

**Port Angeles School District**

**Hamilton Elementary School**

*“Hawk Heroes: Helping Themselves and Others to Learn!”*



**School Improvement Plan**

**2018 – 2019**

<p><b>Component One – Needs Assessment</b></p> <p>Guiding Questions:</p> <ul style="list-style-type: none"> <li>• How does our needs assessment integrate current school year quantitative and qualitative data?</li> <li>• How does your needs assessment give an accurate and thorough view of the entire school?</li> <li>• What subjects, grade levels, and programs are the strongest and weakest?</li> <li>• How does the school focus on the academic progress of English language learners?</li> <li>• To what extent are discipline issues impacting students?</li> <li>• What is the level of family and the community support at the school?</li> <li>• What does the data say about the success of students transitioning into and out of your school? Examples: Elementary schools should look at WAKids, middle schools at 6<sup>th</sup> grade attendance and behavior data, high schools at 9<sup>th</sup> grade course completion.</li> <li>• How have you identified any areas of concern from the following within your needs assessment: Family Engagement, Transitions Between Grades and/or Schools; Technology; Professional Development; Schoolwide Tiered Models of Instruction; Behavior and Discipline; Well Rounded Education; Secondary Education Program Needs</li> </ul>	<p><b>Component Three – Activities to Ensure Mastery</b></p> <p>Guiding Questions:</p> <ul style="list-style-type: none"> <li>• How does the plan support the most at-risk students in the school?</li> <li>• What strategies and programs will we use to help at-risk students remain or get back on track?</li> <li>• What is the district doing to help students in danger of dropping out or falling behind on mastery of a key skill?</li> <li>• What is the school doing to help students’ academic and non-academic needs?</li> <li>• Does the plan ensure the school meets students’ academic and non-academic needs?</li> <li>• Does the plan incorporate a wide range of strategies, programs and activities, including: <ul style="list-style-type: none"> <li>○ Counseling and mental health support</li> <li>○ College and career readiness</li> <li>○ Tiered behavioral support</li> <li>○ AP &amp; International Baccalaureate courses</li> <li>○ Preschool transition support</li> <li>○ Professional development for staff</li> <li>○ Intensive academic support to students</li> </ul> </li> </ul>
<p><b>Component Two – Schoolwide Reform Strategies</b></p> <p>Guiding Questions:</p> <p>Does the plan’s schoolwide reform:</p> <ul style="list-style-type: none"> <li>• Consider a well-rounded education ESSA Section: 8102(52). What about literacy, science, government, engineering, the arts, and mathematics?</li> <li>• Improve transitions between grades and/or schools?</li> <li>• Enrich and accelerate curriculum?</li> <li>• Provide opportunities for students both ahead of and behind grade level?</li> <li>• Include specific ways in which the school will reach each level of reform? Did you address staffing plans and hires, professional development strategies, and schoolwide goals?</li> <li>• Outline the strategies that you will use to improve academics for all students? Did you outline how you will increase the amount and quality of learning using specific programs, activities, and courses?</li> <li>• If your school is continuing as a priority or focus school in 2018-19, how do your strategies incorporate the 7 turn around principles?</li> </ul>	<p><b>Component Four – Coordination and Integration</b></p> <p>Guiding Questions:</p> <ul style="list-style-type: none"> <li>• How will the school leverage allowable combined funds to improve the schoolwide plan?</li> <li>• How will it make the most of available staff at the school and district to maximize the positive impact of the plan?</li> <li>• How does the plan combine funds to connect the reform strategies developed?</li> <li>• Does the plan outline how the school will combine funds, and how the school will meet the intents and purposes of each program?</li> <li>• Does the plan outline how funds from Title I, Part A and other federal education programs will be used to help the school meet the statutory requirements of the programs?</li> <li>• Does the plan include the total amount of funds for each program?</li> <li>• If a priority/focus school: <ul style="list-style-type: none"> <li>○ Does the plan include school improvement funds?</li> <li>○ How are schoolwide funds being leveraged to support school improvement efforts?</li> </ul> </li> </ul>

# SBA & MSP DATA

<b>Color Key</b>
<b>Above State Avg.</b>
<b>At, or Near, State Avg.</b>
<b>Below State Avg.</b>

**Directions:** Enter the scores on the READING, MATH and WRITING Sections of the MSP and SBA.

Analysis Tool/ Measurement Device	SBA 2017	State 2017	SBA 2018	State 2018	Analysis Tool/ Measurement Device	SBA 2017	State 2017	SBA 2018	State 2018
<b>Reading/ELA 3:</b> % of students at each level					<b>Math 3:</b> % of students at each level				
Level 1:	6.7	23.8	14	22	Level 1:	8.4	19.9	9	21
Level 2:	16.9	21.7	19	22	Level 2:	15.2	20.4	16	21
Level 3:	28.8	22.7	17	24	Level 3:	32.2	29.4	31	29
Level 4:	47.4	29.5	50	32	Level 4:	42.3	28.1	45	29
<b>Reading/ELA 3:</b> % Meeting Standard:	76.2	52.6	70.4	56	<b>Math 3:</b> % Meeting Standard:	76.2	57.8	81.1	58
% Not Meeting Standard:	23.7	47.3	29.6	44	% Not Meeting Standard:	23.7	42.1	18.9	42

