Hamilton School Annual Plan (2024 - 2025)

Ready

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✔ Preparation Questions

Identify Team   S-001

✔ Ready

Identify all planning team members, <u>including team member titles</u>. The school plan must be developed in consultation with (at a minimum):

- *teachers,*
- *principals,*
- *administrators (including administrators of Title programs and special education programs),*
- *paraprofessionals,*
- *other appropriate school personnel,*
- *community partners, and*
- *parents of students.*

Quay Jackson Porter, Principal

Malcanee Mason, Assistant Principal

Jessica Tate, Assistant Principal

Neshellda Johnson, PLC Coach

Kicki Jones, Interventionist

Brittany Stone, Instructional Leadership Team

JoAnn Leggins, Middle School Counselor

Nathaniel Crawford, Behavior Specialist

Ashley Todd, Senior Reading Advisor

Rosalind Okwuosah, 1st Grade Teacher

Shontale Wysinger, 7th grade Math

Tasha Ford, SPED chair (SWD representative)

Grace Eweka, ELL teacher (ELL representative)

Hamilton Alumni Group, Community Partner

New Friendship Missionary Baptist Church, Community Partner

Stakeholder Involvement S-002

✔ Ready

Describe how the school actively and consistently involves all planning team members and other stakeholders in the (1) development, (2) implementation, and (3) revision of the school plan throughout the year. Include in the response how stakeholder involvement in the planning process is ongoing throughout the year and not a one-time event/process

Each year, the annual plan of Hamilton K-8 is developed based on the needs and data trends of our students and families.

Our strategic plan is benchmarked by Key Performance Indicators. Hamilton K-8 School actively and consistently involves all stakeholders and team members in the planning of the School Improvement Plan by inviting them throughout the year to participate in surveys, open house events, academic parent nights, various parent engagement sessions, and other planning meetings. These events help stakeholders and team members connect frequently, creating a cohesive partnership for our scholars. The School Planning Team will meet quarterly to monitor action steps, identify trends based on data, make adjustments to ensure that we are progressing toward our goals.

Goals established S-023

✔ Ready

How many goals were established in the school's 2022-23 plan?

4

Goals met S-024

✔ Ready

How many of the 2022-23 established goals were met?

2

Goals partially met S-025

✔ Ready

Provide any context or additional detail to clarify goals that were partially met.

According to our TN Ready proficiency trends, Hamilton School had increases in 1 of 4 tested subject areas.

- Early Literacy increased from 26% to 37%.
- Attendance rates increased

✔ Needs

▦ Attendance and Discipline

Attendance is measured by the dividing the SUM TOTAL of Days in Attendance by the SUM TOTAL of Days of membership for the school or district. According to site based data for SY 23-24. Hamilton K-8's overall attendance rate was 90% schoolwide. The chronic absenteeism was 39 percent which represents over a third of Hamilton K-8's population of students. Students with 3-5 absences are at risk and students with an absence rate of more than 1 percent were considered chronically absent.

Hamilton K-8 will increase it's attendance rate to 95% attendance and decrease chronic absenteeism by at least 20%.

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Root Cause Analysis for "Attendance and Discipline"

✔ Ready

For each prioritized need, please provide the following information:

1. *For the prioritized area of need, state the prior strategies the school implemented to support outcomes in this area, include the challenges that prevented the desired improvement and the strengths that led to quantitative and/or qualitative improvements.*
2. *Identify the root causes that are within the school's control that are contributing to this specific prioritized need and describe the challenges created by each root cause. The 5 Whys protocol is an optional tool to support leaders in identifying these root causes and supporting data for each prioritized need.*

Root Cause Analysis

Discipline

Successes-

Hamilton K-8 was able to strategically identify students who were repeat offenders and offer them behavioral supports prior to suspension.

Strategies

- Holding SART meetings with fidelity
- Contacting parents with students that behavioral barriers.
- Meeting with the student and parent.
- Providing resources to the parent and students to better support positive behavioral expectations.

Challenges: There was an increase in disciplinary actions in grades 3-8 schoolwide as it compares to the prior year.

Root Cause

Framing Question: What was the cause of the increase in progressive disciplinary referrals from 22-23 to 23-24?

Hypothesis: Student behaviors were such high leveled offenses which increased the out of school suspension rate.

Why: Students didn't have clear expectations around rules, behaviors, and consequences.

Why? It is happening because teachers failed to model the positive expectations for students.

Why? Ongoing pd regarding classroom management and behavioral tracking was not employed.

Hypothesis: Student behaviors intensified due to a focus on positive behavioral expectations.

Why? It is happening because there were no positive behavioral incentives enforced for students modeling expectations.

Why? It is happening because the PBIS team was unable to meet with fidelity to discuss trends and incentives.

Why? Admin over PBIS met more with content teachers to focus on instruction.

Attendance

Successes- Hamilton K-8 began using power bi data to target students who identified as chronically absent.

Strategies:

- -Attendance Incentives
- developed by the RTI2-B Committee (Attendance Banner to the class with the
- highest attendance rate for the week, NBA (Never Been Absent) club,
- -Telephone or e-mail
- parents and guardians to verify absences.
- -Bilingual mentors
- contacting parents and guardians with limited English-speaking ability and
- sending out school attendance notification e-mails or letters in the language
- appropriate to the family.
- -Conducting monthly
- RTIB2 meetings held with specific parents regarding the importance of attendance
- and school protocol absenteeism.
- SART process followed
- with fidelity.

Challenges : Based on data from the 2023-2024 school year, Kindergarten and 5th had the highest

absentee rate.

Root Cause

Framing Question: What was the cause of the huge increase in the absentee rate from 22-23 to 23-24?

Why? Students with behavioral issues were repeat offenders leading to OSS.

Why? Educators were not implementing social and emotional learning SEL modules with fidelity.

Why? Admin did not model the implementation of Rethink Ed with fidelity.

Root Cause 2

Why is it happening? It is happening because attendance was not reported timely during homeroom.

Why is that? Several classes were being covered by subs unable to enter attendance in powerschool?

Why is that? Protocols were not put in place to submit attendance by subs by admin.

▦ Mathematics

Mathematics is measured by the TN Ready TCAP Assessment and Mastery Connect for grades 3-5 and Mastery Connect for SY 23-24. Hamilton K-8's Common Formative Assessment for students who were on track and mastery for the Mathematics Spring Assessment was 2.4% for students in grades 3-5. 3rd grade students remained stagnate in scores from 0% of students showing on track or mastery in the fall to 0% of students showing on track or mastery in the spring. 4th grade, lacked improvement in scores from 5.8% of students showing on track or mastery in the fall to 4.2% of students showing on track or mastery in the spring. Subsequently, 5th grade students also showed a decline in scores from 6.5% of students showing on track or mastery in the fall to 2.3% of students showing on track or mastery in the spring. This represents a decrease of 0% for 3rd grade, 1.5% decrease in 4th grade, and a 4.2% decrease for 5th grade.

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Root Cause Analysis for "Mathematics"

✔ Ready

For each prioritized need, please provide the following information:

1. *For the prioritized area of need, state the prior strategies the school implemented to support outcomes in this area, include the challenges that prevented the desired improvement and the strengths that led to quantitative and/or qualitative improvements.*
2. *Identify the root causes that are within the school's control that are contributing to this specific prioritized need and describe the challenges created by each root cause. The 5 Whys protocol is an optional tool to support leaders in identifying these root causes and supporting data for each prioritized need.*

Root Cause Analysis

Successes

Based on the 2023-2024 Mastery Connect disaggregated data for the 3-5 grade band, 5th grade had 2.3% of students on-track/mastered levels during spring testing.

Strategies

-Students were provided explicit small group instruction using the adopted curriculum resources. Some students were provided additional individual instruction from the support teachers and the SEAs in a deficit area.

-Teachers utilized explicit direct instruction, academic vocabulary, and other additional resources to provide academic support to students.

-Teachers participated in "Data Digs" to analyze student data and identify areas of strengths and weaknesses. The teachers also used this information to create an action plan to close the achievement gap that existed amongst students.

[Challenges](#)

Based on 2023-24 Spring Mastery Connect data for grades 3-5, 97.6% of scholars are performing below the on-track or mastered level in Mathematics. Teachers failed to teach all components of the math instructional block while incorporating blended learning to increase the number of students mastering tasks relative to the standards.

Root Causes: Math

Framing Question: Why was there a high percentage of students in grades 3rd-5th performing below grade level on Mastery Connect?

Hypothesis: Students did not receive instruction which would assist them in scoring passing rates on the mastery connect assessment.

Why? Students were not exposed to tasks which met the demands of TN Standards.

Why? Teachers failed to align the vetted curriculum to suggested standards aligned tasks

Why: Teachers didn't utilize district prescriptions to ensure all standards were taught.

