided (e.g., progress reports, student-led parent conferences, report cards, reading level reports, state test reports, school-based assessment reports, online reporting system).</p>	
2. Operational	<p>The school staff communicates academic expectations and/or graduation status (e.g., four-year graduation plans, syllabi, academic advisement protocols) throughout the year.</p> <p>Regular communication related to the current achievement level of individual students is provided (e.g., progress reports, parent conferences, report cards, reading level reports, state test reports, school-based assessment reports, online reporting system).</p>	
3. Emerging	<p>The school staff communicates some academic expectations at the start of the year.</p> <p>Some communication related to the current achievement level of individual students is provided.</p>	✓
4. Not Evident	<p>The school staff does little to inform families of academic expectations.</p> <p>Little, if any, communication related to the current achievement level of individual students is provided.</p>	

Family and Community Engagement Data

Family and Community Engagement Standard 5 -Develops the capacity of families to use support strategies at home that will enhance academic achievement		
1. Exemplary	The school continually develops the capacity (e.g., parent training, lunch and learn, make-it and take-it) of families to use support strategies at home that will enhance academic achievement.	
2. Operational	The school frequently develops the capacity (e.g., parent training, lunch and learn, make-it and take-it) of families to use support strategies at home that will enhance academic achievement.	✓
3. Emerging	The school occasionally develops the capacity of families to use support strategies at home that will enhance academic achievement.	
4. Not Evident	The school seldom, if ever, develops the capacity of families to use support strategies at home that will enhance academic achievement.	

Family and Community Engagement Standard 6 -Connects families with agencies and resources in the community to meet the needs of students		
1. Exemplary	The school has a systematic process in place to connect families with an array of agencies and resources (e.g., Y-Clubs, after-school programs, health and counseling services, community service agencies, civic organizations, tutoring services) to meet the needs of students.	
2. Operational	The school regularly connects families to agencies and resources in the community (e.g., Y-Clubs, after-school programs, health and counseling services, community service agencies, civic organizations, tutoring services) to meet the needs of students.	✓
3. Emerging	The school sometimes connects families to agencies and resources in the community to meet the needs of students.	
4. Not Evident	The school does little to connect families with agencies and resources in the community to meet the needs of students.	

2. DATA COLLECTION ANALYSIS

2.5 Supportive Learning Environment

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to a supportive learning environment. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). Student subgroups with a count of less than 15 are denoted by "TFS" (too few students). See the [Supportive Learning Environment webinar](#) for additional information and guidance.

Supportive Learning Environment Data

Instruction Standard 1 -Provides a supportive and well-managed environment conducive to learning		
1. Exemplary	A supportive and well-managed environment conducive to learning is evident throughout the school. Students consistently stay on-task and take responsibility for their own actions.	
2. Operational	A supportive and well-managed environment conducive to learning is evident in most classrooms.	✓
3. Emerging	A supportive and well-managed environment conducive to learning is evident in some classrooms.	
4. Not Evident	A supportive and well-managed environment conducive to learning is evident in few, if any, classrooms.	

Instruction Standard 2 -Creates an academically challenging learning environment		
1. Exemplary	Nearly all teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration). Students consistently work independently and in teams to solve real-world problems that require advanced effort, decision-making, and critical and creative thinking.	
2. Operational	Most teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration).	
3. Emerging	Some teachers create an academically challenging learning environment.	✓
4. Not Evident	Few, if any, teachers create an academically challenging learning environment.	

Supportive Learning Environment Data

Instruction Standard 8 -Establishes a learning environment that empowers students to actively monitor their own progress		
1. Exemplary	Nearly all students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress. Nearly all students develop a sense of personal responsibility and accountability by engaging in record keeping, self-monitoring, sharing, exhibiting, and self-reflection.	
2. Operational	Most students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress.	
3. Emerging	Some students use tools to actively monitor their own progress.	✓
4. Not Evident	Few, if any, students use tools to actively monitor their own progress.	

School Culture Standard 1 -Develops, communicates, and implements rules, practices, and procedures to maintain a safe, orderly learning environment		
1. Exemplary	Rules, practices, and procedures that maintain a safe, orderly learning environment are proactively developed, communicated, and consistently implemented across the school. These rules, practices, and procedures are continually monitored and revised as needed.	
2. Operational	Rules, practices, and procedures that maintain a safe, orderly learning environment are developed, communicated, and implemented.	✓
3. Emerging	Rules, practices, and procedures are developed and communicated but are ineffective or inconsistently implemented across the school.	
4. Not Evident	Rules, practices, and procedures that maintain a safe, orderly, learning environment are not developed nor updated or are poorly communicated.	

