HAMILTON ELEMENTARY SCHOOL

2024-25 Schoolwide Improvement Plan

Table of Contents

School Board Approval

This plan was approved by the Seminole County School Board on 10/8/24.

SIP Authority

Section 1001.42(18), 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 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); 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, and as calculated under s. 1008.34(3)(b), 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; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://cims2.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

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

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.

Position Title
Principal

Job Duties and Responsibilities

Oversee total school program.
ESE Administrator

Leadership Team Member #2

Employee's Name
Jennifer MacDonald

Position Title
Assistant Principal

Job Duties and Responsibilities

Assists principal with overseeing the total school program. Magnet Coordinator, MTSS Coordinator.

Leadership Team Member #3

Employee's Name
Hope Tillman-Sparrow

Position Title
School Administration Manager

Job Duties and Responsibilities

Facilities, Discipline, Non Instructional Staff, Title 1

Leadership Team Member #4

Employee's Name
Linda Crawford

Position Title
Primary Instructional Coach

Job Duties and Responsibilities

 PLCs, Curriculum Implementation, Coaching, PBS.

Leadership Team Member #5

Employee's Name
Susan Kuhn

Position Title
Education Technology Facilitator

Job Duties and Responsibilities

 Instructional technology implementation and support, Communications, Media Center.

Leadership Team Member #6

Employee's Name
Heather Staley

Position Title
Math/Science Coach

Job Duties and Responsibilities

.PLCs, Curriculum Implementation, Instructional Coaching.

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

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. *(ESEA 1114(b)(2))*

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

The Principal drafts the SIP and confers with the administration team, leadership team, and school advisory council. All stakeholders have an opportunity to share feedback.

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. *(ESEA 1114(b)(3))*

The SIP will be monitored through monthly Leadership Team and School Advisory Council meetings. As we receive feedback we will revise the plan and monitor progress toward our goals.

D. Demographic Data

2024-25 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**
2023-24 TITLE I SCHOOL STATUS	**YES**
2023-24 MINORITY RATE	**81.5%**
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	**83.4%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**YES**
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	**N/A**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 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)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **MULTIRACIAL STUDENTS (MUL)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2023-24: B** **2022-23: B*** **2021-22: C** **2020-21:** **2019-20:**

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 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	
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				0	20	21				41
Level 1 on statewide Math assessment				0	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

Current Year 2024-25

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	4	19	28	5	25	31				112

Current Year 2024-25

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										0
Students retained two or more times										0

Prior Year (2023-24) 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										0
One or more suspensions										0
Course failure in ELA										0
Course failure in Math										0
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment										0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0

Prior Year (2023-24) 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										0

Prior Year (2023-24) 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

Please note that 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 2023-24 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	54	66	57	53	61	53	48	65	56
ELA Grade 3 Achievement **	60	69	58	54	62	53			
ELA Learning Gains	58	62	60				57		
ELA Learning Gains Lowest 25%	65	55	57				71		
Math Achievement *	59	67	62	49	64	59	46		50
Math Learning Gains	72	64	62				52		
Math Learning Gains Lowest 25%	52	43	52				38		
Science Achievement *	63	68	57	53	65	54	58	65	59
Social Studies Achievement *							62	62	64
Graduation Rate								62	50
Middle School Acceleration							45	45	52
College and Career Readiness									80
ELP Progress	79	75	61	60	77	59	62		

*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)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	62%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	562
Total Components for the FPPI	9
Percent Tested	98%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
62%	56%	54%	49%		49%	51%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 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.

C. ESSA Subgroup Data Review (pre-populated)

	2023-24 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	59%	No		
Black/African American Students	52%	No		
Hispanic Students	65%	No		
Multiracial Students	61%	No		
White Students	70%	No		
Economically Disadvantaged Students	60%	No		

2022-23 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	44%	No		
English Language Learners	60%	No		
Black/African American Students	38%	Yes	1	
Hispanic Students	61%	No		
Multiracial Students	55%	No		
White Students	62%	No		
Economically Disadvantaged Students	53%	No		

2021-22 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	47%	No		

	2021-22 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%**
English Language Learners	63%	No		
Native American Students				
Asian Students				
Black/African American Students	45%	No		
Hispanic Students	57%	No		
Multiracial Students	53%	No		
Pacific Islander Students				
White Students	70%	No		
Economically Disadvantaged Students	54%	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. (pre-populated)