Why: Coaching was not provided on resource alignment so that adequate pacing occurred.

Why: PLCs and Collaborative Planning were not used to reinforce high leveraged instructional practices.

Hypothesis: Data driven instruction protocols were not used to identify gaps in learning.

Why? It is happening because students who needed additional support were not identified under RTI2.

Why? It is happening because teachers failed to look at assessment data to identify students needing additional support.

Why? It is happening because site based pd around data was not implemented with fidelity.

ELA

English Language Arts is measured by the TN Ready TCAP Assessment and Mastery Connect for grades 3-5 for SY 24-25. Hamilton K-8's Common Formative Assessment for students who were on track and mastery for the English Language Arts Spring Assessment was 17.1% for students in grades 3-5. 3rd grades students showed improvement in scores from 26.8% of students showing on track or mastery in the fall to 47.4% of students showing on track or mastery in the spring. 4th grade, lacked improvement in scores from 7.7% of students showing on track or mastery in the fall to 2.1% of students showing on track or mastery in the spring. Subsequently, 5th grade students declined in scores from 12.8% of students showing on track or mastery in the fall to 7.0% of students showing on track or mastery in the spring. This represents a increase of 20.6% for 3rd grade, 5.6% decrease in 4th grade, and a 5.8% decrease for 5th grade.

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Root Cause Analysis for "ELA"

For each prioritized need, please provide the following information:

1. *For the prioritized area of need, state the prior strategies the school implemented to support outcomes in this area, include the challenges that prevented the desired improvement and the strengths that led to quantitative and/or qualitative improvements.*
2. *Identify the root causes that are within the school's control that are contributing to this specific prioritized need and describe the challenges created by each root cause. The 5 Whys protocol is an optional tool to support leaders in identifying these root causes and supporting data for each prioritized need.*

Successes

Based on the 2023-2024 Mastery Connect disaggregated data for the 3-5 grade band, 3rd grade increased its number of students scoring at the on-track/mastered levels from fall to spring testing.

Strategies

-Students were provided explicit small group instruction using the adopted curriculum resources. Some students were provided additional individual instruction from the support teachers and the SEAs in a deficit area.

-Teachers utilized explicit direct instruction, academic vocabulary, and other additional resources to provide academic support to students.

-Teachers participated in "Data Digs" to analyze student data and identify areas of strengths and weaknesses. The teachers also used this information to create an action plan to close the achievement gap that existed amongst students.

Challenges

Based on 2023-2024 Spring Mastery Connect data for grades 3-5, 63.9% of scholars are performing below the on-track or mastered level in Reading/Language Arts. Teachers failed to teach all components of the comprehensive literacy block while incorporating writing across the curriculum to increase higher levels of students who could read and master tasks relative to the standards.

Root Causes: ELA

Framing Question: Why was there a high percentage of students in grades 3rd-5th performing below grade level on Mastery Connect?

Hypothesis: Students did not receive instruction which would assist them in scoring passing rates on the mastery connect assessment.

Why? Students were not exposed to tasks which met the demands of TN Standards.

Why? Teachers failed to align the vetted curriculum to suggested standards aligned tasks

Why: Teachers didn't utilize district prescriptions to ensure all standards were taught.

Why: Coaching was not provided on resource alignment so that adequate pacing occurred.

Why: PLCs and Collaborative Planning were not used to reinforce high leveraged instructional practices.

Hypothesis: Data driven instruction protocols were not used to identify gaps in learning.

Why? It is happening because students who needed additional support were not identified under RTI2.

Why? It is happening because teachers failed to look at assessment data to identify students needing additional support.

Why? It is happening because site based pd around data was not implemented with fidelity.

⊞ K-2: Early Literacy

Early Literacy is measured by the TN Ready TCAP Assessment for 2nd grade and Mastery Connect data for the K-2 grade band for SY 23-24. Hamilton K-8's Common Formative Assessment for students who were on track and mastery for the English Language Arts Spring Assessment was 41.1% for students in grades K-2. Kindergarten students showed improvement in scores from 18.9% of students showing on track or mastery in the fall to 46.8% of students showing on track or mastery in the spring. First grade, showed improvement in scores from 44.8% of students showing on track or mastery in the fall to 52.5% of students showing on track or mastery in the spring. Subsequently, 2nd grade students showed improvement in scores from 13.1% of students showing on track or mastery in the fall to 22.8% of students showing on track or mastery in the spring. This represents a growth of 27.9% for Kindergarten, 7.7% in first grade, and a 9.7% growth for second grade.

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Root Cause Analysis for "K-2: Early Literacy"

✔ Ready

For each prioritized need, please provide the following information:

1. *For the prioritized area of need, state the prior strategies the school implemented to support outcomes in this area, include the challenges that prevented the desired improvement and the strengths that led to quantitative and/or qualitative improvements.*
2. *Identify the root causes that are within the school's control that are contributing to this specific prioritized need and describe the challenges created by each root cause. The 5 Whys protocol is an optional tool to support leaders in identifying these root causes and supporting data for each prioritized need.*

Root Cause

Successes:

Based on the 2023-2024 Mastery Connect disaggregated benchmark data, early literacy increased in on-track/mastered for all grades in grades K-2. Teachers in grades K-2 followed taught meaning based skills within the curriculum with fidelity when ensuring that they adhered to the designated allocated time for the literacy block. This assisted students in understanding texts being read to them.

Prior Strategies:

- Some students were provided additional individual instruction from the support teachers and the SEAs in a deficit area.
- Teachers utilized explicit direct instruction, academic vocabulary, and other additional resources to provide academic support to students.
- Teachers participated in "Data Digs" to analyze student data and identify areas of strengths and weaknesses. The teachers also used this information to create an action plan to close the achievement gap that existed amongst students.

Challenges:

Based on 2023-24 Spring Mastery Connect data 58.9% of scholars schoolwide are performing below the on-track or mastered level in Reading/Language Arts in grades K-2. Teachers failed to teach all components of the comprehensive literacy block while incorporating writing across the curriculum to increase higher levels of students who could read and master tasks relative to the standards.

Root Cause: Early Literacy

Framing Question: Why was there a high percentage of students in grades K-2 performing below grade level on Mastery Connect?

Hypothesis: Students did not receive instruction which would assist them in scoring passing rates on the mastery connect assessment.

Why? Students were not exposed to tasks which met the demands of TN Standards.

Why? Teachers failed to align the vetted curriculum to suggested standards aligned tasks.

Why: Teachers didn't utilize district prescriptions to ensure all standards were taught.

Why: Coaching was not provided on resource alignment so that adequate pacing occurred.

Why: PLCs and Collaborative Planning were not used to reinforce high leveraged instructional practices.

Hypothesis: Data driven instruction protocols were not used to identify gaps in learning.

Why? It is happening because students who needed additional support were not identified under RTI2.

Why? It is happening because teachers failed to look at assessment data to identify students needing additional support.

Why? It is happening because site based pd around data was not implemented with fidelity.

✔ Reflection Questions

Disciplinary Practices   S-004

✔ Ready

Describe the following:

1. *How the school will <u>review and analyze student discipline data and take steps</u> to reduce lost instructional time and/or disparate impact <u>due to student discipline</u>.*
2. *The <u>behavioral supports available for students with disabilities</u> and how the school ensures that <u>discipline procedures and practices do not contribute to discrepancies among subgroups</u>.*

Hamilton School will meet bi-weekly to review and analyze student discipline data. We will use the data that is collected in Power BI to track discipline trends in our school. The behavioral specialist, classroom teachers, PBIS team, and administrators are tasked with developing positive incentives for students who meet our school's behavioral expectations. The behavioral specialist will also work closely with our guidance counselors to provide mental health support for students who experience more in-depth challenges. The In-school Suspension Coordinator will provide the school with an in-house alternative to out-of-school suspensions while providing additional character education lessons. Students with disabilities, follow the same positive behavioral support plan, are supported through modeling all wanted outcomes, PBIS rewards, and strategic support via RESET, in school success, and social skills training via Rethink Ed.

Safe, Supportive, and Healthy Environments S-005

✔ Ready

Describe the priority needs for providing (1) safe, (2) supportive, and (3) healthy environments and how the school will meet those needs. Include in the response:

1. *A detailed description of the school's priority needs for providing (1) safe, (2) supportive, and (3) healthy environments and the strategies the school will implement to meet those needs.*
2. *Specific local, state, and federal funding sources (including ESSER) the school will utilize to provide safe, supportive, and healthy environments in schools.*

Providing a safe, supportive, and healthy environment would inevitably increase regular attendance and decrease disciplinary infractions which both influence academics. The school will meet its priority needs by providing the following support. Restorative practices such as community circles will take place every morning to provide teachers with a window into the social, emotional, and academic needs of our students to instill a sense of unity and pride. Social Emotional lessons from rethink Ed lessons will take place weekly, led by the grade-level counselors or classroom teachers. Dedicated spaces and strategies for calming centers will be provided in all classrooms. The reset room will be used for extreme behaviors where students cannot remain in the classroom.