Supportive Learning Environment Data

School Culture Standard 2 -Establishes a culture of trust and respect that promotes positive interactions and a sense of community		
1. Exemplary	<p>Extensive evidence (e.g., positive and respectful interactions, appreciation of diversity, tolerance, understanding) exists that a culture of trust and respect has been established.</p> <p>A pervasive commitment to promoting positive interactions and a sense of community is evident.</p>	
2. Operational	<p>Evidence (e.g., positive and respectful interactions, appreciation of diversity, tolerance, understanding) exists that a culture of trust and respect has been established.</p> <p>A sustained commitment to promoting positive interactions and a sense of community is evident.</p>	✓
3. Emerging	<p>Some evidence exists that a culture of trust and respect has been established.</p> <p>A limited commitment to promoting positive interactions and a sense of community is evident.</p>	
4. Not Evident	<p>Little or no evidence exists that a culture of trust and respect has been established.</p> <p>Unresolved conflicts interfere with a sense of community.</p>	

School Culture Standard 3 -Establishes a culture that supports the college and career readiness of students		
1. Exemplary	<p>Extensive evidence (e.g., advisement, career counseling, transition coaching, high expectations) exists that the beliefs and practices of the school support the college and career readiness of students.</p> <p>The school culture supports addressing individual achievement needs and strengths to prepare students for success.</p>	
2. Operational	<p>Evidence (e.g., advisement, career counseling, transition coaching, high expectations) exists that the beliefs and practices of the school support the college and career readiness of students.</p>	✓
3. Emerging	<p>Some evidence exists that the school supports the college and career readiness of students.</p>	
4. Not Evident	<p>Little or no evidence exists that the school supports the college and career readiness of students.</p>	

Supportive Learning Environment Data

School Culture Standard 4 -Supports the personal growth and development of students		
1. Exemplary	The school staff consistently provides a comprehensive system of support (e.g., counseling, mentoring, advisement, coaching, goal setting, time management, problem solving) to maximize the personal growth and development of nearly all students.	
2. Operational	The school staff regularly provides support (e.g., counseling, mentoring, advisement, coaching, goal setting, time management, problem solving) to enhance the personal growth and development of students.	✓
3. Emerging	The school staff sporadically supports the personal growth and development of students.	
4. Not Evident	The school staff does little to support the personal growth and development of students.	

School Culture Standard 5 -Recognizes and celebrates achievements and accomplishments of students and staff		
1. Exemplary	<p>The school community consistently recognizes and celebrates the achievements and accomplishments of students and staff.</p> <p>The celebrations are publicized within the school and to the community and support the culture of the school.</p>	
2. Operational	The school community regularly recognizes and celebrates the achievements and accomplishments of students and staff.	✓
3. Emerging	The school community periodically recognizes or celebrates the achievements or accomplishments of students and/or staff.	
4. Not Evident	The school community rarely, if ever, recognizes or celebrates the achievements or accomplishments of students or staff.	

Supportive Learning Environment Data

Planning and Organization Standard 1 -Shares a common vision and mission that define the school culture and guide the continuous improvement process		
1. Exemplary	<p>A common vision and mission have been collaboratively developed and communicated to nearly all stakeholders.</p> <p>The culture of the school has been deeply defined over time by the vision and mission, which are updated as needed.</p> <p>The daily work and practices of staff consistently demonstrate a sustained commitment to continuous improvement.</p>	
2. Operational	<p>A common vision and mission have been developed through a collaborative process and communicated to most stakeholders.</p> <p>The vision and mission define the culture of the school and guide the continuous improvement process.</p>	
3. Emerging	A common vision and mission have been developed by some staff members but have not been effectively communicated so that they guide the continuous improvement process.	✓
4. Not Evident	A common vision and mission have not been developed or updated or have been developed by a few staff members.	

2. DATA COLLECTION ANALYSIS

2.6 Data Analysis Questions

Analyze the LEA's data and answer the guiding questions to determine existing trends and patterns that support the identification of demographic and financial needs. Student subgroups with a count of less than 15 are denoted by "TFS" (too few students).

<p>What perception data did you use? [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]</p>	<p>Parent, Staff and Student Survey Data from GaDOE, CCRPI data results, and discussions in Faculty and Leadership Team meetings</p>
<p>What does the perception data tell you? (perception data can describe people's knowledge, attitudes, beliefs, perceptions, competencies; perception data can also answer the question "What do people think they know, believe, or can do?")</p>	<p><i>*To be updated when 2023 survey data is released by GADOE</i></p> <p>It is encouraging that our faculty and staff, parents and students perceive most of our students feel safe and supported at Hamilton almost all of the time. When the students were surveyed they felt happy, challenged, interested, and excited at school. Based on data from the Georgia Health Survey, 2022, 84.7% of 3rd, 4th, and 5th graders feel safe at school. Hamilton has added multiple high quality cameras throughout the campus to ensure safety. It is also beneficial to be contained to one building where all student and staff traffic is indoors. This is crucial to learning and is a big part of what makes our school special. The faculty responded that many learners have a positive relationship with peers. This view is supported by multiple questions and responses on the GSHS. 80% of students feel they always or often get along well with other students. As a leadership team, we agree that Hamilton is—for the most part—a happy place to be, with an overall positive atmosphere—and this is created by the relationships students have with one another and with their teachers. Faculty also acknowledged that many of our children participate in programs or activities that enhance the social-emotional or non-academic aspects of learning, and this practice is mostly embedded in the culture at our school. Our STEAM initiative and our Music program serve our entire student population. STEAM allows students various chances to develop themselves socially through various outdoor learning activities and the Ag in Elementary Integration has elevated the program to a new level. Emotionally, students are supported through a full-time counselor/social worker. This provides an important outlet for students to discuss personal issues they experience. We also have a Vashti therapist and Social worker who serve Hamilton several days a week and are on-call. The county has promoted training on mental health initiatives and suicide prevention. Behavioral Interventions are solidly in place thanks to the PBIS program, including check-in check-out procedures which we use with students who have specific behavioral needs.</p> <p>The staff recognized the targeted support and training that is provided for the adults and staff, and acknowledged training is embedded into our routine.</p>

They also responded well to collaboration and the practice being implemented here at Hamilton. We as a leadership feel that collaboration among teachers is one area in which we have improved. We participated in cross-curricular collaboration among grade levels, vertically across grade levels, and also as data teams that involve teachers and paras all across the school monthly.