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%

2021-22 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 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	48%	57%	71%	49%	52%	38%		58%					62%
English Language Learners	50%		82%	67%	56%	73%		55%					62%
Students With Disabilities	28%		50%	67%	40%	51%	36%	41%					65%
Native American Students													
Asian Students													
Black/African American Students	42%		53%	68%	37%	42%	37%	35%					
Hispanic Students	47%		61%	75%	53%	54%	43%	61%					64%
Multiracial Students	53%				53%								
Pacific Islander Students													
White Students	64%		59%	66%	64%			95%					
Economically Disadvantaged Students	45%		58%	72%	45%	51%	43%	56%					61%

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.

		2023-24 SPRING				
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	59%	67%	-8%	55%	4%
Ela	4	50%	62%	-12%	53%	-3%
Ela	5	44%	63%	-19%	55%	-11%
Math	3	55%	69%	-14%	60%	-5%
Math	4	64%	64%	0%	58%	6%
Math	5	43%	43%	0%	56%	-13%
Math	6	100%	67%	33%	56%	44%
Science	5	59%	65%	-6%	53%	6%
Math	8	*data suppressed due to fewer than 10 students or all tested students scoring the same.				

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?

5th Grade Science Proficiency showed the most improvement. We restructured our Master Schedule to give 5th grade students a stand alone science class taught by a teacher who only teaches 5th grade science.

Lowest Performance

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

5th grade ELA proficiency showed the lowest performance on the Spring 2024 FAST assessment. A number of students who scored low level 3's in 2023 dropped to high level 2's in 2024. We also had less small group pull out instruction in 5th grade this year which contributed to this performance.

Greatest Decline

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

5th grade ELA proficiency showed greatest decline from the prior year. A number of students who scored low level 3's in 2023 dropped to high level 2's in 2024. We also had less small group pull out instruction in 5th grade this year which contributed to this performance.

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 in comparison to the state is 6th grade math. 100% of Hamilton students were proficient on this assessment compared to 53% at the state level. The biggest gap from a negative standpoint was 5th grade ELA. A number of students who scored low level 3's in 2023 dropped to high level 2's in 2024. We also had less small group pull out instruction in 5th grade this year which contributed to this performance.

EWS Areas of Concern

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

Absent 10% or more school days

Level 1 on Statewide ELA assessment

Number of Students with Substantial Reading Deficiency

Highest Priorities

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

Absent 10% or more school days

Level 1 on Statewide ELA assessment

Number of Students with Substantial Reading Deficiency

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 ELA required by RAISE (specific questions)

Area of Focus Description and Rationale

Include a description of your Area of Focus, 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 increasing student achievement in ELA and Math by focusing on instructional practices. Prior year FAST data shows that less than 50% of Hamilton students were proficient on the 5th grade ELA FAST. We will focus on small group instruction to differentiate instruction for students just below and just above the target.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Hamilton Elementary will focus on increasing student achievement in ELA by focusing on small group instruction to help student become fluent readers.

Grades 3-5: Instructional Practice specifically related to Reading/ELA

Hamilton Elementary will focus on increasing student achievement in ELA and Math by focusing on instructional practices. Prior year FAST data shows that less than 50% of Hamilton students were proficient on the 5th grade ELA FAST. We will focus on small group instruction to differentiate instruction for students just below and just above the target.

Grades K-2: Measurable Outcome(s)

75% of Hamilton Students will achieve grade level fluency proficiency by the end of the 2024-2025 school year.

Grades 3-5: Measurable Outcome(s)

Increase student proficiency on 5th Grade ELA FAST from 46% to 51% or higher.
Increase student proficiency on 5th Grade Science Assessment

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 this area through monthly instructional leadership team meetings, PLCs, MTSS, and data chats.

Person responsible for monitoring outcome
Adrian Fuller, Jennifer MacDonald, Hope Sparrow, Linda Crawford, Marissa Melin, Heather Staley

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
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), Success for All – FastTrack Phonics (strong evidence), Reading Mastery (promising evidence), Corrective Reading (strong evidence).