Students will participate in culture building activities such as field trips, field days, and in-school guest speakers related to Project Based Learning goals for communication, collaboration, creativity and critical thinking. A variety of co-curricular after-school clubs are available for students to participate in and build relationships with teachers and peers.

Discipline assemblies are held monthly to remind students of school rules and code of conduct. RTI2-B/Culture team meets every 20 days and track attendance and discipline. Communication with parents is continuous regarding academics, behavior, and attendance. School Counselors will provide Character Education lessons throughout the school year, as well as small and individual sessions. Other resources available to the school include Social Workers and School Psychologists.

Cleaning Protocols: All classrooms and restrooms will be cleaned regularly according to Memphis Shelby County Schools' Facilities Maintenance protocols.

Sick students and employees should stay home. Students with a temperature of over 100.4 should stay home or will be sent home. Students will remain in the nurse's office while waiting for their parent or guardian to pick them up. Students and staff must be free of fever for 24 hours in order to return to campus.

Title One funds will be used to ensure that Hamilton K-8 maintains a safe, healthy, and supportive environment.

Connected Action Steps:

- Attendance and Behavior Interventions and Supports/RTI2-B

Integration and Effective Use of Technology in the Classroom   S-006

✔ Ready

Describe the level of access that students have to technology as part of the instructional program and how the school ensures that technology is being utilized effectively by students and educators. Describe the challenges faced in effectively integrating technology into the instructional program. What steps is the school taking to address these challenges? (Include possible funding sources to be used to support increased access to technology.) Include in the response:

1. *A detailed description of the level of access students have to technology across all grade bands.*
2. *A detailed description of how the school ensures technology is being utilized effectively by students and educators.*

Technology has enhanced the way educators teach, how students learn, and the way teachers and students communicate. Hamilton School is a 21st century school that gives students the skills they need to succeed in a modern world. With technology readily available to students, 21st century skills help students use safe practices when sharing and engaging with information online. Hamilton K-8 School students and educators have access to the following tools to promote student learning: calculators, tablets, Promethean Boards, docucams, desktop, and laptop computers. Technology is integrated into all classrooms to help prepare our students for today's modern world. Memphis Shelby County Schools has adopted the Blended Learning Model and is now a 1:1 device district. There are four specific benefits we have observed by using technology in the classroom:

1. Students and educators can access the Internet for resources and to conduct research for project-based learning,

2. Students are more excited to learn,

3. Students learn at their own pace,

4. It prepares students for College and Career Readiness.

Additionally, teachers use district mandated programs (I-Ready) lesson plans during whole and small group instruction. Teachers now have access to Office 365. All classrooms are equipped with an Interactive whiteboard that allows for daily instructional use. All teachers are assigned a district laptop to use in their lesson prep, interactive lessons such as, Nearpod, Flip grid, Class Notebook, Canvas, etc. Lastly, electronic gradebooks assist with assessment results, record keeping, and as a form of parent communication.

To improve knowledge retention and encourage student engagement, we will continue to enhance student performance by purchasing technology items such as; teacher laptops, student laptops, smartboards, tablets, headphones, web cameras, keyboards, power cords, power stands, document cameras, etc.

We also have a Digital Learning Ambassador that helps assist teachers in learning about and implementing different digital tools to be used for blended learning.

 All initiatives under this umbrella will be funded through Title One Funds.

Connected Action Steps:

- Instructional Resources
- Secure supplies, materials, equipment, and support for academic instruction

Parent and Family Engagement   S-007

✔ Ready

Describe the barriers that exist to greater engagement by families and how the school is addressing those barriers. What strategies are being used to implement effective family engagement activities that are (1) meaningful and (2) aligned with student academic achievement in the school? As applicable, address activities specifically designed to engage the families of historically underserved student group (i.e. economically disadvantaged students; black, Hispanic, Native American students; English learners; students with disabilities). and how is the school addressing those barriers. Include in the response:

1. *a description of the <u>barriers</u> that exist to greater engagement by families and <u>how the school is addressing those barriers</u>.*
2. *the <u>strategies</u> being used to implement effective family and community engagement activities that are <u>(1) meaningful and (2) aligned with student academic achievement in the school?</u>*

Family and Community Engagement is vital to our school. Parental support and feedback are essential to challenging our students to achieve academic gains and become effective citizens. Some barriers that we have experienced with regard to parent and family engagement include a high teacher turnover and change in procedures and protocols regarding behavioral expectations. Hamilton K-8 is continuing to address these barriers by sending letters from the principal, being visible throughout the community, hosting parent nights where the admin can greet and address parents and students, and reiterating the expectations and incentives for positive behaviors. We will continue to provide opportunities that allow our parents and community members to get involved and share in promoting success in our children. The parents and community members were encouraged to attend the following: Parent-Teacher (raffles) Conferences, SART Team Meetings, Parent Resource Room, Promotional, Title I Meetings, Parent Liaison, ESL Parent Meetings, Gear UP day, Parent Volunteer /Community Service Events, Spelling Bee, Read Across America, Debate team, Muffins with Mom and Donuts for Dads Instructional Informational, Title 1/Open House, School Improvement Plan Team, Sign and Agree to components of the Title I Family Engagement Plan and School Compact, Field day, and Website Contact Messages Encourage School parent representation with the SCS Parent and Community Engagement office. We will continue to offer a variety of opportunities for parents and community members to become involved at the school. Conducting parent meetings at various times allows for increased engagement. There are opportunities available during the school day and after-school hours. The school plans several activities to promote effective parent and family engagement that is meaningful and aligned with student academic achievement. During the parent and family engagement meetings, the bilingual mentor translates the information shared with the Spanish speaking family members. The school organizes and conducts the Title I meeting twice during the fall semester which is designed to inform the parents of the programs- Title I and others- at the school, the expectations that are in place, and introduce the faculty and staff to the parents and/or family members. Parent Teacher conference raffle to increase the teacher involvement with parent communication. The school will have a raffle for the teacher who has the most parent involvement. The school also hosts Project Based Learning Night in order to engage parents and families with academic concepts while demonstrating how they can support their students' academic programs. Parents and family members are invited to visit the school during the week to purchase of books to increase their reading resources at home. In addition, additional committees are formed to bridge partnerships and relationships with our school and community.

Connected Action Steps:

- [Parent and Family Engagement Activities](#)
- [Parent, Family, and Community Engagement](#)

Professional Learning for Educators   S-008

✔ Ready

Describe how professional development for teachers, principals, and other school leaders will build capacity for high quality instruction, positively impact student academic achievement, and address the needs of educators in the school to teach all learners, including those with disabilities. Include in the response:

1. *A description of educator and school leader <u>needs</u> in regards to professional development and <u>how the school determines those needs</u>.*
2. *A <u>description of professional development opportunities</u> implemented by the school to meet those needs, including opportunities that address the needs of educators in the school to <u>teach all learners, including those with disabilities</u>.*

During the 2024-2025 school year, teachers will continue to engage in ongoing professional development that allows them to analyze student work and assessments as well as research effective instructional practices. Intervention will be embedded in K-8 daily schedules, and the administration will be available during and after school for additional support.

Continuing the successes of the 2023-2024 school year, the coming year's professional development will focus on ensuring that staff have the knowledge and understanding, the implementation skills and techniques, and the consultation and supervision processes needed during the entire data-based problem-solving process. Our primary focus will align professional learning opportunities with the district initiatives, TEM evaluations, Four Instructional Practices, Performance Based Objectives, and areas of growth and opportunity. The administration, PLC Coaches, Instructional Facilitators, content leads, parents, and support staff will continue to be involved collaboratively in the planning and implementation of research-based staff development using the needs assessment data.

Overall, the professional development plan will focus on areas of need that support student achievement by amplifying our teachers' subject matter knowledge and pedagogical skills. Planning of all professional development sessions will involve staff input and recognition of teaching trends identified during walk-throughs, and all sessions will continue to facilitate teacher follow-up evaluations of course content. The ultimate purpose of professional development for the 2024-2025 school year will be to improve effective instructional practices based upon the staff's need assessments and, through follow-up and involved administrative support, ensure effective application of learned skills in the classroom.

