

Seminole County Public Schools

HAMILTON ELEMENTARY SCHOOL



2025-26 Schoolwide Improvement Plan

Table of Contents

- SIP Authority 1
- I. School Information 2
 - A. School Mission and Vision 2
 - B. School Leadership Team, Stakeholder Involvement and SIP Monitoring 2
 - C. Demographic Data..... 5
 - D. Early Warning Systems 6
- II. Needs Assessment/Data Review 9
 - A. ESSA School, District, State Comparison 10
 - B. ESSA School-Level Data Review 11
 - C. ESSA Subgroup Data Review 12
 - D. Accountability Components by Subgroup..... 13
 - E. Grade Level Data Review 16
- III. Planning for Improvement..... 17
- IV. Positive Learning Environment 25
- V. Title I Requirements (optional)..... 28
- VI. ATSI, TSI and CSI Resource Review 33
- VII. Budget to Support Areas of Focus 34

School Board Approval

This plan was approved by the Seminole County School Board on Board Approved 10/07/2025.

SIP Authority

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

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Promote innovative thinking through discovery of real world opportunities that foster collaborative problem solving to pursue excellence in student achievement and preparedness for success in a technologically complex global society.

Provide the school's vision statement

To provide all of our students with the necessary tools to “Think Like an Engineer” and solve problems independently.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Adrian Fuller Jr

adrian_fuller@scps.k12.fl.us

Position Title

Principal

Job Duties and Responsibilities

Establish school based instructional priorities

Recruit, develop, and Retain faculty and staff members who are committed to our school improvement

Manage resources to support school improvement

Monitor progress and deliver feedback

Leadership Team Member #2

Employee's Name

Jennifer MacDonald

jennifer_macdonald@scps.k12.fl.us

Position Title

Assistant Principal

Job Duties and Responsibilities

Assist Principal with facilitation of the school wide instructional program

Lead instructional initiatives throughout the campus

Facilitate all standardized assessments

Leadership Team Member #3

Employee's Name

Hope Tillman-Sparrow

hope_tillman-sparrow@scps.k12.fl.us

Position Title

School Administration Manager

Job Duties and Responsibilities

Lead Operational Initiatives on campus

Oversee Student Discipline and Code of Conduct

Family Engagement and Community Involvement

Supervise non instructional personnel including paraprofessionals providing academic support.

Leadership Team Member #4

Employee's Name

Position Title

Job Duties and Responsibilities

No Answer Entered

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or

community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

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

Hamilton Elementary reviews school performance with a diverse School Advisory Council. Once we create a draft School Improvement Plan, we share the draft with the SAC and solicit input to strengthen the plan.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

We will review the SIP during Fall and Spring SAC meetings

We will review the SIP quarterly with our instructional leadership team

We will review individual student data during our formal MTSS meetings 4-6 times per school year.

We will make necessary adjustments based on feedback from teachers, parents, and student data.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	79.6%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: A 2023-24: B 2022-23: B 2021-22: C 2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	72	121	106	131	104	98				632
Absent 10% or more school days	5	27	21	17	13	11				94
One or more suspensions	1	5	7	3	3	6				25
Course failure in English Language Arts (ELA)	6	21	15	6	1	8				57
Course failure in Math	6	12	13	9	4	1				45
Level 1 on statewide ELA assessment	0	6	21	17	4	12				60
Level 1 on statewide Math assessment	0	4	10	22	6	13				55
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	2	10	18	24						54
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	3	14	10	9	0					36

Current Year 2025-26

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	6	25	25	25	8	17				106

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	7	9	11	4	0	0				31
Students retained two or more times	0	0	0	0	0	0				0

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	2	19	28	22	26	29				126
One or more suspensions		1	5	3	10	5				24
Course failure in English Language Arts (ELA)	3	16	29	1	5	8				62
Course failure in Math	3	16	15	1	6	6				47
Level 1 on statewide ELA assessment					20	21				41
Level 1 on statewide Math assessment					17	14				31
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	2	15	22	16						55
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	4	19	28	5	25	31				112

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	□	□	□	□	□	□	□	□	□	0
Students retained two or more times	□	□	□	□	□	□	□	□	□	0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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