Analysis Tool/ Measurement Device	SBA 2017	State 2017	SBA 2018	State 2018	Analysis Tool/ Measurement Device	SBA 2017	State 2017	SBA 2018	State 2018
<b>Reading/ELA 4:</b> % of students at each level					<b>Math 4:</b> % of students at each level				
Level 1:	20	25.2	7	25	Level 1:	8.8	17.3	6	19
Level 2:	17.7	17.7	13	18	Level 2:	33.3	26.5	17	27
Level 3:	28.8	24	31	24	Level 3:	35.5	27.7	30	28
Level 4:	33.3	30.7	48	34	Level 4:	22.2	26.2	48	27
<b>Reading/ELA 4:</b> % Meeting Standard:	62.2	55.2	83.6	58	<b>Math 4:</b> % Meeting Standard:	57.7	54.3	79.8	54
% Not Meeting Standard:	37.8	44.7	16.4	42	% Not Meeting Standard:	42.2	45.6	20.2	46

## SBA & MSP DATA

<b>Color Key</b>
<b>Above State Avg.</b>
<b>At, or Near, State Avg.</b>
<b>Below State Avg.</b>

**Directions:** Enter the scores on the MATH, SCIENCE, and READING sections of the MSP and SBA.

Analysis Tool/ Measurement Device	MSP 2017	State 2017	SBA 2018	State 2018
<b>MSP Science 5:</b> % of students at each level				
Level 1:	0	15.7	13	23
Level 2:	5	18.8	19	21
Level 3:	16	29.7	36	37
Level 4:	80	33.2	32	19
<b>MSP Science 5:</b> % Meeting Standard:	95	63.4	68	56
% Not Meeting Standard:	5	36.5	32	44

Analysis Tool/ Measurement Device	SBA 2017	State 2017	SBA 2018	State 2018	Analysis Tool/ Measurement Device	SBA 2017	State 2017	SBA 2018	State 2018
<b>Reading/ELA 5:</b> % of students at each level					<b>Math 5:</b> % of students at each level				
Level 1:	9	21.9	4	22	Level 1:	4.5	25	10	26
Level 2:	11.3	17.7	17	18	Level 2:	27.2	24.6	25	25
Level 3:	34	31	40	32	Level 3:	20.4	19.5	25	20
Level 4:	45.4	27.2	38	28	Level 4:	45.4	28.8	40	29
<b>Reading/ELA 5:</b> % Meeting Standard:	79.5	58.6	80.9	60	<b>Math 5:</b> % Meeting Standard:	68.1	48.6	66.9	49
% Not Meeting Standard:	20.4	41.3	19.1	40	% Not Meeting Standard:	31.8	51.3	33.1	51

# SBA & MSP DATA

Color Key
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At, or Near, State Avg.
Below State Avg.

**Directions:** Enter the scores on the READING and MATH sections of the MSP and SBA.

Analysis Tool/ Measurement Device	SBA 2017	State 2017	SBA 2018	State 2018	Analysis Tool/ Measurement Device	SBA 2017	State 2017	SBA 2018	State 2018
<b>Reading/ELA 6:</b> % of students at each level					<b>Math 6:</b> % of students at each level				
Level 1:	12.7	19.2	7	20	Level 1:	12.7	23.9	7	25
Level 2:	36.1	23.4	14	23	Level 2:	27.6	25.9	27	27
Level 3:	38.2	34.2	53	35	Level 3:	29.7	21.9	34	22
Level 4:	12.7	20.7	26	22	Level 4:	29.7	25.9	32	27
<b>Reading/ELA 6:</b> % Meeting Standard:	51	55.5	81.3	57	<b>Math 6:</b> % Meeting Standard:	59.5	48.2	68.2	49
% Not Meeting Standard:	48.9	44.4	18.7	43	% Not Meeting Standard:	40.4	51.7	31.8	51

## Needs Assessments Implications:

- **Hamilton exceeded, or was at, the state average in 53 of the 54 (98.1%) areas of measurement on the 2017 SBA.** This is a 7.4% increase over the 2016 SBA results (49 of 54 for 90.7%) and a 13% increase over the 2015 SBA results (46 of 54 for 85.1%).
- **ELA:** 41.7% of Hamilton students scored a 4, 35% scored a 3, 15.5% scored a 2 and 7.7% scored a 1. **MATH:** 47.8% of Hamilton students scored a 4, 24.1% scored a 3, 18.1% scored a 2 and 9.8% scored a 1. Hamilton outperformed in 7 of the 8 categories and was equal to the state in 1 of 8 (Math 3).

	ELA				MATH			
	1	2	3	4	1	2	3	4
#Students	16	32	72	86	18	33	44	87
Hamilton%	7.7%	15.5%	35%	41.7%	9.8%	18.1%	24.1%	47.8%
State%	22.3%	20.3%	28.8%	29%	22.8%	25%	24.8%	28%

## Implication:

- Hamilton will take advantage of Eureka Math Professional Development being offered by the district will take advantage of any district ELA Professional Development opportunities
- Hamilton will use its district funded After-School Math tutoring to focus on 3<sup>rd</sup> - 6<sup>th</sup> grade students with the greatest need in math and ELA.
- Staffing adjustments will be made to insure student success.