The students and parents believes the relationships among staff and learners is caring and supportive. According to the student survey most students are happy and excited while at school, which reflects a supporting and caring environment. Students rated that the school wants them to do well as well as has clear rules behavior as strengths for Hamilton. They also have little to no issues with older students threatening, spreading rumors or hurting them. Hamilton's faculty and staff is not as large as others across the county, and we pride ourselves on our family-like relationships; we are always looking for ways to improve.

We are thankful that the staff perceives relationships among other school staff to be respectful and collaborative and of good or excellent quality. Staff also sees one another as supporting, caring and congenial. Staff believes families are welcome here at Hamilton, and that others see our school as a safe place. They also feel the community—for the most part—has a role at Hamilton.

It is encouraging that the perception is that many of the students at Hamilton experience rigorous and challenging tasks, activities, and projects and these activities are embedded into our school culture. This has been a focus at Hamilton, but we are never satisfied with our efforts to improve our instruction—beginning at the district level and extending to the school level. Teachers meet yearly in grade-level meetings with district leaders to modify curriculum units to meet the specific needs of our students. This is a strong component of our PLC development. Hamilton faculty and staff also acknowledge the importance of holding themselves and one another to high standards for pedagogy and content in the classroom. Thanks to both district and school initiatives, we believe most staff do well in this aspect and the practice is mostly embedded in our school. The PBIS initiative that our district has implemented is an example of strong pedagogy district-wide. This research-based initiative is well underway in every school in the district. At the school level, our meetings and planning focus on the importance of using data to drive decision-making, in hopes that this will strengthen our actions, words and attitudes as a staff. Members of the leadership team and administration at Hamilton are hands-on participants when it comes to students, academics, and learning. This is evidenced by the survey results. School size is a great advantage in that faculty, staff, and leaders are familiar with all students. The leadership and administration teams are able to conference with students and other teachers about academic strengths and weaknesses and data meetings are productive in determining academic decisions for students. Some of our "other school staff" also serve dual roles. The interventionists positions have been a positive addition to the staff and they serve on various leadership teams and school governance. They also lead in data analysis, gathering data when working with students who struggle one-on-one and in small groups. The media specialist is gifted certified and is able to serve a dual role as well—helping students to accelerate academically. She is also a data team

member. Our EL teacher is trained to meet the needs of students using district implemented reading initiatives, and often extends her skills with students outside the EL group when time allows. The music teacher is a part-time interventionist as well, and serves in this capacity three-days a week—accelerating and remediating students as needed. Paras are trained to use interventions and work in small groups wherever needed and across grade levels, as indicated by their schedules. We do acknowledge the need for more parent participation across the board. We are fortunate to have a high level of parental interest when compared to other schools; however, we know there is no substitute for parental or guardian support in the classroom for every student. We have a concentrated effort on Parent Involvement and hold some type of parent activity at least four times yearly that has an academic focus. We regularly hold STEM nights which have a strong support. We also have monthly parent luncheons for alternating grade levels. All of our parent involvement is virtually offered to accommodate working parents and face to face when possible. All materials are sent home in three languages- English, Vietnamese, and Spanish- to accommodate the needs of our families. It is our hope that by strengthening community buy-in and involving all stakeholders in students' challenging academic pursuits, we will garner more support, get greater feedback, and better align ourselves with our community's goals. As our school moves forward with implementing our elementary FFA program in 2021-22, we want our students and farmers to build increasingly strong relationships, and we believe our strong STEM program is the vehicle by which this will happen.

Stakeholders Perspectives:

To better understand how our stakeholders perceive safety at our school, we looked at data from the following surveys:

The 2021 Parent Heath Survey

The 2021 Student Survey

The 2021 Personnel Survey

Data indicated the following:

- 92.7% of parents indicated their student feels safe at HES, and 84.7% of students agree they are safe at school
- 97.7% of the staff indicated they had never felt unsafe at HES, and 97.6% indicated if a problem were to arise, they felt very confident that it would be taken care of in a timely manner.
- 92.7% of parents indicated their student feels safe going to and from school
- 88.4% of parents indicated that their child likes school
- 94.2% of parents indicated that their child feels successful at HES
- 95.7% of parents indicated that their child is frequently recognized for good behavior and 91.3% of parents indicated the schools rules and procedures at HES are fair to students
- 93.7% of students agree that good behavior is noticed at Hamilton, and 80% of the time at school, students treat each other well