Connected Action Steps:

- Instructional Resources
- Kids First PD

Educator Placement   S-009

✓ Ready

Describe how the school is reviewing and analyzing data to identify and address disparities that result in students, particularly low income students and minority students, being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. Include in the response:

1. *The process in place to review and analyze educator placement.*
2. *Steps the school takes to address any disparities that result in students, particularly low income students and minority students, being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.*

The District is exploring the following initiatives and strategies to address the equitable distribution of effective teachers:

- Creating incentives that work for experienced, effective teachers and leaders to move to high-need schools and keep working there
- Building principal capacity to implement strong recruitment and retention practices that can improve teacher talent
- Enable and encourage target schools to hire earlier for vacancies
- Help target school leaders develop retention strategies and hold them accountable for results.
- In addition to teacher support, the Specialized Education Assistants will help to leverage the literacy support in grades K-2nd.
- Continue the mentor / mentee program to help inexperienced teachers feel welcome and supported.
- Allocate funds that teachers can use to attend training that add certifications to their licensure
- 2024/2025 Increased Teacher Salary Schedule

Hamilton K-8 will utilize the following initiatives to address the distribution of effective teachers:

Secure supplies, materials, equipment, and support for academic instruction. To ensure minority students are not assigned to ineffective teachers, teachers are assigned to grade levels and content areas based on their experiences where their assessment data shows they have been effective. To address disparities and ensure equitable access to

highly-effective teachers, our leadership team continuously observe teaching practices and review data and engage in conversations about which teachers are best fits for specific grade levels and content, then make the necessary moves to ensure all students are continuously provided with highly-effective teachers.

Opportunities for All Students   S-010

✔ Ready

Describe how the school will provide opportunities for all children, including each of the subgroups (ED, major racial & ethnic groups, SWDs and ELs) to meet challenging state academic standards.

Hamilton K-8 School will continue the implementation of all district mandated instructional practices and resources (Ie. Wonders, Envisions, I Ready (RTI), etc.) while utilizing instructional strategies and challenging academic content that is relevant and developmentally appropriate for all students with a focus on student growth and academic achievement. We will ensure the curriculum and instructional materials are aligned with state academic standards, and we will provide teachers with a deep dive into the performance-based standards to enhance their understanding to promote effective implementation of the instructional strategies.

Connected Action Steps:

- Professional Development
- School Leveled Intervention

Strengthening Academics   S-011

✔ Ready

Describe how the school will use methods and instructional practices that strengthen the academic program in the school.

The school hereby assures the Tennessee Department of Education (department) that the school will:

1. Work in consultation with the LEA and numerous stakeholders as the school develops and implements their plan or activities under sections 1118 and 1119
2. Work in consultation with the LEA as the school develops and implements the plan
3. Coordinate and collaborate with the LEA and SEA in providing services to children, youth, and families in addressing major factors that have significantly affected student achievement at the school
4. Consider model programs for the educationally disadvantaged and relevant scientifically based research that may be most effective if focused on students in the earliest grades at schools
5. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers
6. Use the results of the student academic assessments and other measures or indicators available to the school, to determine whether all students are/will meet the State's proficient level of achievement on the State academic

assessments

7. Ensure that the results from the academic assessments will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand
8. Comply with the requirements of section 1119 regarding the qualifications of teachers and paraprofessionals and professional development

If applicable: The school hereby assures the Local Education Agency (LEA) and Tennessee Department of Education (department) that the school operating a targeted assistance (TA) will:

1. Help provide an accelerated, high-quality curriculum
2. Minimize the removal of children from the regular classroom during regular school hours for instruction provided under this part; and
3. On an ongoing basis, review the progress of eligible children and revise the targeted assistance program under this section, if necessary, to provide additional assistance to enable such children to meet the challenging State academic standards.

Connected Action Steps:

- Instructional Resources
- School Leveled Intervention
- Kids First PD
- Parent and Family Engagement Activities
- Instructional Resources
- Attendance and Behavior Interventions and Supports/RTI2-B

Quality Learning   S-012

✔ Ready

Describe how the school will increase the amount and quality of learning time.

Hamilton K-8's extended program will allow additional time before and after school for students to receive intervention and assistance in their academic needs. We will employ strategies that will provide all students with an opportunity to meet challenging state academic standards through intervention and intentional instructional planning for all student. We will align our curriculum through collaborative planning and vertical team meetings. Lesson plans will be aligned with content rich instruction and alignment to state standards.

Connected Action Steps:

- School Leveled Intervention

Well-rounded Education   S-013

✔ Ready

The Every Student Succeeds Act (ESSA) defines a well-rounded education as the courses, activities, and subject programming that a school will provide to ensure that all students have access to an enriched curriculum and educational experience, including access to high quality materials.

Describe the school's vision of a well-rounded education and how it will ensure all students, including those with disabilities, have access to those courses, activities, and programs. Include in the response:

1. *a detailed description of the school's <u>vision for a well-rounded education</u>.*
2. *a description of the courses and opportunities (i.e. enrichment, foreign language, health & wellbeing, early post-secondary, etc.) that go <u>beyond core subjects by grade band</u> that support the school's vision,*
3. *actions the school will take to ensure <u>all applicable subgroups, including students with disabilities</u>, have access to courses and opportunities that support them in reaching the school's vision*
4. *specific <u>local, state, and federal funding sources (including ESSER)</u>, that support the school's efforts.*

Hamilton K-8 will allow the school to provide parents and students with an opportunity to participate and review the curriculum their child is learning through parent meetings, trainings, and academies. Students are provided interventions with instructional computer software, an extended learning day, and their parents are provided with knowledge concerning state standards and how they can actively participate in the learning process. Students are provided interventions with instructional computer software, an extended learning day, and their parents are provided with knowledge concerning state standards and how they can actively participate in the learning process. In addition to general education courses, Hamilton offers etymology, stem, and band. These courses support our vision of educating the whole child. All students who are scholars of Hamilton K-8 have access to these courses. Several courses are built into student support schedules while others are interest based. Title One funds are used to support Hamilton's vision for a well rounded education.

Connected Action Steps:

- Instructional Resources
- Attendance and Behavior Interventions and Supports/RTI2-B

At-Risk Students   S-014

✔ Ready

Describe how the school will address the needs of all children in the school, particularly the needs of those at risk of not meeting the challenging state academic standards.

Hamilton K-8, a state identified priority school (Priority and Comprehensive Support and Improvement), will provide students who are at risk for not meeting state academic standards, intervention on a weekly basis through district mandated computerized programs, teacher-lead intervention, and an extended learning day. The school will provide parents meetings/ trainings to inform them of the challenging work their child is expected to master. Teachers and administrative team will work closely in meetings to plan for students who may be at risk and analyze instruction, attendance, and behavior data to help meet the needs of students, particularly the needs of students at risk of not meeting the challenging state academic standards.

Priority and Comprehensive Support and Improvement School Strategies: Since Hamilton K-8 has been identified as a high priority school, we commit to the following strategies to support students who are not mastering state academic standards.

- Provide strong school leadership through mentoring and ongoing professional development to ensure that both teacher and leaders are effective.
- Evaluate, in-depth, the performance of the leadership team and teachers and provide support when appropriate.
- Focus on data and feedback as a mechanism for continually improving instruction
- Review and retain effective staff that have the ability to be effective in a turnaround effort.
- Develop a site based incentive plan that screens out ineffective teachers from transferring into these schools.
- Ensure that all administrators in the school have the skills to effectively evaluate instruction and give quality feedback to teachers

- Students are provided interventions with instructional computer software, an extended learning day tutoring calling special attention to K-2 students (literacy emphasis), 3-5 students (math emphasis), and 6-8 ELL scholars.
- Students are provided interventions with instructional computer software and face to face interactions daily to address gaps in learning.
- Targeted students are given an opportunity to enroll in extended learning i.e. afterschool tutoring to reinforce gaps in learning.
- Site based behavior specialists assist parents with strategies on how to support undesirable student behaviors.
- Curriculum and Data nights allow parents opportunities to familiarize themselves with instructional resources, student progress, and academic tools to support positive student outcomes.
- Provide incentives to encourage positive behavioral expectations, improve attendance rates, and support academic achievement.
- Saturday professional development

Connected Action Steps:

- School Leveled Intervention
- School Leveled Intervention

School Plan Assurances   S-021

✔ Ready

The school hereby assures the Tennessee Department of Education (department) that the school will:

1. *Work in consultation with the LEA and numerous stakeholders as the school develops and implements their plan or activities under sections 1118 and 1119*
2. *Work in consultation with the LEA as the school develops and implements the plan*
3. *Coordinate and collaborate with the LEA and SEA in providing services to children, youth, and families in addressing major factors that have significantly affected student achievement at the school*
4. *Consider model programs for the educationally disadvantaged and relevant scientifically based research that may be most effective if focused on students in the earliest grades at schools*
5. *Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers*
6. *Use the results of the student academic assessments and other measures or indicators available to the school, to determine whether all students are/will meet the State's proficient level of achievement on the State academic assessments*
7. *Ensure that the results from the academic assessments will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand*
8. *Comply with the requirements of section 1119 regarding the qualifications of teachers and paraprofessionals and professional development*

If applicable: The school hereby assures the Local Education Agency (LEA) and Tennessee Department of Education (department) that the school operating a targeted assistance (TA) will:

1. *Help provide an accelerated, high-quality curriculum*
2. *Minimize the removal of children from the regular classroom during regular school hours for instruction provided under this part; and*
3. *On an ongoing basis, review the progress of eligible children and revise the targeted assistance program under this section, if necessary, to provide additional assistance to enable such children to meet the challenging State academic standards.*

Accepted by johnsonnn@scsk12.org on Aug. 20, 2024.