## SBA & MSP DISAGGREGATION DATA

**Directions:** Enter the percentage of students meeting and exceeding standard for each of the sub-groups with n>10. **If <10, enter an asterisk (\*).**

Sub-Groups	GRADE 3 ELA								GRADE 3 MATH							
	SBA 2016	State 2016	SBA 2017	State 2017	Ham vs State	SBA 2018	State 2018	Ham vs State	SBA 2016	State 2016	SBA 2017	State 2017	Ham vs State	SBA 2018	State 2018	Ham vs State
Male	80.7	50.5	80	49	+31	58.3	52	+6.3	80.7	59.6	76.6	58.6	+18	71.3	59	+12.3
Female	83.3	58.4	72.4	56.4	+16	79	60	+19	87.5	58.1	75.8	56.9	+18.9	87.9	57	+30.9
Low Income	82.7	37.7	64.5	35.6	+28.9	51.3	39.2	+12.1	82.7	43.9	64.5	42.1	+22.4	67	42	+25
Special Ed	*		80	24.7	+55.3	50	28	+32	*		60	28.4	+31.6	75	30	+45

Sub-Groups	GRADE 4 ELA								GRADE 4 MATH							
	SBA 2016	State 2016	SBA 2017	State 2017	Ham vs State	SBA 2018	State 2018	Ham vs State	SBA 2016	State 2016	SBA 2017	State 2017	Ham vs State	SBA 2018	State 2018	Ham vs State
Male	67.8	53	62.5	51.5	+11	79.8	55	+24.8	71.4	56.5	54.1	55.8	-1.7	83.4	56	+27.4
Female	61.1	61.2	61.9	59	+2.9	88	61	+27	66.7	54.2	61.9	52.8	+9.1	76	53	+23
Low Income	62.9	40.2	56.5	37.9	+18.6	81.4	41.2	+40.2	66.6	38.9	52.1	38	+14.1	70.3	37.8	+32.5
Special Ed	*		80	22.7	+57.3	100	22	+78	*		60	24	+36	50	21	+29

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Sub-Groups	GRADE 5 SCIENCE							
	MSP 2016	State 2016	MSP 2017	State 2017	Ham vs State	SBA 2018	State 2018	Ham vs State
Male	84.2	64.4	91	62.2	+28.8	65	56	+9
Female	84.6	66.2	100	64.5	+35.5	71	56	+15
Low Income	88.8	49.4	96	46.5	+49.5	54.5	37.9	+16.6
Special Ed	*		100	32.6	+67.4	50	21	+29

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Below State Avg.

## SBA & MSP DISAGGREGATION DATA

**Directions:** Enter the percentage of students meeting and exceeding standard for each of the sub-groups with n>10. **If <10, enter an asterisk (\*).**

Sub-Groups	GRADE 5 ELA								GRADE 5 MATH							
	SBA 2016	State 2016	SBA 2017	State 2017	Ham vs State	SBA 2018	State 2018	Ham vs State	SBA 2016	State 2016	SBA 2017	State 2017	Ham vs State	SBA 2018	State 2018	Ham vs State
Male	63.1	54.6	77.2	53.6	+23.6	72	55	+17	38.8	50.1	72.7	49.9	+22.8	65.4	50	+15.4
Female	73	65.8	81.8	63.8	+18	91.3	65	+26.3	56	48.2	63.6	47.2	+16.4	70	48	+22
Low Income	66.6	43.5	78	41.2	+36.8	72.7	42.7	+30	56	32.5	52	31.1	+20.9	57.5	32	+25.5
Special Ed	*		67	22.2	+44.8	50	20	+30	*		100	17.5	+82.5	50	15	+35

Sub-Groups	GRADE 6 ELA								GRADE 6 MATH							
	SBA 2016	State 2016	SBA 2017	State 2017	Ham vs State	SBA 2018	State 2018	Ham vs State	SBA 2016	State 2016	SBA 2017	State 2017	Ham vs State	SBA 2018	State 2018	Ham vs State
Male	66.6	50.6	38	49.8	-11.8	81	51	+30	52.3	47.1	52.3	47.7	+4.6	80.7	48	+32.7
Female	83.3	62.7	61.5	61.5	0	81.5	62	+19.5	55.5	49.1	65.3	49.4	+15.9	57	50	+7
Low Income	66.6	39.3	48.2	37.4	+10.8	67	38.9	28.1	55.5	30.5	51.7	30.3	+21.4	53.5	31	+22.5
Special Ed	*		0	18.2	-18.2	25	14	+11	*		0	13.9	-13.9	25	11	+14

**Observations:**

- Hamilton exceeded the state in all of the above categories...in all sub-groups.
- Girls outperformed boys in 6 of 9 categories; Boys outperformed girls in 2 of 9 categories; Both were equal in 1 of 9.