	<ul style="list-style-type: none"> ● 91.3% of parents indicate that HES sets clear rules and expectations, and 92.7% agree that the rules are enforced consistently. <p>Another important factor in Supportive Learning Environment is an open and healthy line of communication between all stakeholders. Using the same surveys, we looked for data to indicate health in the area of communication:</p> <ul style="list-style-type: none"> ● 96.1% of the students at Hamilton feel there is an adult they can go to who will help them if they are in need of support. This indicates a positive communication line between staff and students ● 91.3% of parents shared they feel comfortable talking to the teachers at Hamilton, and 89.9% indicated the school does a good job of communicating with parents. While there is definitely room for improvement, together these ratings are signs that parents and teachers at Hamilton are talking and working together to support student learning ● 91.3% of parents agree that they feel welcome when they come to HES, and 92.7% of parents participate in Parent-Teacher conferences ● 100% of the staff at HES enjoys collaborating with one another as a team, and all agreed they feel connected to one another as teachers at the school. This indicates the communication between staff is doing well and the PLC and Team-Building process is working.
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What process data did you use? (examples: student participation in school activities, sports, clubs, arts; student participation in special programs such as peer mediation, counseling, skills conferences; parent/student participation in events such as college information meetings and parent workshops)	Advanced Survey data, Parent, Student, and Staff surveys from GaDOE, Infinite Campus, Educational Research, Georgia Milestones data for multiple years - including content mastery, domain mastery, and Lexile scores, formal unit assessment data, informal assessment data, MAP Growth Benchmark assessment data, iReady usage and data, IXL usage and data, Reflex/Fact Fluency, Gallopade data, Title I Parent and Student Surveys, discussion and input from stakeholders
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What does the process data tell you? (process data describes the way programs are conducted; provides evidence of participant involvement in programs; answers the question "What did you do for whom?")	<p>The process data is reviewed by the Leadership and Data teams, utilizing the TregoED Decision-Making Process, to determine areas of concern.</p> <p>The Advanced survey data indicates the continued need for data-driven, collaborative methods for decision making. The staff continues to implement the Solution Tree Professional Learning Community process with fidelity for grade-level and vertical team meetings. The four guiding questions maintains focus on our desired learning outcomes and guides decisions for the next steps in ensuring each student learns at high levels.</p> <p>Parent survey, as well as Title I survey, feedback is used to inform decisions made for our quarterly Parent Involvement events. These events are designed to provide support and instruction for our parents in helping them best</p>
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	<p>support their children's at-home practice. Student survey feedback is used to guide adjustments made to our student support systems ensuring each child feels safe, supported, and cared for throughout each school day. Staff survey feedback guides administrative decisions for professional learning and coaching supports.</p> <p>Georgia Milestones data, in addition to benchmark and other assessment data collected throughout the year, determines areas of concern in the academic areas of the school. Using this data, our Data and grade-level teams are able to identify student subgroups based on shared needs to provide research-based strategies and programs to help improve the existing deficit(s). This intervention approach is supported by all staff throughout the building available to work with students including our librarian, STEM teacher, and Music teacher. Multiple staff members are gifted certified as well helping extend student learning and provide acceleration for those who have already demonstrated grade-level mastery and ready for the next level in their learning path. As new data is collected, these groups are reconfigured to address remaining/new concerns for our students.</p>
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What achievement data did you use?	GMAS Results, CCRPI Reports, Universal Screeners, Intervention data
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What does your achievement data tell you?	<p>Based upon preliminary results from the 2023 GMAS testing, we know our students are strongest in ELA and Math. There has been a positive trend in our ELA scores over the past three years, increasing from 62.5% in 2021 to 66% in 2023. There has also been an increase in the percentage of students reading at or above grade-level Lexile level when comparing the 2022 to 2023 GMAS scores. The students with disabilities subgroups has also shown significant gains in the areas of ELA and Math from 2022-2023 while remaining consistent in Science. CCRPI data and local program data continues to show improvement and success with our students served in the ESOL program completing the ACCESS assessment. Most students showed improvement from 2022-2023. 75% of our EL students who received supplemental support through the Lexia English program reached their weekly usage goals of at least 45 minutes throughout each week.</p>
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What demographic data did you use?	SLDS Demographic Data Report, GMAS results by subgroup, CCRPI reports
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What does the demographic data tell you?	<p>Our student populations consists of the following:</p> <ul style="list-style-type: none"> 79.9% White 2.5% African American 10% Hispanic 5.7% Asian 2% Multi-Racial 100% Economically Disadvantaged 8.60% English Learners 11.9% Students with Disabilities
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	<p>In reviewing subgroup data, white students improved in ELA but declined in Math and Science. However, students with disabilities improved in ELA and Math while remaining consistent in Science. Our EL students, while too few students to count as a subgroup on GMAS, has show steady improvements in the areas of ELA and Math with a slight decline in Science.</p>
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.1 Strengths and Challenges Based on Trends and Patterns

Read the trends and patterns summaries from each section of the data analysis process. Use the information in these summaries to complete 3.2 and 3.3. Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.2. Watch the [Identifying Need webinar](#) for additional information and guidance.