Data for 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	66	68	59	54	66	57	53	61	53
Grade 3 ELA Achievement	76	71	59	60	69	58	54	62	53
ELA Learning Gains	63	63	60	58	62	60			
ELA Lowest 25th Percentile	62	56	56	65	55	57			
Math Achievement*	67	69	64	59	67	62	49	64	59
Math Learning Gains	64	65	63	72	64	62			
Math Lowest 25th Percentile	51	47	51	52	43	52			
Science Achievement	66	68	58	63	68	57	53	65	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	89	73	63	79	75	61	60	77	59

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

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	67%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	604
Total Components for the FPPI	9
Percent Tested	98%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
67%	62%	56%	54%	49%		49%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	52%	No		
English Language Learners	69%	No		
Asian Students	95%	No		
Black/African American Students	54%	No		
Hispanic Students	72%	No		
Multiracial Students	58%	No		
White Students	77%	No		
Economically Disadvantaged Students	63%	No		

D. Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	66%	76%	63%	62%	67%	64%	51%	66%					89%
Students With Disabilities	51%	56%	54%	56%	48%	52%	52%	50%					
English Language Learners	57%	70%	58%		73%	71%		62%					89%
Asian Students	94%	90%			100%								
Black/African American Students	53%	58%	59%	59%	50%	53%	45%	52%					
Hispanic Students	69%	80%	61%	71%	74%	69%	58%	72%					91%
Multiracial Students	75%		54%		60%	42%							
White Students	73%	85%	72%		80%	81%		68%					
Economically Disadvantaged Students	59%	68%	59%	60%	60%	61%	50%	61%					88%

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	54%	60%	58%	65%	59%	72%	52%	63%					79%
Students With Disabilities	38%	26%	68%	68%	42%	59%	50%	43%					75%
English Language Learners	40%		67%	64%	63%	68%		31%					79%
Black/African American Students	41%	45%	48%	60%	48%	70%	50%	54%					
Hispanic Students	55%	74%	60%	63%	65%	71%	60%	62%					77%
Multiracial Students	62%		67%		52%	62%							
White Students	68%	65%	67%		69%	78%		73%					
Economically Disadvantaged Students	50%	59%	59%	67%	55%	70%	51%	54%					78%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	53%	54%			49%			53%					60%
Students With Disabilities	35%	40%			41%			39%					64%
English Language Learners	43%	58%			65%								73%
Black/African American Students	44%	33%			39%			36%					
Hispanic Students	56%	68%			54%			54%					74%
Multiracial Students	71%				39%								
White Students	55%	57%			59%			75%					
Economically Disadvantaged Students	50%	50%			45%			48%					72%

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

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

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

SUBJECT	GRADE	2024-25 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	75%	69%	6%	57%	18%
ELA	4	60%	67%	-7%	56%	4%
ELA	5	57%	64%	-7%	56%	1%
Math	3	76%	70%	6%	63%	13%
Math	4	66%	69%	-3%	62%	4%
Math	5	43%	46%	-3%	57%	-14%
Math	6	100%	71%	29%	60%	40%
Science	5	63%	66%	-3%	55%	8%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

ELA proficiency showed the most improvement. We continued to implement a school wide walk to intervention program that provide acceleration and remediation when needed.

Lowest Performance

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

Math lower quartile learning gains showed the lowest performance. The biggest contributing factor is the amount of instructional time we have dedicated to math intervention compared to reading intervention. Math LQ learning gain data has remained steady over the past 2 years.

24-25: 51%

23-24: 52%

Greatest Decline

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

Math learning gains had the greatest decline from the previous year. During the 23-24 school year we were able to fund a dedicated Math interventionist and we shifted our math intervention to the classroom teachers for the 24-25 school year.

24-25: 64%

23-24: 72%

Greatest Gap

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

The greatest gap compared to state average is 5th grade Math. Unfortunately we had teacher vacancies in 5th grade math this year that had a significant impact on instruction and student

learning.

Hamilton 5th Grade Math: 43%

State 5th Grade Math: 57%

EWS Areas of Concern

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

Student attendance is an area of concern for Hamilton Elementary. 94 students missed 10% or more of the 24-25 school days.