**Implications:**

- Hamilton will continue to emphasize rigor and hold high expectations for all students regardless of gender, ethnicity, and Social-economics, thus ensuring educational equity.

Analysis Tool/ Measurement Device	Data Analysis – Internal Accountability System Data Results for 2017-18						Data Analysis – Internal Accountability System Data Results For 2018-19					
	ELA						ELA					
# of Students that met standard and % for ALL Grades	Grade	Fall 7/9	Winter 16/26	Spring 26/26	Writing District Benchmark	**Kinder Only Blend/Site Words	GRADE	Fall 7/9	Winter 16/26	Spring 26/26	Writing District Benchmark	**Kinder Only Blend/Site Words
**Kindergarten: Sounds / Standards - Fall Winter Spring - Blend/Site Words						**Kindergarten: Sounds / Standards - Fall Winter Spring - Blend/Site Words						
	K						K					
		94.9%	96.6%	90%								
Grade 1 DRA	1	41.3%	43.8%	65%			1					
Grade 2 DIBELS	2						2					
Grade 2 STAR	2						2					
Grade 3 – 6 MAP	3	59.6%	81.3%	83%	SBA		3					
	4	69%	66.7%		SBA		4					
	5	66.7%	64.7%		SBA		5					
	6	38.7%	50%		SBA		6					
			56.8%	54.5%								
<b>Math</b>						<b>Math</b>						
NWEA MAP or Curriculum Benchmark Tests District Bench- marks Fall, Winter, Spring	Grade	Fall	Winter	Spring			Grade	Fall	Winter	Spring		
	K	Count to 10	Count to 30	0-30 Number ID			K					
		100%	94.9%									
	1						1					
	2						2					
	3				SBA		3				SBA	
	4	61.4%	71.4%		SBA		4				SBA	
	5	66.7%	58.8%		SBA		5				SBA	
6	24%	32%		SBA		6				SBA		
		77.2%	80%									



# INTERNAL ACCOUNTABILITY SYSTEM DATA

**Directions:** Please enter grade-level appropriate data in the space provided.

Summary Student Internal Accountability System Demographic Data													
Internal Assessment Results for 2017-18 (EOY)						Internal Assessment Results for 2018-19							
Grade	Unexcused Absences	Avg. Daily Attendance	Suspensions		Expulsions	Court Petitions	Grade	Unexcused Absences	Avg. Daily Attendance	Suspensions		Expulsions	Court Petitions
			Short-Term	Long-Term						Short-Term	Long-Term		
	94	95.30	11	0	0	0							
K	17.5	94.60	0	0	0	0	K						
1	35.5	94.58	1	0	0	0	1						
2	8.5	96.43	1	0	0	0	2						
3	10	95.59	1	0	0	0	3						
4	10.5	95.56	2	0	0	0	4						
5	9	96.01	3	0	0	1	5						
6	3	94.31	3	0	0	0	6						

Summary of Student Support Services 2017-18				
Grade	Special Education (not speech)	Homeless Number of Homeless Students McKinney Vento	504	Student Assistance Team (SAT)
K	8	0	2	3
1	5	0	1	11
2	6	0	1	10
3	5	0	3	10
4	2	2	1	3
5	1	1	1	0
6	3	2	3	4
<b>Total</b>	<b>30</b>	<b>5</b>	<b>12</b>	<b>41</b>

## DEMOGRAPHIC SCHOOL DATA

**Directions:** Fill in the blanks with the data sources given below. Only use data sources relevant to your school’s grade levels and that which will assist you in focusing your plan.

Data Source	Information Provided By Data	Summary 2017-18 EOY	
Attendance Report	Percent of students present per day (2017-18).		
Unexcused Absences	Total number of absences not excused (2017-18).		
Discipline Report	Summary of discipline activity for the building (2017-18).	Drugs/Alcohol: 0 Tobacco: 0 Weapons: 0 Fighting/Assaults: 0	Court Petitions: 1 Expulsions: 0 Short-term Suspensions: 11 Long-term Suspensions: 0
Free/Reduced Lunch Report	Percent of students where family income is below federally established poverty level (2017-18).		
Gender Report	Number of male and female students as reported by the 2017-18 OSPI School Report Card	Males: 50.4% Females: 49.6%	
Ethnicity Report	Percent of students by ethnic groups as reported by the 2017-18 OSPI School Report Card	American Indian or Alaskan Native: 2.6% Asian or Pacific Islander: 1.6% Black: .3% Hispanic: 10.1% White: 75.7%	
Staff Report	Staff demographic data as reported in the 2017-18 OSPI School Report Card	Gen/Ed Classroom Teachers: Overall Ratio:	Average Years of Exp: Percent ≥ a Master’s Degree:

### Summary of 2017-18 Attendance:

Hamilton met its goal of having no greater than 10% (39-40 students) identified as having chronic attendance issues. At the end of this school year we identified 37 students (9.3%) as having attendance issues.

