

# Port Angeles School District

## Hamilton Elementary School

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

Needs Assessment

By:

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Completed On:

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### Continuous School Improvement Plan 2017 - 2018

*Board Meeting – October 19, 2017*

# DIRECTIONS

The process for developing your Continuous School Improvement Plan is outlined below. Decide where you need to put your focus in order to reach your specific learning improvement goals. Feel free to attach as appendices school-specific surveys, evaluations, assessments, self-study documents, or other information that will be descriptive and supportive of your plan.

## **PART 1: DISTRICT STRATEGIC PLAN SUMMARY - STRATEGIC GOALS AND OBJECTIVES**

Establish priority goals for improvement based on the district strategic plan. Establish building-level objectives to meet major goal expectations.

## **PART 2: DATA ANALYSIS**

Collect and analyze critical information.

## **PART 3: AREAS OF STRENGTH AND IMPROVEMENT**

Determine needs and strengths.

## **PART 4: ACTION PLANS**

Design action plans complete with responsibility designation, timelines, and indicators of success.

## **PART 5: NUTRITION AND PHYSICAL FITNESS POLICY 6700**

Each school will report their educational plan biennially to the Board.

## **PART 6: CHARACTERISTICS OF HIGH PERFORMING SCHOOLS**

## **PART 7: STUDENT TUTORIAL/ENRICHMENT STRATEGIES SUMMARY**

Briefly summarize your school's strategy for student remediation. 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.

## **PART 8: SCHOOL PROFESSIONAL DEVELOPMENT SUMMARY AND RESOURCE PLAN**

Please identify all of your school's professional development activities. Identify the staff group(s) participating in the activity. Identify only the budget estimates that total to your school's basic staff development allocation.

## **PART 9: EXECUTIVE SUMMARY**

Summarize your Continuous School Improvement Plan. Please submit to the superintendent a preliminary revision of your draft by Monday, October 9, 2017. Presentation will be at the Thursday, October 19, 2017 Board meeting. A mid-year review is due for presentation at the February 22, 2018 Board meeting. Information for a Final report by the Assistant Superintendent is due for presentation at the June 21, 2018 Board meeting.

## **PART 10: SIGN-OFF SHEET**

An original sign-off sheet that includes the names, positions, and signature of your site team must accompany the final plan on October 19, 2017.

**PART 1: DISTRICT STRATEGIC PLAN SUMMARY - STRATEGIC GOALS AND OBJECTIVES**

**STRATEGIC GOALS AND OBJECTIVES FOR 2017-18**

**Directions:** Please make sure that the district’s strategic plan goals are identified in the following spaces.

|                     |   |
|---------------------|---|
| <b>GOAL 1</b>       | <b>Organizational Culture:</b> All participants in our organization exhibit enthusiasm, feel valued, and find joy in their commitment to student learning and achievement.    |
| <b>OBJECTIVE(S)</b> | <b>1:1</b> Create a culture of trust among staff, students, and community.  |
|                     | <b>1:2</b> Create an efficient and effective communication system where the decision-making process is transparent and all stakeholders are well informed.                    |
|                     | <b>1:3</b> Have 100% of students in Grades 7 – 12 engaged in extracurricular activities.  |
| <b>GOAL 2</b>       | <b>Student Achievement:</b> All students will graduate and be prepared to live up to their potential and have the tools to pursue their aspirations.                          |
| <b>OBJECTIVE(S)</b> | <b>2:1</b> All students receive engaging, informative instruction throughout the system as demonstrated by student/parent data.   |
|                     | <b>2:2</b> All students will receive the necessary support to successfully matriculate through the system.  |
|                     | <b>2:3</b> Reinstate all-day kindergarten as soon as fiscally sustainable.  |
| <b>GOAL 3</b>       | <b>Resources:</b> To have the resources (time, talent & treasure) necessary to meet district student achievement goals.   |
| <b>OBJECTIVE(S)</b> | <b>3:1</b> Create a more efficient and equitable resource distribution system.  |
|                     | <b>3:2</b> Create an infrastructure that supports student learning.   |
| <b>GOAL 4</b>       | <b>Adaptability:</b> To be adaptable in our support of student achievement.   |
| <b>OBJECTIVE(S)</b> | <b>4:1</b> Create a data-driven adaptable education system.   |
| <b>GOAL 5</b>       | <b>Community:</b> To have community support for the value of education in the midst of community changes and to have education as The Priority in The Port Angeles community. |
| <b>OBJECTIVE(S)</b> | <b>5:1</b> Leverage community resources and Expertise to further the education of all students.   |