Highest Priorities

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

Math LQ Learning Gains

5th Grade Math Proficiency

Student Attendance

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Benchmark-aligned instruction, Intervention, Math

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Hamilton elementary will focus on Math instruction for students scoring in the lowest quartile on the Spring FAST Math assessments. As we are reaching record growth in overall student proficiency, we want to continue to focus on closing the gap for all learners. The data shows that students in the lowest quartile for math are showing less learning gains compared to student in the lowest quartile for ELA.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

24/25 School year: 51% of students in the math lowest quartile made a learning gain

Goal for the 25/26 school year: 65% or more of students in the math lowest quartile will make a learning gain.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

We will monitor this area in monthly instructional leadership team meetings where we track the current performance of students who scored in the lowest quartile the previous year. We will also monitor students receiving tiered intervention during our MTSS meetings. Teachers will monitor each other via structured peer observations. Instructional leaders will monitor and provide feedback through iObservation. We will also conduct observations with the SCPS Instructional Priorities Walk Though Tool.

Person responsible for monitoring outcome

Adrian Fuller, Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

The following evidence-based interventions are available to support students based upon the area of need of the individual student: Ready Florida BEST Math Instruction, SAVVAS enVision Math Diagnostic and Intervention System, Seminole Numeracy Project.

Rationale:

All the listed interventions have research-based evidence for efficacy.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Class Assignment

Person Monitoring:

Jennifer MacDonald, AP

By When/Frequency:

August 11, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Hamilton Elementary will be strategic when making class assignments for lower quartile students. We will ensure that teachers have balanced classes that allow for the adequate monitoring of student performance, differentiated instruction, and opportunities for heterogeneous collaborative grouping.

Action Step #2

Targeted Intervention

Person Monitoring:

Adrian Fuller-Principal, Jennifer MacDonald-AP,
Heater Staley-Math Coach

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Hamilton elementary will implement a "Walk to " intervention model that focuses on small group differentiated instruction to meet student needs for remediation and acceleration. Students receiving intensive remedial instruction will access evidence based intervention materials. We will monitor student performance every 6 weeks during our Intervention planning meetings.

Action Step #3

Core Instruction

Person Monitoring:

Adrian Fuller/Jennifer MacDonald

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will implement differentiated benchmark aligned instruction during the academic core. There will be a focus on small group instruction based on student needs for remediation and acceleration. Teachers will also account for subgroups such as SWD, Racial demographics, and Economic status when differentiating instruction. Instructional leaders will monitor and provide feedback via iObservation and Trend Tracker.

Area of Focus #2

Address the school’s highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Benchmark-aligned instruction, Science, Student Engagement

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Hamilton Elementary will focus on Science Instruction for all students through engaging hands on learning opportunities. Students will receive benchmark aligned science instruction within the science instructional block as well as during special area classes. We are looking to increase student engagement in Science instruction that will lead to increased proficiency on the 5th grade state science assessment.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Spring 2025 Grade 5 State Science Assessment: 66% Proficiency (Current)

Spring 2026 Grade 5 State Science Assessment: 71% Proficiency or higher (Goal)

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

We will monitor student engagement in science instruction through classroom observations, PLCs, and progress monitoring data review. Instructional leaders will monitor and provide feedback through iObservation. We will also conduct observations with the SCPS Instructional Priorities Walk Though Tool.

Person responsible for monitoring outcome

Adrian Fuller-Principal, Jennifer MacDonald-AP, Heather Staley-STEM Coach

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Florida Science Benchmark Aligned instruction in all grade levels including integrating Science Benchmarks in the Special area classes.

Rationale:

Increased exposure to benchmark aligned instruction will help all students engage in learning. The 5th grade science assessment includes content from multiple grade levels, so it is important for students to engage in science instruction in all grade levels.

Tier of Evidence-based Intervention:

Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Science PLCs

Person Monitoring:

Heather Staley- STEM Coach

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Grade level teachers will meet weekly to plan engaged Science instruction, review student data, and collaborate on instructional practices.