## AREAS OF STRENGTH AND CONCERN

**Directions:** Remember how important it is to review past trends or changes over time. In reference to the SBA/MSP, analyze changes between Levels 1-4. Consider students who are not meeting standard; students who are at but not above standard; and students who are exceeding standard and determine which group of students needs what type of assistance. Based on individual subtest data or other data you have collected, determine the specific areas of strength and areas for improvement for your students.

AREAS OF STRENGTH	AREAS OF CONCERN																																																																
<p>Hamilton <b>scored above the State average in all 9</b> assessed categories of the SBA.</p> <p>Once again, Hamilton scored significantly <b>higher than the State in all sub-groups (Gender and Special Education)</b>.</p> <p>Fifth grade scored 65% in Science (<b>12% above the state average</b>).</p> <p>Not only did more Hamilton students scored level 4 than any other score, we improved in 6 of 8 levels over last year:</p> <p>2017-18 ELA: 1=7.7%, 2=15.5%, 3=35%, <b>4=41.7%</b>                      2016-17 ELA: 1=11.3%, 2=20.6%, 3=32.4%, 4=35.5%</p> <p>2017-18 Math: 1=9.8%, 2=18.1%, 3=24.1%, <b>4=47.8%</b>                      2016-17 Math: 1=8.4%, 2=28.7%, 3=28.7%, 4=34.1%</p> <p>Hamilton continues to see a decrease in the ratio of referrals and suspensions per student</p>	<p>Girls outperformed boys in 6 of 9 SBA categories.</p> <p>23.3% of Hamilton students (48) did not meet standard in ELA.</p> <p>28% of Hamilton students (51) did not meet standard in Math.</p> <p>16 Hamilton students scored a level 1 in ELA.                      18 Hamilton students scored a level 1 in Math.</p> <p>8 Hamilton students scored a level 1 in both ELA and Math (3<sup>rd</sup>=5, 4<sup>th</sup>=1, 5<sup>th</sup>=1, 6<sup>th</sup>=1)</p>																																																																
Referrals and Suspensions																																																																	
<table border="1" style="width: 100%; border-collapse: collapse; font-size: small;"> <thead> <tr> <th>Year</th> <th>#of referrals</th> <th>Avg. per day</th> <th>Per Week</th> <th># of Students</th> <th>Referrals Per student</th> <th>suspensions</th> <th>Suspensions Per student</th> </tr> </thead> <tbody> <tr> <td>2011-2012</td> <td>163</td> <td>.9</td> <td>4.5</td> <td>331</td> <td>1: 2.03</td> <td>25</td> <td>1: 13.2</td> </tr> <tr> <td>2012-2013</td> <td>122</td> <td>.67</td> <td>3.8</td> <td>312</td> <td>1: 2.55</td> <td>26</td> <td>1: 12</td> </tr> <tr> <td>2013-2014</td> <td>92</td> <td>.51</td> <td>2.5</td> <td>320</td> <td>1: 3.47</td> <td>24</td> <td>1: 13.3</td> </tr> <tr> <td>2014-2015</td> <td>61</td> <td>.34</td> <td>1.7</td> <td>342</td> <td>1: 5.60</td> <td>15</td> <td>1: 22.8</td> </tr> <tr> <td>2015-2016</td> <td>51</td> <td>.28</td> <td>1.4</td> <td>358</td> <td>1: 7.01</td> <td>13</td> <td>1: 27.5</td> </tr> <tr> <td>2016-2017</td> <td>48</td> <td>.27</td> <td>1.33</td> <td>384</td> <td>1: 8.00</td> <td>14</td> <td>1: 27.4</td> </tr> <tr> <td>2017-2018</td> <td>46</td> <td>.25</td> <td>1.27</td> <td>398</td> <td>1: 8.65</td> <td>11</td> <td>1: 36.1</td> </tr> </tbody> </table>		Year	#of referrals	Avg. per day	Per Week	# of Students	Referrals Per student	suspensions	Suspensions Per student	2011-2012	163	.9	4.5	331	1: 2.03	25	1: 13.2	2012-2013	122	.67	3.8	312	1: 2.55	26	1: 12	2013-2014	92	.51	2.5	320	1: 3.47	24	1: 13.3	2014-2015	61	.34	1.7	342	1: 5.60	15	1: 22.8	2015-2016	51	.28	1.4	358	1: 7.01	13	1: 27.5	2016-2017	48	.27	1.33	384	1: 8.00	14	1: 27.4	2017-2018	46	.25	1.27	398	1: 8.65	11	1: 36.1
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**ACTION PLAN**

**Strategic Plan Focus Area 1 & 2: Powerful Teaching & Learning**

**Goal 1:** All students will graduate college, career, and life ready, with 21<sup>st</sup> century skills which include creativity, innovation, critical thinking, problem solving, communication, collaboration, and strong informational and media literacy.

**Goal 2:** All staff model and teach 21<sup>st</sup> century knowledge and skills to improve rigorous student learning in a complex, ever-changing and interconnected world.