Rationale:
All Levels - 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:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Leadership Actions

Person Monitoring: **By When/Frequency:**
Adrian Fuller, Jennifer MacDonald, Hope Sparrow,   Quarterly
Linda Crawford, Marissa Melin, Heather Staley

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leaders will analyze 2023-2024 data and identify areas of focus. Leadership will provide professional development focused on small group instruction

Action Step #2
Instructional Actions

Person Monitoring: **By When/Frequency:**
Adrian Fuller, Jennifer MacDonald, Hope Sparrow,   Weekly
Linda Crawford, Marissa Melin, Heather Staley

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will plan and deliver benchmark aligned instruction. All ELA teachers will implement daily small group instruction during Tier 1 Core instruction following the SCPS Instructional Frameworks which provide teachers guidance for Decoding, Fluency, and Comprehension small group lessons.

Action Step #3
Professional Learning Communities

Person Monitoring:	**By When/Frequency:**
Adrian Fuller, Jennifer MacDonald, Hope Sparrow, Linda Crawford, Marissa Melin, Heather Staley	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will use Achievement Level Descriptors to ensure student work aligns with Florida Benchmarks The PLCs will plan for the use of Standards Mastery Assessments by identifying which to use within a given unit or time frame, what format(s) to use, and with which students

Area of Focus #2

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

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

Include a description of your Area of Focus, 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 Lower Quartile learning gains through small group instruction. In 2023-2024 52% of our lower quartile students made a math learning gain.

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.

2023-2024: Math LQ Learning Gains 52%
2024-2025 Goal: Math LQ Learning Gains 62%

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 this area through monthly instructional leadership team meetings, PLCs, MTSS, and data chats.

Person responsible for monitoring outcome

Adrian Fuller, Jennifer MacDonald, Hope Tillman Sparrow, Linda Crawford, Heather Staley

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
iReady, 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:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Daily small group instruction in Math

Person Monitoring:	**By When/Frequency:**
Heather Staley, Linda Crawford, Adrian Fuller, Jennifer MacDonald	Daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will plan and deliver daily small group instruction during the Math block to ensure that core instruction is differentiated for all students.

Action Step #2
Math PLCs

Person Monitoring:	**By When/Frequency:**
Heather Staley, Linda Crawford, Adrian Fuller, Jennifer MacDonald	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
In PLCs teachers will analyze their students' data and understand where they fall in subgroups, low-quartile, etc. can help them begin to target appropriate interventions and acceleration opportunities.

Area of Focus #3

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

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

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

Hamilton will focus on increasing Science proficiency through small group instruction. In 2023-2024 62% of students were proficient on the SSA.

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.

In 2023-2024 62% of students were proficient on the SSA. Hamilton's 2024-2025 Science proficiency goal is 65%

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 this area through monthly instructional leadership team meetings, PLCs, MTSS, and data chats.

Person responsible for monitoring outcome

Adrian Fuller, Jennifer MacDonald, Hope Tillman Sparrow, Linda Crawford, Heather Staley

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Science PLCs

Person Monitoring:	**By When/Frequency:**
Linda Crawford, Heather Staley	Weekly

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

step:
Teachers will meet weekly to plan core instruction for Science including differentiated small group instruction.

IV. Positive Culture and 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 see a decrease in the total number and percentage of students with 15 or more absences. There were a significant number of students with 15 or more absences in each grade level and the lack of attendance had a negative impact on student learning.

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.

In the 2023-2024 School Year 32% of students had 15 or more absences. The goal is to decrease the percent of students with 15 absences or more to 25%.

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.

Individual student attendance will be monitored through the MTSS process. The MTSS team will meet throughout the school year and discuss student attendance, apply interventions when necessary and monitor progress.

School wide attendance trends will be monitored by the instructional leadership team on a quarterly schedule.

Person responsible for monitoring outcome

School Principal

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the

identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
All levels- State statute requires that school teams shall be diligent in facilitating intervention services and make all reasonable efforts to resolve nonattendance behavior. Using the MTSS problem-solving model, teams are responsible for providing and monitoring appropriate interventions for individual students. To ensure students are provided with the necessary resources and interventions, schools should form comprehensive teams with clear roles and responsibilities.