✔ Supporting Documents

BOY Budget

[24-25_BOY_Budget.pdf](#)
Uploaded by johnsonnn@scsk12.org, Aug 20
Type: Budget

Budget

[24-25_Initial_Budget_Transfer__ItMmXil.docx](#)
Uploaded by johnsonnn@scsk12.org, Aug 20
Type: Budget

SSIG Grant Application

[Hamilton_K-8_-_TDOE_State_Scho_lXib5FH.docx](#)
Uploaded by johnsonnn@scsk12.org, Aug 20
Type: Other

5 Whys Template all

[5_WHYs_TEMPLATE_ALL.docx](#)
Uploaded by johnsonnn@scsk12.org, Jun 11
Type: Root Cause Analysis

MCA ELA Spr all grades

[MC_ELA_Spr_24_all_grades.JPG](#)
Uploaded by johnsonnn@scsk12.org, Jun 11
Type: Other

MC Fall 23 K-2

[MC_Fall_23_K-2.JPG](#)
Uploaded by johnsonnn@scsk12.org, Jun 11
Type: Other

MC ELA Spr 24 K-2

[MC_ELA_Spr_24_K-2.JPG](MC_ELA_Spr_24_K-2.JPG)
Uploaded by johnsonnn@scsk12.org, Jun 11
Type: Other

ELA MC CHANGE WIN-SPR

MC_Spr_24_change_winter_to_spr.JPG
Uploaded by johnsonnn@scsk12.org, Jun 04
Type: Other

ELA MC SPRING ALL

[MC_Spr_24_all.JPG](MC_Spr_24_all.JPG)
Uploaded by johnsonnn@scsk12.org, Jun 04
Type: Other

✔ Goals

G1 Hamilton K-8 School will increase ELA meeting or exceeding expectations proficiency rates in 3-8 from 5% in Spring 2023 to 15% in the 2024-2025 school year.

✔ Ready

Effective Instruction | Best for All Strategic Plan alignment: Academics

Effective instruction is built around standards-aligned, high quality curricula and assessments that measure student progress and provide timely information regarding student achievement and growth. Providing students with rigorous, standards-aligned instruction delivered through best practices will help to ensure that all students in Tennessee's high opportunity schools have access to a comprehensive educational system which will prepare them for the career path of their choice.

Distict Turnaround Plan Goal

G3 Build teacher capacity and content knowledge so that instruction reflects the District's four Instructional Practices from 46.3% in Spring 2024 to a minimum of 70% in 2025.

Sections

- Academic Achievement & Growth
- College & Career Readiness
- Educators

S1.1 Support implementation of standards aligned curricula

✔ Ready

Rationale

Provide daily access to a rigorous reading/language arts curriculum that will develop students' deep understanding of the content, strengthen comprehension, and promote mastery of TN Standards to ensure students are career and college ready.

Technology in the classroom serves as an extension to instruction by offering interactive, creative ways to present content to students. Using interactive panels allows for multisensory learning opportunities to occur.

Supporting Data

Mastery Connect data from the 2023-2024 school year indicated steady increases in the percentage of students scoring met/exceeded on the ELA CFA:

Fall 2023: 5.3%

Winter 2023: 6.9%

Spring 2024: 8.1%

Benchmark Indicator

Implementation

Weekly Informal observation FEEDBACK FORM (ZOHO)

Quarterly Common Formative Assessments using Mastery Connect Data

Monthly professional learning opportunities for all teachers (district, state, school and/or virtual)

Effectiveness

Student CFA reports will show 5% increase in mastery proficiency levels. (Quarterly-Fall, Winter, Spring)

Data from formal/informal observations will indicate at least 25% of teachers observed meeting or exceeding the expectations of instructional strategy implementation quarterly(Fall, Winter, Spring).

Bi-weekly observations will show teachers LOE at 3 or greater by December 2024 (specifically after attending a professional learning session)

Teacher attendance rate will be at or above 85% for monthly PL opportunities.

E 1.1.1 **Strategy 1: Standard Aligned Core Instruction**

✔ Ready

Rationale

Provide daily access to a rigorous reading/language arts curriculum that will develop students' deep understanding of the content, strengthen comprehension, and promote mastery of TN Standards to ensure students are career and college ready.

Technology in the classroom serves as an extension to instruction by offering interactive, creative ways to present content to students. Using interactive panels allows for multisensory learning opportunities to occur.

Supporting Data

This is a new strategy (technology did not come until 24-25 SY).

Implementation

Weekly Informal observation FEEDBACK FORM (ZOHO)

Quarterly Common Formative Assessments using Mastery Connect Data

Monthly professional learning opportunities for all teachers (district, state, school and/or virtual)

Effectiveness

Student CFA reports will show 5% increase in mastery proficiency levels. (Quarterly-Fall, Winter, Spring)

Data from formal/informal observations will indicate at least 25% of teachers observed meeting or exceeding the expectations of instructional strategy implementation quarterly(Fall, Winter, Spring)

Bi-weekly observations will show teachers LOE at 3 or greater by December 2023 (specifically after attending a professional learning session)

Teacher attendance rate will be at or above 85% for monthly PL opportunities

Tier - Unknown

A 1.1.1 **Secure supplies, materials, equipment, and support for academic instruction**

✔ Ready

Description

Students will be provided with additional resources to assist them in meeting the school's English/Language Arts goals. The following is a list of some of the materials and supplies to aide students: educational assistants, Studies Weekly, computers, headphones (for classroom use with technology), access to field trips that connect external content to curricular standards, paper, pencils, books --including digital publications (not textbooks), agenda books, curricular support for parents, interactive boards (inactive board removal), site based computer lab, , and supplemental student workbooks.

Educators will use technology to enhance instruction 100% of the core instructional block. This strategy in collaboration with the implementation of high-quality instructional practices will improve student outcomes.

Implementation

Weekly informal observations and feedback sessions (weekly)

Site-based Common Formative Assessments (3 times annually)

Weekly PLCs agenda and minutes

Weekly Teacher Lesson Plans that include technology integration strategies

Effectiveness

Weekly school level walkthroughs will observe teachers and students using technology/supplemental resources during instructional and intervention time periods, which will result in 5% increase on site-based CFAs.

School level walkthroughs will observe teachers and students using academic resources and materials at 100% during instructional and intervention time periods.

Attendees will provide strategies and tasks that show and monitor the engagement and use of academic resources and materials at 100% during instructional and intervention time periods

Person Responsible	Estimated Completion	Funding Sources
Principal, Assistant Principal, PLC Coach, Instructional Facilitator	May 31, 2025	

S 1.2 Provide support to ensure that an effective instructional model is implemented

✔ Ready

Rationale

Professional development will be conducted on Instructional Practice 1: Performance-Based Instructional Objectives. Instructional staff will display in K - 8 classrooms performance-based instructional objectives that are linked to the content/competency and a higher-order thinking skills. Professional development conducted on Instructional Practice 2: Curriculum-driven opportunities for students to determine theme and of general and domain-specific words and phrases. Conduct professional development on Instructional Practice 3: Classroom lessons are characterized by gradual release of responsibility. Instructional staff will be able to move students from teacher dependence to student independence. Conduct professional development on Instructional Practice 4. Instructional staff will receive professional development on providing curriculum-driven opportunities to develop students ability to produce original texts from multiple sources.

Supporting Data

Teacher LOE in Power Bi showed teachers maintained LOE of 3, 4 or 5 in SY 2023-24 as a result of professional development in professional learning communities and faculty meeting.

Teacher trend walk through data showed at least 85% of teachers implemented actions focused on PD related topics/instructional practices.

Daily classroom observations using the Classroom Walkthrough Protocol and Debriefing provided Hamilton K-8 with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction in order to plan professional development support.

Professional Development Agendas (weekly)

PD session survey (weekly)

Benchmark Indicator

Implementation

Teachers will plan and execute standard aligned lessons with intentionality and focus (data-informed instruction) to provide daily access to a rigorous math curriculum that will develop students' engagement in important content, build on prior knowledge (pre-requisite skills), and promote mastery of TN Standards to ensure students are career and college ready. Special emphasis placed on students belonging to the following subgroups (BHNA) and (ED) to address our current "priority designation" and support Tier II and III students with an expected outcome to transition to Tier I by each grading period.