Action Step #2

Peer Observations

Person Monitoring:

Adrian Fuller, Jennifer MacDonald

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will visit classrooms for Peer observations of science instructions. Teachers will focus on specific strategies related to student engagement and share feedback on best practices.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Benchmark-aligned instruction, ELA

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Hamilton Elementary School will focus on benchmark aligned instruction in ELA, specifically targeting students who have scored in our lowest quartile on the Spring 2025 FAST ELA. We will focus on instructional practices and using benchmark aligned curriculum resources to ensure that these students make a learning gain on the 2026 FAST ELA.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

2025 FAST ELA Lower Quartile Learning Gains: 62% (Current)

2026 FAST ELA Lower Quartile Learning Gains: 67% or higher (Goal)

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

We will monitor this area through PLCs, MTSS, Intervention Planning, and Instructional feedback. Teachers will monitor each other via structured peer observations. Instructional leaders will monitor and provide feedback through iObservation. We will also conduct observations with the SCPS Instructional Priorities Walk Through Tool.

Person responsible for monitoring outcome

Adrian Fuller-Principal, Jennifer MacDonald-AP, Marissa Melin- Intermediate ELA Coach

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

The following evidence-based interventions are available to support students based upon the area of need of the individual student: Magnetic Reading (promising evidence), Systematic Instruction in Phonological Awareness, Phonics and Sight Words (SIPPS) (moderate evidence), Wonders Tier 2 and Tier 3 Intervention (state approved adopted materials), iReady (moderate evidence) FastForward (promising evidence), and Quick Reads (strong evidence).

Rationale:

ELA - A variety of interventions are available to the schools to allow them to meet the needs of individual students. This allows all the areas of reading to be addressed from foundations to comprehension across the K-12 continuum. All of the listed interventions have been included in the

K-12 Comprehensive Evidence- Based Reading Plan.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

School Wide Data Review

Person Monitoring:

Adrian Fuller-Principal

By When/Frequency:

September, January, May

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Principal will lead school wide data review sessions following each progress monitoring assessment to identify students scoring in the lower quartile, set goals, and track student progress.

Action Step #2

Collaborative ELA PLCs

Person Monitoring:

Marissa Melin- ELA Coach

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will meet to collaborate on best instructional practices, plan benchmark aligned lessons, and review student data and classroom evidence of student learning.

Action Step #3

MTSS

Person Monitoring:

Jennifer MacDonald-AP

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will meet with the MTSS team to review student progress and determine the need for intervention, acceleration, or referral to SST for further evaluation. Teachers will also discuss any barriers to student learning related to the conditions for learning.

Action Step #4

Instructional Feedback

Person Monitoring:

Adrian Fuller-Principal, Jennifer MacDonald-AP

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will receive actionable feedback related to instructional practice from the school administration. There will also be opportunities for peer feedback through a structured peer classroom observation process. Teachers will receive frequent feedback to impact their instruction.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Hamilton Elementary will focus on decreasing the percent of students who have 10 or more unexcused absences for the 2025-2026 school year. School attendance is the first step to student learning, so this focus area will have an impact on all of the other identified focus areas.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

24-25 School Year: 31% of students had 10 or more unexcused absences (Current)

25-26 School Year: 25% or less of students will miss 10 or more school days (Goal)

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

We will monitor student attendance through monthly attendance meetings, SCPS Truancy Process, and MTSS

Person responsible for monitoring outcome

Adrian Fuller-Principal, School Social Worker, Classroom Teachers, School Counselor

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

The Multi-Tiered Support System (MTSS) process is a team-based approach that relies on a strong collaboration between families and professionals from a variety of disciplines regardless of the level implemented. MTSS provides a positive and effective means to support student learning, attendance and behavior. Schools should have evidence of a strong Tier 1 framework of support in all of these areas.

Rationale:

MTSS methods are research-based and proven to positively impact school climate and increase

academic performance. Interventions should be targeted to meet a specific need of students at the school based on data and should involve explicit teaching and monitoring.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Student Identification

Person Monitoring:

Meghan Froess, School Counselor

By When/Frequency:

August 25,2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

School Counselor will identify all students currently enrolled who missed 10% or more school days the previous school year.

Action Step #2

Ongoing Monitoring

Person Monitoring:

Adrian Fuller

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Principal will lead monthly attendance meetings to identify students with excessive excused and unexcused absences, and assign team tasks to address attendance.