Strengths and Challenges Based on Trends and Patterns

<p>Coherent Instructional: Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Our professional learning community participated weekly in vertical planning across common subject areas. This time was devoted to collaboration around the standards and the curriculum/resources for instruction. Leaders and teachers worked together and facilitated/received coaching in new curriculums and professional development for best practices and/or programs being implemented for additional layers of student support. The PLC work also included data analysis to identify areas of strength and weakness found through informal and formal assessment. This analysis served as a guide to further unit development as well as guided small group formation for remediation, extension, and/or acceleration.</p>
<p>Effective Leadership: Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Leadership participated in district-level professional learning communities throughout the year. The PLC devoted time to professional learning/development to increase our capacity as educational leaders within the building. An ongoing book study provided a thorough study of high-impact best practices. Additional topics of this PLC included a study of the Science of Reading, review of the new Math standards, and a comprehensive overview of the new ELA curriculum. Each component of the District Administrator PLC provided information that was utilized in building level PLC time and contributed to gains in student achievement.</p>
<p>Professional Capacity: Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Professional learning sessions are incorporated into our staff meetings throughout the year. Survey data and student benchmark data are used to determine topics of interest or need. Using this data, the Administrative Team identify individuals best suited to provide these professional learning opportunities. Utilizing the staff of Hamilton to deliver these trainings builds staff capacity within the faculty. When needed, district employees are invited to deliver topics best supported by other staff in our system. This meets the need for the professional development but also builds or strengthens staff networking beyond our school campus.</p>

Strengths and Challenges Based on Trends and Patterns

<p>Family and Community Engagement: Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Hamilton offers multiple opportunities for parent involvement throughout the year. Quarterly Parent Involvement events are scheduled each with a key academic focus designed to communicate student progress and build parent capacity in supporting their child's education. In addition to these events, our school is also supported by a well0-established Parent-Teacher Organization. PTO meetings are held during the year to inform parents of the school's progress. The PTO also works to provide financial assistance for teacher supplies, students experiences such as field trips and special events, and special projects.</p> <p>Parent communication is key to the success of any student support network. Our teachers use a variety of means of communications including Remind, email, telephone, social media, and face-to-face meetings. This ensures parents are updated on their child's progress throughout the year. Continued communicated also helps parents know the different opportunities they have to be involved at our school.</p>
<p>Supportive Learning Environment: Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p><i>*To be updated when 2023 survey data is released by GADOE</i></p> <p>At Hamilton, Faculty, staff, parents, and students agree that most of our students feel safe and supported at Hamilton almost all of the time. When the students were surveyed they felt happy, challenged, interested, and excited at school. Based on data from the Georgia Student Health Survey, 2022</p> <p>One of the most important factors in Supportive Learning Environments is safety. Hamilton Elementary School makes every effort to ensure the safety of all stakeholders. To better understand how our stakeholders perceive safety at our school, we looked at data from the following surveys:</p> <p>The 2021 Parent Heath Survey The 2021 Student Survey The 2021 Personnel Survey</p> <p>Data indicated the following:</p> <ul style="list-style-type: none"> ● 92.7% of parents indicated their student feels safe at HES, and 84.7% of students agree they are safe at school. ● 97.7% of the staff indicated they had never felt unsafe at HES, and 97.6% indicated if a problem were to arise, they felt very confident that it would be taken care of in a timely manner. ● 92.7% of parents indicated their student feels safe going to and from school. ● 88.4% of parents indicated that their child likes school. ● 94.2% of parents indicated that their child feels successful at HES. ● 95.7% of parents indicated that their child is frequently recognized for

Strengths and Challenges Based on Trends and Patterns

	<p>good behavior and 91.3% of parents indicated the schools rules and procedures at HES are fair to students.</p> <ul style="list-style-type: none"> ● 93.7% of students agree that good behavior is noticed at Hamilton, and 80% of the time at school, students treat each other well. ● 91.3% of parents indicate that HES sets clear rules and expectations, and 92.7% agree that the rules are enforce consistently. <p>Another important factor in Supportive Learning Environment is an open and healthy line of communication between all stakeholders. Using the same surveys, we lookd for data to indicate health in the area of communication:</p> <ul style="list-style-type: none"> ● 96.1% of the students at Hamilton feel thaere is an adult they can go to who will help them if they are in need of support. This indicates a positive communication line between staff and students. ● 91.3% of parents shared they feel comfortable talking to theteachers at Hamilton, and 89.9% indicated the school does a good job of communicating with parents. While there is definitely room for improvement, together these ratings are signs that parents and teachers at Hamilton are talking and working together to support student learning. ● 91.3% of parents agree that they feel welcome when they come to HES, and 92.7% of parents participate in Parent-Teacher conferences. ● 100% of the staff at HES enjoys collaborating with one another as a team, and all agreed they feel connected to one another as teachers at the school. This indicates the communication between staff is doing well and the PLC and Team-Building process is working. <p>Our STEAM initiative and our new Music program has now evolved into a full-time position. Children are given an opportunity to be a part of a program in which all students were able to have a "part" that involves acting and singing. This is a vibrant initiative at Hamilton and all grades get this opportunity. STEAM allows students various chances to develop themselves socially through various outdoor learning activities and children of every grade are included. Emotionally, students are supported through a full-time counselor, several SPED teacher and a SPED para, and teachers that pursue training in difficult behavior scenarios, mental health, and other high-risk situations. We are also served by a therapist several days a week. This provides an important outlet for students to discuss personal issues they are having, and provides services for the family as a whole when needed. The county training on mental health initiatives and suicide prevention is always required of new teachers so all staff is up to date. Behavioral Interventions as well as all staff use the PBIS program, including check-in check-out procedures, to support students with</p>
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Strengths and Challenges Based on Trends and Patterns