<b>Hamilton ELA</b>	<p><b>Smart Goal All School:</b> Based on grade level summative assessments, in collaboration with all Hamilton stakeholders, Hamilton students will reach or exceed grade-level achievement goals: <b>Hamilton’s ELA SBA scores will exceed the state average by no less than 10%.</b> We will monitor progress using classroom, building and district assessments including the mid-year benchmarks, MAP testing, and end of year benchmarks.</p>																											
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<b>All School</b>	Hamilton will use standard interventions, assessments, PD and standard curriculum to insure that our students exceed the state average by 10+% on the ELA SBA.	-District Curriculum/PD; Step Up to Writing, David Matteson, Confratute -RTI/Grade-level Collaboration -Assessments (DIBELS, Daze, DRA, STAR) -Volunteers, Para and AmeriCorps Small group and individual assistance	<input type="checkbox"/>																									
<b>1: Hamilton will increase the number of 2<sup>nd</sup> grade students reading standard from 66% to 76% (44 to 50).</b>	Hamilton will use focused interventions, assessments, PD and standard curriculum to reduce the number of students not reaching standard.	-RTI -Assessments (DIBELS, Daze, DRA, STAR) -Volunteers, Para and AmeriCorps Small group and individual assistance	<input type="checkbox"/>																									
<b>2: By the end of the year, 80% of kindergarteners will know 26/26 letter sounds.</b>	Kindergarten will use focused interventions, assessments and standard curriculum to insure Hamilton kindergarteners will know 26/26 letter sounds.	-RTI 4 time per week -District Curriculum -Student letter sound ID sheets Parent take-home sound recognition kit -Grade-level Collaboration	<input type="checkbox"/>																									

**ACTION PLAN**

**Strategic Plan Focus Area 1 & 2: Powerful Teaching & Learning**

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<b>Hamilton Math</b>	<p><b>Smart Goal All School: Smart Goal All School:</b> Based on grade level summative assessments, in collaboration with all Hamilton stakeholders, Hamilton students will reach or exceed grade-level achievement goals: <b>Hamilton’s MATH SBA scores will exceed the state average by no less than 15%.</b> We will monitor progress using classroom, building and district assessments including the mid-year benchmarks, MAP testing, and end of year benchmarks.</p>																																										
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<b>All School</b>	Hamilton will use standard interventions, assessments, PD and standard curriculum to insure that our students exceed the state average by 15+% on the Math SBA.	-District Curriculum/Eureka PD -After-school tutoring/Grade-Level Cooperation -One-on-one and small group intervention/Para support -Math Olympiad	<input type="checkbox"/>																																								
<b>1: Hamilton will reduce the number of students scoring a level 1 in math to 7% or less (15 students).</b>	Hamilton will use focused interventions, assessments, PD and standard curriculum to reduce the number of students not reaching standard.	-District Curriculum - <b>After-school tutoring</b> -Eureka PD - <b>One-on-one and small group intervention/Para support</b>	<input type="checkbox"/>																																								
<b>2: By the end of the year, 80% of kindergarten students will identify 30/30 numbers in random order, and 70% of all 1<sup>st</sup> and 2<sup>nd</sup> graders will meet or exceed the district standard of 70% in all Eureka module tests</b>	Hamilton will use focused interventions, assessments, PD and standard curriculum insure that our K-2 students meet standard in Math.	-District Curriculum -Eureka PD -One-on-one and small group intervention -Paraeducator support -Adult volunteers -Parent take-home kit	<input type="checkbox"/>																																								

**ACTION PLAN**

**Strategic Plan Focus Area 2: District Culture**

**Goal 1:** Promote a safe, healthy, affirming, and welcoming learning environment.  
**Goal 2:** Celebrate success through broad-based, varied media.

<b>Hamilton Goal 1</b>	<b>Smart Goal: To continue to develop/maintain The Hamilton Way by maintaining, or decreasing, our 2017-2018 student referral ratio of 1:8.6 and our suspension ratio of 1:36.</b>			
<b>Targets</b>	<b>Strategies</b>	<b>Activities to Ensure Mastery</b>	<b>Yes</b>	<b>Completed/Date</b>
<b>Action Item 2: Establish a positive behavior intervention program in all schools.</b>	Hamilton will continue to create a climate and culture so as to foster a sense of community and connection for our students	-BPIS/Playworks -Golden Awards/Hawk Heroes -Awards Assembly -Positive Post cards -Communication home	<input type="checkbox"/>	
<b>Target</b>			<input type="checkbox"/>	
<b>*Social/Emotional Provided/strengthen support to students involving self-awareness, self-management, social awareness, relationship skills and responsible decision-making</b>	Hamilton will continue to create a climate and culture so as to foster a sense of community and connection for our students	-Kelso’s Choices -PBIS -School counselor -Second Step -One-on-on/small group meeting with counselor -Health center at PAHS	<input type="checkbox"/>	

**\*This section includes Strategic Plan Focus Area 1 – Goal 3.**

**ACTION PLAN**

**Strategic Plan Focus Area 3: Family & Community Engagement**

**Goal 1:** Create and promote a system that facilitates open and accessible communication between family, staff, students, and community.