Action Step #3

MTSS

Person Monitoring:

Meghan Froess, School Counselor

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Students with excessive absences will be identified MTSS team will meet to review progress and determine needs for Tiered Intervention Team will review the progress with the intervention School Counselor will work with parents and teachers to support student attendance

Action Step #4

Teacher Monitoring

Person Monitoring:

Classroom Teachers

By When/Frequency:

As needed

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will serve as the first point of contact when students reach 3 unexcused absences. They will contact parents to find out why the student missed school and reiterate the importance of student

attendance to student learning.

Action Step #5

Florida Truancy

Person Monitoring:

School Social Worker

By When/Frequency:

As needed

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The School Social Worker will monitor students who show increased absenteeism despite school based efforts to improve attendance. Students who miss 10 or more days within a 90 day window will be referred to the Legal Truancy process coordinating with the SCPS Attorney.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

<http://www.hamilton.scps.k12.fl.us/>

Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

<http://www.hamilton.scps.k12.fl.us/>

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

Hamilton Elementary plans to strengthen our academic program by focusing on Math learning gains for students in the lower quartile by purchasing evidence based supplemental curriculum, hiring intervention staff, facilitating professional development for teachers, and hosting family engagement events to help families support their students with learning.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with

other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

Throughout the course of the school year, Federal Projects and Resource Development department leadership meet with leadership from the Department of Teaching and Learning (Title II, Part A), Families in Need (Title IX, Part A), Student Support Services (IDEA), Alternative Program (Title I, Part D), and Early Learning (Pre-K/VPK). At these cross-department collaborative meetings, status updates of the Title I, Part A funded activities and initiatives are discussed. Such topics could include discussions between Federal Projects and Resource Development staff and Department of Teaching and Learning (DTL) staff discussing the status of the proposed activities that fall under the direction of DTL. Such activities/programs include split-funded teacher-on-assignment Program Specialists, Reading Eggs at Title I elementary schools, an incoming third grade summer learning program, a summer literacy bus, and additional teacher induction mentors at Title I schools with high numbers of new educators. These decisions may impact the Title I, Part A plan for the following school year, which would then lead to further conversations with DTL leadership about adjusting needs and priorities for the other Title I, Part A funded activities. Federal Projects and Resource Development department leadership also meet with leadership from the Department of Teaching and Learning (Title II, Part A), Families in Need (Title IX, Part A), Student Support Services (IDEA), Alternative Program (Title I, Part D), and Early Learning (Pre-K/VPK) to develop the Title I, Part A plan. The various areas of focus which are supported with Title I, Part A funds are discussed with the respective leadership from those departments/programs, to ensure that the activities being proposed have the highest likelihood of success.

During the planning phase of Title I school-wide plans, which spans early December to late March for the upcoming school year, leadership from the Federal Projects and Resource development department collaborate with Title I school principals, and district-level leadership who oversee TIPA areas of focus, on developing Title I schoolwide plans which will best contribute to closing academic achievement gaps. As TIPA SWPs are being developed, Title I school principals may indicate from which departments they want support in the development and implementation of their plans: Alternative Programs, Career & Technical Education, ePathways, Early Learning/VPK, ESOL World Languages & Student Access, Families in Need, Federal Projects & Resource Development, Leadership Pathways, Student Assignment & Program Access, Student Support Services, Teaching and Learning. Such cross-departmental collaboration could include braiding Title I, Part A and IDEA funding to split-fund an ESE teacher, or Title I, Part A and Title III, Part A funds both supporting a supplemental English language acquisition program at a Title I school.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

Hamilton offers supports including the School Counselor, School Social Worker, School Psychologist, and District Mental Health Counselor to improve students' skills outside the academic subject areas. These professionals work together to determine the best intervention to support individual student needs.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

Hamilton Elementary uses the PBIS model to address school wide behavior with tiered supports including instruction, incentives, and consequences.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

Hamilton Elementary facilitates professional learning on campus related to student assessment, instructional practices, curriculum implementation, technology integration, student support services, and our magnet focus of engineering and technology. We also support teacher in attending outside

professional learning related to literacy, numeracy, and science.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

Hamilton Elementary has a Voluntary Pre Kindergarten classroom for students with developmental disabilities to provide early intervention and support services.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00