Weekly RTI walk through tool (RTI Look Fors)

20-day RTI data team meetings

Weekly AIMS web progress monitoring

Quarterly iReady progress monitoring

Academic interventions will be provided daily during designated intervention time. Personalized learning will be administered through I-Ready, computer adaptive software and small group instruction. Ed Plan will be implemented for students needing Tier II and Tier III instruction. Ed. Plans will be updated monthly after our monthly RTI data team meeting. The RTI data team will meet to discuss the intervention plan for each student who require service. We will administer several screeners and benchmark assessments throughout the school year to assess students academic achievement levels. We will use the findings from these assessments to pair the students with an intervention provider that will

Effectiveness

Teacher led and computer based instruction will be implemented daily during RTI time at or above 100%.

Increase in student progress monitoring data points by at least 5 points per data meeting for Tier II and III students.

Increase in student performance in the identified deficit area(s) by at least 5 points per weekly monitoring.

A 1.2.1 School Leveled Intervention

✔ Ready

Description

Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement. Special emphasis placed on students belonging to the following subgroups (BHNA) and (ED) to address our current "priority designation"

Implementation

Hamilton K-8 will provide students with daily, additional instructional support in identified deficit areas via Response to Intervention and Instruction (RTI2). The Admin Team and RTI lead will monitor the fidelity of implementation of RTI2. We will also continue to collaborate with other district office staff (i.e., RTI2 advisor and school psychologist) to support the implementation of the RTI2 instructional design.

Effectiveness

Students should perform at or above 70% on Site based Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.

Monthly progress monitoring data review of students' performance at or above 70% in targeted intervention (i-Ready) to determine next steps of intervention support in an effort to get them to grade level.

Weekly review of grade reports for students enrolled in extended learning opportunities will show an YOY increase by at least 10 points within the 1st quarter grading cycle, to monitor and adjust the effectiveness of the learning opportunity and the impact on student learning and content delivery.

Person Responsible	Estimated Completion	Funding Sources
PLC Coach, Interventionist	May 30, 2025	

S 1.3 Provide additional support for students who are failing to make academic progress

✔ Ready

Rationale

Hamilton K-8, a state identified priority school (Priority and Comprehensive Support and Improvement), will provide students who are at risk for not meeting state academic standards, intervention on a weekly basis through district mandated computerized programs, teacher-lead intervention, and an extended learning day. The school will provide parents meetings/ trainings to inform them of the challenging work their child is expected to master. Teachers and administrative team will work closely in meetings to plan for students who may be at risk and analyze instruction, attendance, and behavior data to help meet the needs of students, particularly the needs of students at risk of not meeting the challenging state academic standards.

This is a new strategy.

Benchmark Indicator

Implementation

Weekly RTI walk through tool (RTI Look Fors)

20-day RTI data team meetings

Weekly AIMS web progress monitoring

Quarterly iReady progress monitoring

Effectiveness

Teacher led and computer based instruction will be implemented daily during RTI time at or above 100%

Increase in student progress monitoring data points by at least 5 points per data meeting for Tier II and III students

Increase in student performance in the identified deficit area(s) by at least 5 points per weekly monitoring

A 1.3.1 School Leveled Intervention

✔ Ready

Description

Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement. Special emphasis placed on students belonging to the following subgroups (BHNA) and (ED) to address our current "priority designation"

Implementation

Weekly RTI walk through tool (RTI Look Fors)

20-day RTI data team meetings

Weekly AIMS web progress monitoring

Quarterly iReady progress monitoring

Effectiveness

Teacher led and computer based instruction will be implemented daily during RTI time at or above 100%

Increase in student progress monitoring data points by at least 5 points per data meeting for Tier II and III students

Increase in student performance in the identified deficit area(s) by at least 5 points per weekly monitoring

Person Responsible	Estimated Completion	Funding Sources
Principal, Interventionist, PLC Coach	May 30, 2025	

G 2 Hamilton K-8 School will improve Mathematics meeting or exceeding expectation percentages in grades 3-8 will increase the number of on- track and mastery proficiency rates in all grades from 6% SPR 24 to 16 % in 2025.

✔ Ready

Effective Instruction | Best for All Strategic Plan alignment: Academics

Effective instruction is built around standards-aligned, high quality curricula and assessments that measure student progress and provide timely information regarding student achievement and growth. Providing students with rigorous, standards-aligned instruction delivered through best practices will help to ensure that all students in Tennessee's high opportunity schools have access to a comprehensive educational system which will prepare them for the career path of their choice.

Distict Turnaround Plan Goal

G 3 Build teacher capacity and content knowledge so that instruction reflects the District's four Instructional Practices from 46.3% in Spring 2024 to a minimum of 70% in 2025.

Sections

- Academic Achievement & Growth
- College & Career Readiness
- Educators

S 2.1 Standard Aligned Instruction

✔ Ready

Rationale

Teachers will plan and execute standard aligned lessons with intentionality and focus (data-informed instruction) to provide daily access to a rigorous math curriculum that will develop students' engagement in important content, build on prior knowledge (pre-requisite skills), and promote mastery of TN Standards to ensure students are career and college ready.

Supporting Data

This is a new strategy/intervention.

Benchmark Indicator

Implementation

Envision for Mathematics and Ready Classroom will be used for guidance on implementing the quality core instruction aligned to state standards in grade K - 8. The Interpretation Guide will be used to assist with lesson planning and as a guidance document for our Professional Learning Community weekly.

Bi-Weekly informal observations and feedback sessions

Monthly professional learning opportunities for all teachers (district, state, school and/or virtual)- PLZ transcripts

Quarterly Common Formative Assessments using Mastery Connect

Effectiveness

Lesson Plan reviews and feedback will monitor the implementation of the curriculum resources (Envision Math) at 100% with each lesson to include timing for error analysis, differentiated work stations, and task alignment.

Students should perform at or above 70% on Site-Based Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter. Data from mastery connect (district benchmark) will be utilized to determine if standards have been taught using prescribed curriculum and instructional practices during weekly PLCs.

District Walkthrough data will be monitored through the district's management system (Professional Learning Zone/PLZ). Data will be collected and analyzed to determine trends and implementation of the instructional practices using Microsoft Teams. Data should show teachers implementing the practices at or above 80% per visit.

A 2.1.1 **Implement Educational Epiphany**

✔ Ready

Description

Teachers will plan and execute standard aligned lessons with intentionality and focus (data-informed instruction) to provide daily access to a rigorous math curriculum that will develop students' engagement in important content, build on prior knowledge (pre-requisite skills), and promote mastery of TN Standards to ensure students are career and college ready. Special emphasis placed on students belonging to the following subgroups (BHNA) and (ED) to address our current "priority designation"

Implementation

Daily classroom walkthroughs

Common Formative Assessments

Tri-Weekly admin/ILT created assessments

Effectiveness

Teachers should be unpacking performance based objectives, engaging students in academic appropriate vocabulary at or above 90% of the observed instructional time.

Students should perform at or above 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.

Tri-Weekly assessment grades should show improvement by at least 5 grading points in the identified deficit area(s).

Person Responsible	Estimated Completion	Funding Sources
Principal, Assistant Principal, PLC Coach, Instructional Facilitator	May 31, 2025	

S 2.2 **Professional Development to Build Leadership Capacity in school leaders and teachers**

✔ Ready

Rationale

Provide ongoing, high quality professional development at the District and school level for school leaders, teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance.

Supporting Data

This is a new strategy/intervention.

Benchmark Indicator

Implementation

Weekly Informal observation FEEDBACK FORM

Monthly PD/training session sign in sheets, minutes, agendas

Teacher Needs Assessment Survey (quarterly)

Weekly teacher observation data

Weekly instructional support advisor feedback sessions

Effectiveness

Administrative meetings will be conducted weekly to discuss submitted needs assessment surveys, walkthrough data, trends in instructional delivery, and professional development needs based on teacher observation data with engagement at or above 50% with incremental increases during each instructional shift.

Site based walkthrough data will be monitored weekly through the district's PD management system (Professional Learning Zone/PLZ) and Microsoft Teams for 80% standard aligned core instructional implementation with fidelity in order to provide individualized professional learning support.

Instructional Leadership Team (ILT) meetings will be conducted twice each month at 85% attendance to ensure admin and educators are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively communicating new information with school-level educators.

At least 70% of Hamilton K-8 teachers will implement lessons that overall reflect the expectations of the focus Instructional Practices. (weekly)

At least 80% of students will demonstrate that they have met or exceeded expectations of content standards (assessments). (weekly)

A 2.2.1 Kids First PD

✔ Ready

Description

Kid's First will provide human capital instructional coaching in real-time for novice teachers. Coaches will work side-by-side with teachers to increase good first teaching strategies, student achievement, lesson planning, and classroom management.

Alignment to Need:

Fifty percent of Hamilton K-8 educators are new to the profession and have demonstrated a need for training in implementing effective instructional practices.