<b>Hamilton Goal 1</b>		<b>Smart Goal: Hamilton will keep chronic absenteeism to 10% or less as measured by skyward attendance data, and will continue to use multiple tools to improve active communication with the Hamilton community.</b>		
<b>Targets</b>	<b>Strategies</b>	<b>Activities to Ensure Mastery</b>	<b>Yes</b>	<b>Completed/Date</b>
<b>Attendance: Hamilton will keep chronic absenteeism to 10% or less.</b>	Hamilton will continue to create a climate and culture so as to foster a sense of community and connection for our students.	-After-school program -Golden Bell recognition -Targeted intervention -Early communication home -Quality instruction	<input type="checkbox"/>	
<b>Communication: Hamilton will maintain continuous two-way communication with all stakeholders.</b>	Hamilton will continue to use a variety of methods to improve/maintain communication with stakeholders.	-Parent Nights/conferences -Emails/phone calls/newsletters -Class messenger/dojo -PTO -Postcards	<input type="checkbox"/>	

## NUTRITION AND PHYSICAL ACTIVITY POLICY #6700

**Directions:** Each school will report their physical education plan biennially to the Board through their CSIP (Continuous School Improvement Plan), documenting their planned use of the recommended 100 instructional minutes of physical education.

Activities	Start/End Dates	Persons Responsible	Completed	
			Yes	Comments
Students in Kindergarten will receive 30 minutes of Physical Education per week (there is no state recommendation for 100 instructional minutes for Kindergarten).	September 2018-June 2019	Mrs. Winn	<input type="checkbox"/>	
Students in grades 1 <sup>st</sup> -3 <sup>rd</sup> will receive 60 minutes of Physical Education per week (30 Min X 2 per week).	September 2018-June 2019	Mrs. Winn	<input type="checkbox"/>	
Students in grades 4 <sup>th</sup> -6 <sup>th</sup> will receive 80 minutes of Physical Education per week (40 Min X 2 per week).	September 2018-June 2019	Mrs. Winn	<input type="checkbox"/>	
Brain Boosters and physical activities will be utilized by classroom teachers at appropriate times in the classroom. Grades 1 <sup>st</sup> -3 <sup>rd</sup> 40 min per week Grades 4 <sup>th</sup> -6 <sup>th</sup> 20 min per week	September 2018-June 2019	Classroom Teachers, Mrs. Winn	<input type="checkbox"/>	
Hamilton will utilize <i>Fitness for Life Curriculum</i> , and will plan/organize Hamilton four Wellness Weeks and special school events.	September 2018-June 2019	All Hamilton Staff	<input type="checkbox"/>	
Hamilton will continue participating in NFL Play60 programs.	September 2018-June 2019	All Hamilton Staff	<input type="checkbox"/>	



## CHARACTERISTICS OF HIGH PERFORMING SCHOOLS

✓ Data Source: Center for Educational Effectiveness **STAFF** Survey

**Directions:** Under the sub-categories for the characteristics of high performing schools, locate the percentage of *staff* that indicated support for the following categories:

Category	2013	2014	2015	2016	2017
Clear & Shared Focus	88%	X	82%	89	<b>96</b>
Effective School Leadership	77%	X	91%	85	<b>92</b>
High Standards & Expectations	81%	X	93%	93	<b>93</b>
High Levels of Collaboration and Communication	86%	X	94%	97	<b>95</b>
Supportive Learning Environment	89%	X	97%	96	<b>97</b>
Frequent Monitoring of Teaching and Learning	70%	X	85%	89	<b>94</b>
Focused Professional Development	69%	X	83%	87	<b>86</b>
Curriculum, Instruction, and Assessment Aligned with Standards	79%	X	89%	94	<b>95</b>
High Levels of Community & Parent Involvement	79%	X	83%	87	<b>93</b>
Staff Willingness to Change	100%	X	100%	100	<b>94</b>

## CHARACTERISTICS OF HIGH PERFORMING SCHOOLS

✓ Data Source: Center for Educational Effectiveness **PARENTS** Survey

**Directions:** Under the sub-categories for the characteristics of high performing schools, locate the percentage of *parents* that indicated support for the following categories:

Category	*2013	2014	2015	2016	2017
Clear & Shared Focus	90%	X	91%	81	
Effective School Leadership	70%	X	90%	90	
Frequent Monitoring of Teaching and Learning	78%	X	81%	80	
High Standards & Expectations	87%	X	88%	91	
High Levels of Collaboration and Communication	84%	X	90%	78	
High Levels of Community & Parent Involvement	68%	X	79%	84	
Supportive Learning Environment	63%	X	87%	86	

## STUDENT TUTORIAL/ENRICHMENT STRATEGIES SUMMARY

**Directions:** Briefly summarize your school's strategies for student remediation and enrichment. Specific strategies, numbers of students, staff responsible, and timeline for implementation and other related details should be found in the action plans. Student remediation strategies are coherent, and action steps demonstrate responsiveness to student tutorial needs. This summary should clearly describe a comprehensive approach embedded in strategies.