	positive behavior interventions.
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Demographic and Financial: Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Student demographics at Hamilton show a consistent trend with little change from year to year. Hamilton uses information provided by Infinite Campus to help monitor trends and make decisions regarding discipline and attendance. Student and family needs are addressed by the counselor and/or the Vashti therapist as appropriate. The school works to help families with whatever needs arise. Financial needs at Hamilton are met by the district and by the administration. Parents and students, as well as the community, are given the opportunity to have input into the academic needs and financial concerns of the school. Title I funds are used according to guidelines and are used to support the academic needs of the students. Students are also supported financially by a strong Parent-Teacher Organization. Students are also given Title I surveys to demonstrate the value of their feedback as stakeholders in the decision-making process at Hamilton.
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Student Achievement: Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Hamilton's student achievement data continues to increase. However, the rate of increase is not meeting or exceeding the goals set forth in our plan. There is a marginal increase in the content mastery scores on the GMAS. However, there is notable increase in student growth percentiles, achievement percentiles, and Lexile levels reported on the benchmark assessments administered three times throughout the school year. Through goal setting and personal progress monitoring, students are able to take ownership of their learning and see significant gains from the dedication to their work.
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IDEA – Special Education, Economically Disadvantaged Children, and English Learners.

Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.3. Watch the Identifying Need webinar for additional information and guidance.

Strengths	Students with disabilities served through our Special Education department at Hamilton are served by three Special Education teachers as well as one Special Education paraprofessional. One teacher serves students in K-1, one in grades 2-3, and a third in grades 4-5. Our Special Education department also includes a 50% Speech Language Pathologist. Teachers serve students according to need versus serving students according to the minimum requirements as mandated by state law. Our district has increased funding for our PEC program to facilitate this initiative. Thus, students have resource segments, collaborative (minimum) segments co-teaching segments, and support segments. Hamilton
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IDEA – Special Education, Economically Disadvantaged Children, and English Learners.

Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.3. Watch the [Identifying Need webinar](#) for additional information and guidance.

	served 29 students through the Special Education department this year including Speech. English Language Learners are served by a 50% EL teacher. EL students are served using the "push-in" and "pull-out" model. Of the 21 students served through our ESOL teacher, 8 are eligible for a supplemental service. These students are pulled to utilize the Lexia English program. A select number of students at Hamilton are served by the migrant program. All students at Hamilton have been identified as Economically Disadvantaged. Student needs are met by staff, counselor, therapist, administrators, and the community in general. Hamilton is also a 100% free breakfast and lunch.
Challenges	The Special Education initiative has had positive outcomes for our students in this population. There are always challenges to meeting the needs of a school full of economically-disadvantaged students. Each year we find the needs of students change, become more challenging and difficult to meet, and behaviors become more significant. We are constantly reliant upon professional resources, research, collaboration, and best practices to determine what will work for students and families in their individual quest to become successful academically and socially.

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.2 Identification and Prioritization of Overarching Needs

Use the results of 3.1 to identify the overarching needs of the LEA. Determine the priority order of the identified needs based on data, team member and stakeholder knowledge, and answers to questions in the table below. Be sure to address the major program challenges identified in 3.1. Watch the [Identifying Need webinar](#) for additional information and guidance.

Overarching Need # 1

Overarching Need	Students who scored in Remediate Learning for the Reading Informational Text increased from Spring 2022 to Spring 2023 on the Georgia Milestones assessment.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	
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Overarching Need # 2

Overarching Need	Content Mastery for Mathematics on the Georgia Milestones assessment did not increase from Spring 2022 to Spring 2023.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	While the overall content mastery score for Math remains stagnant, we do see gains in specific grade-level cohorts. The rising 5th grade cohort increased their overall content mastery score. However the 5th grade cohort advancing to 6th grade decreased in their overall content mastery score from Spring 2022 to Spring 2023.
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.3 Root Cause Analysis

Select the top 2-4 overarching needs from 3.2. Conduct a separate root cause analysis (RCA) for each need. Any RCA tools and resources can be used, but suggestions are available as part of the [Identifying Need webinar](#). After describing the RCA process, complete a table for each selected overarching need.

Overarching Need - Students who scored in Remediate Learning for the Reading Informational Text increased from Spring 2022 to Spring 2023 on the Georgia Milestones assessment.

Root Cause # 1

Root Causes to be Addressed	The implementation of a new curriculum during the 2022-2023 school year
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part C - Education of Migratory Children Title III - Language Instruction for English Learners and Immigrant Students

Additional Responses	
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Root Cause # 2

Root Causes to be Addressed	New staff members in the area of English Language Arts
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children

Additional Responses	
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Overarching Need - Content Mastery for Mathematics on the Georgia Milestones assessment did not increase from Spring 2022 to Spring 2023.