Rationale:
Through the use of evidence-based intervention supports, schools invest in fostering a culture that promotes engagement and attendance. However, some students struggle to attend school regularly. Unchecked absences can lead to lower achievement levels and gaps in knowledge that may prove challenging to overcome. It is critical for students and families to understand that absence due to arriving late, or missing full days, whether excused or unexcused can negatively affect learning. Efforts to curb tardiness, chronic absenteeism, and truancy can address the needs of students and families, mitigating student failure.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action Step #1
Attendance Team Actions

Person Monitoring:	**By When/Frequency:**
Adrian Fuller, Jennifer MacDonald, Hope Sparrow, Linda Crawford, Marissa Melin, Heather Staley, Mikhaila Anglin	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Establish effective school-based attendance/truancy structures that include the following: An identified school-based attendance team that meets on a regular basis per the SCPS Truancy Procedures Manual. Identify a school-based staff member to print truancy letters consistently. Teachers will review all student attendance during MTSS meetings. Implement attendance interventions with fidelity for students who are at-risk and in need

Area of Focus #2

Teacher Retention and Recruitment

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 will work to strengthen collaboration amongst teachers to increase teacher retention and recuitment.

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.

On the Spring 2024 5Essentials survey, Hamilton earned a rating of "57 Neutral" for Collaborative Teachers. The goal is to increase to a "70 Strong" rating for the 2024-2025 school year.

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 this area through PLCs, leadership meetings, and teacher one on ones.

Person responsible for monitoring outcome

Adrian Fuller, Jennifer MacDonald, Hope Sparrow, Linda Crawford, Marissa Melin, Heather Staley

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

N/A

Rationale:

N/A

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Collaborative PLCs

Person Monitoring:	**By When/Frequency:**
Adrian Fuller, Jennifer MacDonald	Weekly

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

Teachers will participate in weekly PLCs where the teams work collectively to focus on instructional practices to increase student achievement for all students in their grade level.

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 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. (ESEA 1114(b)(4))

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

https://www.hamilton.scps.k12.fl.us/about-us/title_i

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 and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

https://www.hamilton.scps.k12.fl.us/about-us/title_i

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. (ESEA Section 1114(b)(7)ii))

We will focus on core instruction in ELA, Math, and Science through the use of evidence based curriculum and instruction practices, PLCs, and consistent instructional feedback.

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 ESSA, 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). (ESEA Sections 1114(b)(5) and 1116(e)(4))

Throughout the course of the school year, formally on a quarterly basis, 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 quarterly 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 implementation of a primary grades phonics program at Title I elementary schools. Resulting from these conversations, DTL leadership may suggest more purchased materials for the phonics program, and/or more on-site training days. These decisions would have an impact to the Title I budget for the next 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 typically begins late February or early March for the upcoming school year, leadership from the Federal Projects and Resource development department coordinate Title I collaborative planning sessions. Invited to these planning sessions are Title I school principals and designees from their leadership teams. Title I school team planning sessions are grouped so that all of the schools supported by a specific Assistant Superintendent meet together. Having the Assistant Superintendent participate in the collaborative planning session proves helpful, in that they are available to remind the principals of other programs or funding sources available. For instance, the Assistant Superintendent, Student Support Services would be able to remind a principal that IDEA funds are already in place to support an initiative that the principal wanted to include in their upcoming Title I, Part A plan.

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. (ESEA 1114(b)(7)(iii)(I))

Hamilton ensures counseling with the guidance counselor, school social worker, district based mental health counselor, and referrals to outside agencies for counseling and mentoring.

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. (ESEA 1114(b)(7)(iii)(II))

Hamilton is a magnet school for engineering and technology. All of our students access our Engineering is Elementary curriculum where students learn to "Think like and Engineer. 5th grade students also receive instruction on digital tools.

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. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

Hamilton employs a schoolwide PBIS model that includes MTSS. The plan includes Tier 1 supports for all students including expectations and incentives, Tier 2 targeted support, and Tier 3 individualized support for students who are at risk.

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. (ESEA section 11149b)(7)(iii(V)).

Hamilton Elementary will provide professional development on the following topics: Restorative practices, Science of Reading, Technology integration, Youth Mental Health First Aid, PBIS, Conditions for learning, and Instructional Practices for ELA/Math/Science/Social Studies.

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. (ESEA 1114(b)(7)(iii)(V))

Hamilton hosts a Kinder Camp program in July to help students transition from pre school to elementary school.

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

Describe the process 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), rationale (i.e., data) and plan 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 2024-25 UniSIG funds but has chosen not to apply.   **No**

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