Implementation

Weekly Informal observation FEEDBACK FORM

Weekly Lesson Plan

Weekly informal observations and feedback sessions based on information presented during each session

PD teacher surveys after each session to determine if additional support is needed for effective implementation

Quarterly Common Formative Assessments

PLC and Faculty Meeting Agendas (weekly)

Scheduled professional ongoing professional development with contracted coaching consultant

Effectiveness

Observations will show at least 50% of novice teacher LOE at 3 or greater.

Teacher lesson plans will reflect an increase of knowledge and implementation of strategies in at least 50% of novice teachers, which will result in 5% mastery increase on CFAs quarterly

Quarterly Common Formative Assessments

Observations will show teacher LOE at 3 or greater for at least 50% of teachers by May 2025 (specifically after attending a professional learning session facilitated by consultant based on the instructional practices). Professional learning sessions will be based on instructional trends.

Teacher surveys will show feedback reflects an increase of knowledge and how to implement strategies learned for at least 50% of teachers by December 2024 and again by May 2025

Attendance rate at 85% of higher for site based professional learning opportunities as measured through surveys, PLZ and attendance rosters.

Students will have mastery of 70% or 5% increase from each assessment window (Fall-Winter-Spring)

At least 70% of Hamilton K-8 teachers will implement lessons that overall reflect the expectations of the focus Instructional Practices. (weekly)

At least 80% of students will demonstrate that they have met or expectations of content standards (assessments). (weekly)

Person Responsible	Estimated Completion	Funding Sources	
Principal, AP, PLC Coach	May 30, 2025		
		Source	Amount
		TAG 4.0	$20000.00

S 2.3 Targeted Intervention and Personalized Learning
✔ Ready

Rationale

Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.

This is a new strategy.

Benchmark Indicator

Implementation

Quarterly performance at or above 70% on Site-Based Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.

Quarterly iReady progress monitoring tools will increase by at least 5 points within each 20-day reporting period

Weekly AIMS Web progress monitoring will show student comprehension in area(s) of deficit by 3 grading points per assignments

Effectiveness

Teacher led and computer based instruction will be implemented daily during RTI time at or above 100%

Increase in student progress monitoring data points by at least 5 points per data meeting for Tier II and III students

Increase in student performance in the identified deficit area(s) by at least 5 points per weekly monitoring

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A 2.3.1 **School Leveled Intervention**

✔ Ready

Description

Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement. Special emphasis placed on students belonging to the following subgroups (BHNA) and (ED) to address our current "priority designation"

Implementation

Weekly RTI walk through tool (RTI Look Fors)

20-day RTI data team meetings

Weekly AIMS web progress monitoring

Quarterly iReady progress monitoring

Effectiveness

Teacher led and computer based instruction will be implemented daily during RTI time at or above 100%

Increase in student progress monitoring data points by at least 5 points per data meeting for Tier II and III students

Increase in student performance in the identified deficit area(s) by at least 5 points per weekly monitoring

Person Responsible	Estimated Completion	Funding Sources
Principal, AP, PLC Coach, Interventionist	May 30, 2025	

G 3 Hamilton K-8 will decrease it's chronic absenteeism rate from 41.8.3% in 2023-24 to 36.3% in 2024-2025..

✔ Ready

Student Support and Services | Best for All Strategic Plan alignment: Student Readiness

Schools, in partnership with parents and the community, can create a positive, child-centered learning environment which provides support to students to remove the barriers to learning that students in high opportunity schools often experience. Supporting the whole child begins with eliminating barriers to physical and mental health, well-being and learning; then planning for and implementing strategies which support the emotional, physical, mental, cognitive and social development of students.

Distict Turnaround Plan Goal

G 1 CSI schools will reduce chronic absenteeism rates from approximately 36% in 2024 to approximately 26% in 2025 with clearly defined systems and operating procedures for monitoring identified at-risk and chronically absent students weekly.

Sections

- Climate and Access

S 3.1 Support students in overcoming barriers related to student attendance

✔ Ready

Rationale

Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports.

Supporting Data

Hamilton K-8 showed growth in the following areas per each 20-day reporting period for SY23-24:

Expulsion rates: 7.1% to 5.6% per 20-day reporting period

Progressive Discipline 19.7% to 0.9% per 20-day reporting period

Benchmark Indicator

Benchmark Indicator

Admin will monitor student discipline reports - 20 day reporting period will assist in monitoring students behavior and effectiveness behavioral interventions and supports measures aimed at reducing student discipline incidents.

Admin will monitor attendance and suspension data every 20 day reporting period to assist in monitoring students' attendance and the effectiveness of behavioral interventions and supports measures aimed at improved student attendance.

Effectiveness

The SART team will meet every 20 day period to discuss current trends, interventions, and next steps to ensure that 95% of students attend school daily.

Chronic absenteeism will decrease from 41.8% in spring 2023 to 35% or less in spring 2025.

The suspension rate will decrease from 10.1% in Spring 2024 to 7.1% or less in spring 2025.

The attendance rate will increase from 89.5% in Spring 2024 to 92% or more in Spring 2025.

A 3.1.1 Professional Development

✔ Ready

Description

Provide ongoing, high quality professional development at the District-level and school site for school leaders, teachers, and other instructional staff to focus on changing instructional practices that result in improved student attendance and behavior positively impacting student achievement

Implementation

Bi-Weekly Positive Behavioral Interventions and Supports (PBIS)

Weekly walk throughs and classroom (student and teacher) observation

20-day SART team meetings

Per semester District (SEED) meetings of support

Effectiveness

Decrease in discipline infractions recorded in Power School by 50%

Increase in student engagement during instructional time is monitored by the SART team with behavioral trackers (flow charts) by at least 25% per observation

Increased in student attendance in PowerBI by at least 25% per 20-day reporting period

Teachers are implementing presented strategies (by the SEED office) at least 60%

Person Responsible	Estimated Completion	Funding Sources
Principal, Assistant Principal, Counselor, SART Team	May 30, 2025	

A 3.1.2 Attendance and Behavior Interventions and Supports/RTI2-B

✔ Ready

Description

RTI2 -B provides universal prevention efforts within Tier I to promote a positive school- and class-wide climate. Through a focus on strong Tier I behavior supports, Hamilton School can create a culture where all students and teachers are respected and included in their community. Positive behavior will be monitored daily through our site based behavior system and celebrated during monthly **and quarterly** Wild Cat celebrations. School Counselors, Social Worker, and Behavior Specialist will provide counseling and appropriate interventions to support students displaying disruptive

behavior as needed. Secondary Targeted Support Tier 2 and Tertiary Intensive Support Tier 3 will receive intensive one-on-one interventions via the SHAPE Program. The SHAPE Program will provide support twice a week for six weeks focusing on trauma informed care.

Implementation

Bi-Weekly Positive Behavioral Interventions and Supports (PBIS)

Weekly walk throughs and classroom (student and teacher) observation

20-day SART team meetings

Per semester District (SEED) meetings of support

Invoices and inventory for trophy orders (quarterly)

Student attendance report (quarterly)

Effectiveness

Increase in student engagement during instructional time is monitored by the SART team with behavioral trackers (flow charts) by at least 25% per observation

Student attendance and suspension data will decrease by at least 25%- 20 day reporting period, will assist in monitoring students' attendance and the effectiveness of behavioral interventions and supports measures aimed at improved student attendance.

Monitor students at 100% of the time who have been identified as needing additional support through wraparound services by the SEED office (i.e. homeless, foster care, student involved in RTIB programs, Truancy Supports and progressive discipline supports).

Benchmark

Chronic absenteeism rates will decrease by at least 1.6 percentage points quarterly.

Attendance rates will increase by at least 1.25 percentage points quarterly.

Suspension rates will decrease by at least 1.25 percentage points quarterly.

Person Responsible	Estimated Completion	Funding Sources
School Counselor, Attendance Liason, SART Team	May 30, 2025	

S 3.2 Content Intensive Professional Support

✔ Ready

Rationale

Provide ongoing, high quality professional development at the District-level and school site for school leaders, teachers, and other instructional staff to focus on changing instructional practices that result in improved student attendance and behavior positively impacting student achievement.

Supporting Data

This is a new strategy/intervention.

Benchmark Indicator

Student discipline and attendance reports 20-day reporting cycle will be used to measure impact of changed practices as a result of professional development.

Fidelity checks of student data entry will be conducted during the 20-day reporting cycle to monitor the incidents of data entry errors and erroneous reporting.

Quarterly Reports will be shared district-wide.