Root Cause # 1

Root Causes to be Addressed	Elimination of full-time District Math Coach/Support System
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part C - Education of Migratory Children Title III - Language Instruction for English Learners and Immigrant Students

Additional Responses	
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Root Cause # 2

Root Causes to be Addressed	No consistent/clearly defined Math curriculum
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part C - Education of Migratory Children Title III - Language Instruction for English Learners and Immigrant Students

Additional Responses	
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Root Cause # 3

Root Cause # 3

Root Causes to be Addressed	Class grouping limited Small Group supports
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	
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Root Cause # 4

Root Causes to be Addressed	Change in teaching assignments and/or increase in subjects taught by each individual teacher (one teacher teaching multiple subject areas)
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	
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School Improvement Plan 2023 - 2024



**Colquitt County
Hamilton Elementary School**

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Colquitt County
School Name	Hamilton Elementary School
Team Lead	Kristyn R. Nelms
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (Federal funds budgeted separately)

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
<input type="checkbox"/>	Free/Reduced meal application
<input checked="" type="checkbox"/>	Community Eligibility Program (CEP) - Direct Certification ONLY
<input type="checkbox"/>	Other (if selected, please describe below)

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Students who scored in Remediate Learning for the Reading Informational Text increased from Spring 2022 to Spring 2023 on the Georgia Milestones assessment.
Root Cause # 1	New staff members in the area of English Language Arts
Root Cause # 2	The implementation of a new curriculum during the 2022-2023 school year
Goal	By the end of the 2023-2024 school year, there will be a 3% decrease in the percentage of students in grades 3rd-5th who need remediation in Reading Informational Text.

Action Step # 1

Action Step	Implement a 45-minute Literacy Block to provide individualized instruction including Study/Social Skills, remediation, extension, and conferencing
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Master Schedule including a defined Literacy segment; lesson plans reflecting individualized supports for students during the Literacy block portion of the schedule
Method for Monitoring Effectiveness	3% Decrease in the percentage of students needing remediation in Reading Informational Text on the GMAS in Spring 2024; Decrease in the percent of students K-5 not meeting projected growth from MOY benchmark to EOY benchmark on the MAP Growth assessment.
Position/Role Responsible	Teachers, Support Staff, Academic Coach, and Administrators
Timeline for Implementation	Weekly

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	Continued coaching for the myView ELA Curriculum
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Weekly and Monthly Collaborative Staff Planning with grade-level partner(s) and Academic Coach; Daily personal interaction between administration, staff, and students to set goals based on academics, behavior, and needs of both teachers and students; Vertical planning sessions completed at the end of each unit
Method for Monitoring Effectiveness	3% Decrease in the percentage of students needing remediation in Reading Informational Text on the GMAS in Spring 2024; Decrease in the percent of students K-5 not meeting projected growth from MOY benchmark to EOY benchmark on the MAP Growth assessment.
Position/Role Responsible	Teachers, Support Staff, Academic Coach, and Administrators
Timeline for Implementation	Weekly

Action Step # 2

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	The staff will be continue to receive professional development for our new ELA instructional curriculum, myView. Further training was held in mid-July to implement the next phase of training with teachers and Administrators for the Writing component of the curriculum. Support will be provided by the myView textbook company as well as the Academic. The myView District Coach will be on campus each month observing the implementation and providing feedback/training for our staff.
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Action Step # 3

Action Step	Continue the use of and focus on Accelerated Reader and Scholastic Word program to grow comprehension and vocabulary acquisition, and modify the AR plan to encourage students to read higher level Lexiles and a wider variety of genres.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	TBD
Method for Monitoring Effectiveness	3% Decrease in the percentage of students needing remediation in Reading Informational Text on the GMAS in Spring 2024; Decrease in the percent of students K-5 not meeting projected growth from MOY benchmark to EOY benchmark on the MAP Growth assessment.
Position/Role Responsible	Reading Committee, Reading Teachers
Timeline for Implementation	Weekly

Action Step # 3

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

Action Step	Revise questions within myView to increase the DOK level
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	TBD
Method for Monitoring Effectiveness	3% Decrease in the percentage of students needing remediation in Reading Informational Text on the GMAS in Spring 2024; Decrease in the percent of students K-5 not meeting projected growth from MOY benchmark to EOY benchmark on the MAP Growth assessment.
Position/Role Responsible	Teachers, Support Staff, Academic Coach, and Administrators
Timeline for Implementation	Weekly

Action Step # 4

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 5

Action Step	Construct unit assessments for Science using Illuminate program/database to expose students to GMAS-tpe questions for application of informational text skills.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation	TBD
Method for Monitoring Effectiveness	3% Decrease in the percentage of students needing remediation in Reading Informational Text on the GMAS in Spring 2024; Decrease in the percent of students K-5 not meeting projected growth from MOY benchmark to EOY benchmark on the MAP Growth assessment.
Position/Role Responsible	Science PLC members in grades 3rd-5th, Academic Coach, and Administrators
Timeline for Implementation	Others : By units