### Student Remediation:

- RTI team assigned to K-6 grade levels for 20-45 minutes for small group, focused, double-dose of reading instruction
- 1st-6<sup>th</sup> grade screening using DIBELS screening, and DAZE screening for grades 3<sup>rd</sup>-6<sup>th</sup>.
- Small group instruction in RTI in three levels: 1) core curriculum, 2) strategic intervention (supplemental instruction in addition to core - using HM materials), and 3) intensive intervention for basic skill development (replacement curricula or supplemental depending on student need)
- Progress monitoring using MAPS and the Houghton Mifflin curriculum, DIBELS, DAZE, and DRA/STAR
- Collaboration time dedicated to looking at tiered instruction and movement in response to individual student needs
- Provide small group and individual support using a core of volunteers.
- Examine our current student behavior expectations as well as explore Positive Behavior Intervention Supports.
- 4<sup>th</sup>- 6<sup>th</sup> grade students will be provided the opportunity to receive additional support in Math as a result of the district-funded after-school tutoring program
- Additional para support assigned to 3<sup>rd</sup>/4<sup>th</sup> and 5<sup>th</sup>/6<sup>th</sup> grades for help with Math/Science remediation
- Additional after-school support provided to HiCap students
- Additional electronic support through: Accelerated Reader, Accelerated Math, Moby Max, A-Z Reader, and READ Live.

### Enrichment:

- Regularly hold student awards assemblies where student/classroom success is recognized (Pencils of Power, AR point recognition, Classroom Golden Awards). We continue to present the Super Citizen Awards. Pictures of each month's recipients are hung in the main hall for all students/staff/visitors to see. Classrooms and individual students are receiving positive reinforcement for their positive behavior using our Hawk Hero Slips.
- This February, Hamilton students will once again participate in the **Missoula Children's Theater** with the production of, "**Alice in Wonderland**"
- Continue to have positive communication with home by sending Positive Postcards and we continue to use Skyward to send home important school information via email, classroom messenger, classroom Dojo.
- 4<sup>th</sup> grade students will be provided the opportunity of participating in *Night of the Notables* under the direction of Mr. Pomeroy
- Students will have the opportunity to participate in Hamilton's *After School Art*
- 6<sup>th</sup> grade students will participate in *Nature Bridge* and visit *The Seattle Museum of Flight's Challenger Learning Center* to participate in a realistic *Mission to Mars* space simulation.
- Students will continue to participate in *Fuel-Up to Play 60* with Mrs. Winn.
- For the fifth year, Hamilton kindergarteners will travel to the Seattle Center to attend a play at *The Seattle Children's Theatre*.
- 5<sup>th</sup> grade students will participate in Education NGSS a Science unit titled, *The Importance of Clean Water in Our World*.
- 5<sup>th</sup> & 6<sup>th</sup> grade will participate in Math Olympiad.
- Other enrichment activities include: Library Book Tasting, Juan de Fuca Festival, 3<sup>rd</sup> grade rockets, 1<sup>st</sup> grade zoo, Apple Pie Social for Kindergarten, Unicycle Club, Heart of the Hills, Fish Hatchery Visit, Girls on the Run, Battle of the Books, 4<sup>th</sup> grade tour of WA state capitol, 3<sup>rd</sup> grade visit to PA Public Library.

## COORDINATION AND INTEGRATION

**\*Budget Program: Basic Education, Title I, Title II, LAP, High Poverty Lap, Other**

Program	Amount Available	Resource and Professional Development Activities	Description of Participating Staff
State Basic	\$ 2,597,276	On-going PD in math, ELA, science, writing, brain-based learning, trauma informed practices	All classroom teachers, administrator, secretaries, paras
State Special Ed	\$ 222,992	Included with above listed PD in addition to other more focused PD around issues specific to IEP writing, instruction, etc.	Special education teachers, plus therapists, plus paras, some general education teachers
Federal Special Ed	\$ 94,492	Included with the above	All staff
Title IA	\$ 109,870	Words Their Way Training, Progress Monitoring Training (Running Records, etc.), Read Live, modeling of instructional strategies, Parent Nights	Stephanie Latzel-Title 1 teacher Title 1 paras, all staff as needed
State LAP/HP LAP	\$ 207,748	Additional Para for grades 3/4 math support, Additional Para support for primary grades in ELA & Math, After-school reading and math tutoring, Confratute conference for 6 staff, math training, additional technology (Chrome Cart) to help provide support for primary grades.	All staff

## SIGN-OFF SHEET

**Directions:** Ask identified stakeholders at your site to sign off on this CSIP, indicating their participation and support for the current CSIP, their role, and their continued participation in the coordination and monitoring of the plan. Examples of roles may include, but are not limited to, parent, certificated staff, classified staff, student, principal, etc. Please print and submit this page in hard copy.

ROLE	PRINTED NAME	SIGNATURE
Principal	Gary Pringle	
1 <sup>st</sup> Grade Teacher		
2 <sup>nd</sup> Grade Teacher		
3 <sup>rd</sup> Grade Teacher		
4 <sup>th</sup> Grade Teacher		
5 <sup>th</sup> Grade Teacher		
6 <sup>th</sup> Grade Teacher		
Learning Support Teacher		
Special Education Teacher		
Parent		
Parent		
Assistant Superintendent	Chuck Lisk	
Superintendent	Martin Brewer	
School Board President	Sarah Methner	<i>Board Approved Date:</i> _____