A 3.2.1 Parent and Family Engagement Activities

✔ Ready

Description

Hamilton K-8 will promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance and behavior. The purchase of academic resources and manipulatives to support parents and students with at home assignments for academic instruction. We are able to involve our parents and families in activities that are meaningful and aligned with student academic achievement by meeting with our parent organization (P.I.E.) and our Site-Based Decision-making Committee to discuss ideas and meet as professional learning communities to look at our data and discuss our needs. We have formed committees who meet to plan every aspect of the activity to engage our parents. We post our activities' dates and times on our school's website and on the signage in front of our school. We send home a school calendar and flyers specifically about upcoming activities and include these activities in our grade-level newsletters. In order to involve and engage our parents and community members in our academic needs, we will implement parent trainings and meetings, and family engagement activities that are aligned with student academic achievement throughout the year.

Implementation

Monthly parent data digs

Quarterly family engagement events

Semester parent teacher conferences

Effectiveness

Review 20-day student attendance reports at the end of each semester to determine the impact after engagement events.

At the end of each semester, review the attendance and discipline 20 day report for schools that have a trained parent ambassador to determine the impact on their attendance rates for increase by at least 10%.

Evidence of parent participation in decisions relating to the education of their children and collaboration efforts on district level topics through monthly parent surveys at 100%.

Person Responsible	Estimated Completion	Funding Sources
Principal, Counselors	May 30, 2025	

S 3.3 **Parent, Family, and Community Engagement**

✔ Ready

Rationale

Our goal is to promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance and behavior.

Supporting Data

Hamilton K-8 showed growth in the following areas per each 20-day reporting period for SY24-25:

Exclusion rates: 7.1% to 5.6% per 20-day reporting period

Progressive Discipline 0.9% to 1.3% per 20-day reporting period

Benchmark Indicator

Implementation

Review 20-day student attendance reports at the end of each semester to determine the impact after engagement events.

At the end of each semester, review the attendance and discipline 20 day report for schools that have a trained parent ambassador to determine the impact on their attendance rates.

Evidence of parent participation in decisions relating to the education of their children and collaboration efforts on district level topics through monthly parent surveys.

Conduct a semi-annual adopter surveys to monitor their impact on students' success by way of their contributions of resources and time.

Effectiveness

Student attendance will increase after each parent meeting/workshop/session by at least 10% per event

Parent attendance rosters will show at least 50% of enrolled students will have a parent/guardian present at each event

Adopter survey results will show 100% collaboration and efforts by both parties to be effective at building relationships per semester

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A 3.3.1 Parent, Family, and Community Engagement

✔ Ready

Description

Hamilton K-8 will promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance and behavior. The purchase of academic resources and manipulatives to support parents and students with at home assignments for academic instruction. We are able to involve our parents and families in activities that are meaningful and aligned with student academic achievement by meeting with our parent organization (P.I.E.) and our Site-Based Decision-making Committee to discuss ideas and meet as professional learning communities to look at our data and discuss our needs. We have formed committees who meet to plan every aspect of the activity to engage our parents. We post our activities' dates and times on our school's website and on the signage in front of our school. We send home a school calendar and flyers specifically about upcoming activities and include these activities in our grade-level newsletters. In order to involve and engage our parents and community members in our academic needs, we will implement parent trainings and meetings, and family engagement activities that are aligned with student academic achievement throughout the year.

Implementation

Monthly parent data digs

Quarterly family engagement events

Semester parent teacher conferences

Effectiveness

Review 20-day student attendance reports at the end of each semester to determine the impact after engagement events.

At the end of each semester, review the attendance and discipline 20 day report for schools that have a trained parent ambassador to determine the impact on their attendance rates for increase by at least 10%.

Evidence of parent participation in decisions relating to the education of their children and collaboration efforts on district level topics through monthly parent surveys at 100%.

Person Responsible	Estimated Completion	Funding Sources

G 4 Hamilton K-8 will increase it's early literacy from 41.4% in 2023-2024 to 52% in 2024-25.

✔ Ready

Effective Instruction | Best for All Strategic Plan alignment: Academics

Effective instruction is built around standards-aligned, high quality curricula and assessments that measure student progress and provide timely information regarding student achievement and growth. Providing students with rigorous, standards-aligned instruction delivered through best practices will help to ensure that all students in Tennessee's high opportunity schools have access to a comprehensive educational system which will prepare them for the career path of their choice.

Distict Turnaround Plan Goal

G 4 CSI students will increase the percent of Met Plus Exceeded Rate in all grades on Spring 2025 TCAP Math by 3% or higher from Spring 2024 TCAP.

Sections

- Academic Achievement & Growth
- Climate and Access
- Educators

S 4.1 Provide support to ensure that an effective instructional model is implemented

✔ Ready

Rationale

Build and strengthen the foundational literacy knowledge of instructional leaders, classroom teachers, and educational assistants through engagement in professional learning experiences anchored in the science of reading.

Supporting Data

This is a new strategy/intervention.

Benchmark Indicator

Implementation

ON-GOING 80% attendance and completion of PD focused on foundational literacy for K-2 to gauge the transfer of knowledge into classroom instruction and inform future professional learning opportunities; MONTHLY monitoring of K-2 teachers' knowledge building as measured by the pre- and post-module assessments to measure the increase content and pedagogical knowledge around foundational literacy and inform future professional learning opportunities;

Effectiveness

QUARTERLY K-2 Comprehensive Literacy walkthroughs from district instructional literacy advisors will monitor the academic gap and root cause analysis to support continued professional development opportunities;

QUARTERLY surveys of educational assistants support in K-2 classrooms to inform professional learning and resources needed to improve instruction and student achievement; Quarterly attendance and completion review of specialized PD focused on foundational literacy and to inform future professional learning opportunities.

A 4.1.1 Instructional Resources

✔ Ready

Description

Provide opportunities for students to access early learning opportunities that appropriately support their academic, social, and emotional development and create a continuum of learning through third grade.

Implementation

Teachers will be provided with instructional resources needed to address skill deficits in foundational literacy. These foundational resources will allow students to have multiple opportunities to engage with the content in order to become proficient with the foundational skills addressed. Teachers will also utilize these resources daily to model segmenting, blending, decoding, and encoding during the instructional block. Teachers will be provided with professional development around how to best utilize these resources in the classroom.

Effectiveness

Weekly student assessment data to monitor daily task alignment with standards; Analysis of Benchmark assessment results 3 times per year will inform the alignment of core instruction to Kindergarten standards at 70% on-track/mastery level

Quarterly review of student success criteria to measure progress toward 3rd grade proficiency to inform needed instructional changes and professional development 100% of the planning time

Quarterly analysis of District formative assessment (Mastery Connect) at or above 70% of mastery/on-track

Person Responsible	Estimated Completion	Funding Sources
Principal, Assistant Principal, PLC Coach, Instructional Facilitator	May 30, 2025	

S 4.2 Create opportunities for staff collaboration focused on improving the quality of the teaching and learning in all classrooms

✔ Ready

Rationale

Hamilton K-8 will designate site based /district leveled mentors to support K-2 teachers with implementing high quality foundational literacy instruction and strategies. Special emphasis placed on students belonging to the following subgroups (BHNA) and (ED) to address our current "priority designation"

Supporting Data

Hamilton K-8 increased ELA on track and mastery proficiency rates in grades K-2 from 41.4% to 52% in the 2024-2025 school year.

This is a new strategy.

Benchmark Indicator

Implementation

Kindergarten-Second grade teachers will be provided with collaborative sessions biweekly to discuss curricula and performance expectations for K-2 students. In order to fill academic gaps, professional development using a comprehensive literacy approach will increase teacher capacity to improve student outcomes.

Effectiveness

MONTHLY review of mentor support logs to measure the frequency and level of school-based support to K-2 teachers in the priority coaching areas to inform specific areas of support needed for Laureates; BI-ANNUAL Foundational Literacy Quality Reviews (FLQRs) from district instructional literacy advisors to determine Laureate's implementation of the 3 major components of a comprehensive literacy block and inform the support needs of individual mentors.

QUARTERLY observations of educational assistants support in K-2 classrooms to inform professional learning and resources needed to improve instruction and student achievement; MONTHLY attendance and completion review of specialized PD focused on foundational literacy and to inform future professional learning opportunities;

WEEKLY **student assessment data to monitor daily task alignment with standards; Analysis of Benchmark assessment results **3 times per year will inform the alignment of core instruction to Kindergarten standards at 70% on-track/mastery level; **QUARTERLY** review of student success criteria to measure progress toward 3rd grade proficiency to inform needed instructional changes and professional development; **QUARTERLY **analysis of District formative assessment (Mastery Connect); **QUARTERLY **Foundational Literacy Quality Reviews (FLQRs) from district

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A 4.2.1 Instructional Resources

✔ Ready

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Provide opportunities for students to access early learning opportunities that appropriately support their academic, social, and emotional development and create a continuum of learning through third grade.

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Quarterly analysis of District formative assessment (Mastery Connect) at or above 70% of mastery/on-track

Person Responsible	Estimated Completion	Funding Sources