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 6

Action Step	Increase cross-curricular opportunities (informational text in Science and Social Studies; Reading about Science and Social Studies topics in ELA)
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation	TBD
Method for Monitoring Effectiveness	3% Decrease in the percentage of students needing remediation in Reading Informational Text on the GMAS in Spring 2024; Decrease in the percent of students K-5 not meeting projected growth from MOY benchmark to EOY benchmark on the MAP Growth assessment.
Position/Role Responsible	ELA, Science, and Social Studies teachers, STEM/Ag teacher, Academic Coach, and Administrator
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Content Mastery for Mathematics on the Georgia Milestones assessment did not increase from Spring 2022 to Spring 2023.
Root Cause # 1	Class grouping limited Small Group supports
Root Cause # 2	Elimination of full-time District Math Coach/Support System
Root Cause # 3	No consistent/clearly defined Math curriculum
Root Cause # 4	Change in teaching assignments and/or increase in subjects taught by each individual teacher (one teacher teaching multiple subject areas)
Goal	By the end of the 2023-2024 school year, there will be a 3% increase in Content Mastery on the Georgia Milestones assessment.

Action Step # 1

Action Step	Continue Vertical planning to allow teachers of the same subject area to meet monthly and by unit to further the study of standards, data analysis, curriculum(s), and resources.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation	Monthly Vertical team meetings, Planning day scheduled for each unit, Unit Lesson Plans
Method for Monitoring Effectiveness	Increase in Math 3-5 Content Mastery on GMAS in Spring 2024, Increase in the percentage of 3-5 students projected for Level 3 & 4 on GMAS based on MAP Growth Projection data, Increase in the number of students K-5 meeting their growth goal for MAP Growth
Position/Role Responsible	Teachers, Support Staff, Academic Coach, and Administrators
Timeline for Implementation	Monthly

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	Establish/continue network systems with teachers of same grade/content within our school and district.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Network collaborative meeting documentation
Method for Monitoring Effectiveness	Increase in Math 3-5 Content Mastery on GMAS in Spring 2024, Increase in the percentage of 3-5 students projected for Level 3 & 4 on GMAS based on MAP Growth Projection data, Increase in the number of students K-5 meeting their growth goal for MAP Growth
Position/Role Responsible	Teachers, Academic Coach, and Administrators
Timeline for Implementation	Others : As scheduled by Teacher and/or Administration

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	Use innovative scheduling to strategically group students to best serve individualized needs.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Master Schedule; Daily detailed schedule of staff
Method for Monitoring Effectiveness	Increase in Math 3-5 Content Mastery on GMAS in Spring 2024, Increase in the percentage of 3-5 students projected for Level 3 & 4 on GMAS based on MAP Growth Projection data, Increase in the number of students K-5 meeting their growth goal for MAP Growth
Position/Role Responsible	Administration
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

Action Step	Utilize Literacy Block to address areas of concern based on data analysis from formal and informal assessments.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Data analysis/data notebook; Lesson Plans with clearly defined groups and objectives
Method for Monitoring Effectiveness	Increase in Math 3-5 Content Mastery on GMAS in Spring 2024, Increase in the percentage of 3-5 students projected for Level 3 & 4 on GMAS based on MAP Growth Projection data, Increase in the number of students K-5 meeting their growth goal for MAP Growth
Position/Role Responsible	Teachers, Support Staff, Academic Coach, and Administration
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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3. REQUIRED QUESTIONS

3.1 Stakeholders, Coordination of Activities, Serving Children, and PQ

Required Questions

<p>1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).</p>	<p>Leadership Meetings Faculty Meetings Local School Governance Meetings Virtual Surveys and Staff Development allowing for Feedback PTO Leadership Meetings Trego ED Situational Appraisals Student Climate Surveys Stakeholder Climate Surveys Staff Climate Surveys Data Analysis Professional Development Designated SIP PL Days</p>
<p>2. Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.</p>	<p>All teachers at Hamilton Elementary are highly qualified and teaching in field.</p>
<p>3. Provide a general description of the Title I instructional program being implemented at this Title I school. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).</p>	<p>Title I funds allotted to Hamilton are used to provide additional staff members who strategically work with students based on academic needs. The additional staff serve as interventionists who provide intensive remediation using research-based programs or serve as additional support staff during small group instructional time. Our students served in the ESOL program receive practice through Lexia English for at least an average of 45 minutes per week.</p>
<p>4. If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance</p>	<p>Universal screeners are administered three times per year to determine student achievement and growth percentiles. This data provides information about strengths and weaknesses for each child. Teachers and students use this information to set goals for the year. This data is also used to determine Individualized support plans for each student.</p>

criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.	
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3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

5. If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.	Parent Orientation for Pre-K Various Transition to K activities and Information throughout the year Parent Conferences End of Year Transition Meetings for Students and families Virtual Parent Training in collaboration with The Fletcher Institute
6. If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: Coordination with institutions of higher education, employers, and local partners; and Increased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.	Career Day Career Studies Smooth Moves-5th grade visitation day to the county middle school
7. Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.	PBIS School - Wide Implementation Check In /Check Out program YMCA Mentors

ADDITIONAL RESPONSES

8. Use the space below to provide additional narrative regarding the school's improvement plan.	The Hamilton SIP is a living document that will be modified as data is updated throughout the year and input is gathered from stakeholders. The faculty and staff at Hamilton Elementary are collectively committed to the achievement of the SIP Goals.
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