**PART 2: DATA ANALYSIS**

**SBA & MSP DATA**

| Color Key               |
|-------------------------|
| Above State Avg.        |
| At, or Near, State Avg. |
| Below State Avg.        |

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

| Analysis Tool/<br>Measurement Device                 | SBA<br>2016 | State<br>2016 | SBA<br>2017 | State<br>2017 | Analysis Tool/<br>Measurement Device          | SBA<br>2016 | State<br>2016 | SBA<br>2017 | State<br>2017 |
|--|-------------|---------------|-------------|---------------|---|-------------|---------------|-------------|---------------|
| <b>Reading/ELA 3:</b><br>% of students at each level |             |               |             |               | <b>Math 3:</b><br>% of students at each level |             |               |             |               |
| Level 1:   | 0           | 21.5          | 6.7         | 23.8          | Level 1:                                      | 2           | 18.2          | 8.4         | 19.9          |
| Level 2:   | 18          | 22.1          | 16.9        | 21.7          | Level 2:                                      | 14          | 20.8          | 15.2        | 20.4          |
| Level 3:   | 40          | 23            | 28.8        | 22.7          | Level 3:                                      | 42          | 31            | 32.2        | 29.4          |
| Level 4:   |             |               |             |               | Level 4:                                      |             |               |             |               |
| Level 4:   | 40          | 30.9          | 47.4        | 29.5          | Level 4:                                      | 42          | 27.5          | 42.3        | 28.1          |
| <b>Reading/ELA 3:</b><br>% Meeting Standard:         | 82          | 54.3          | 76.2        | 52.6          | <b>Math 3:</b><br>% Meeting Standard:         | 84          | 58.9          | 76.2        | 57.8          |
| % Not Meeting Standard:                              | 18          | 45.6          | 23.7        | 47.3          | % Not Meeting Standard:                       | 16          | 41            | 23.7        | 42.1          |

| Analysis Tool/<br>Measurement Device                 | SBA<br>2016 | State<br>2016 | SBA<br>2017 | State<br>2017 |
|--|-------------|---------------|-------------|---------------|
| <b>Reading/ELA 4:</b><br>% of students at each level |             |               |             |               |
| Level 1:   | 13          | 23.1          | 20          | 25.2          |
| Level 2:   | 21.7        | 18            | 17.7        | 17.7          |
| Level 3:   | 32.6        | 24.5          | 28.8        | 24            |
| Level 4:   | 30.4        | 32            | 33.3        | 30.7          |
| <b>Reading/ELA 4:</b><br>% Meeting Standard:         | 65.2        | 57            | 62.2        | 55.2          |
| % Not Meeting Standard:                              | 34.8        | 42.9          | 37.8        | 44.7          |

**PART 2: DATA ANALYSIS**

**SBA & MSP DATA**

| Color Key               |
|-------------------------|
| Above State Avg.        |
| At, or Near, State Avg. |
| Below State Avg.        |

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

| Analysis Tool/<br>Measurement Device          | SBA<br>2016 | State<br>2016 | SBA<br>2017 | State<br>2017 | Analysis Tool/<br>Measurement Device                 | MSP<br>2016 | State<br>2016 | SBA<br>2017 | State<br>2017 |
|---|-------------|---------------|-------------|---------------|--|-------------|---------------|-------------|---------------|
| <b>Math 4:</b><br>% of students at each level |             |               |             |               | <b>MSP Science 5:</b><br>% of students at each level |             |               |             |               |
| Level 1:                                      | 2.2         | 15.7          | 8.8         | 17.3          | Level 1:   | 6.7         | 15.4          | 0           | 15.7          |
| Level 2:                                      | 28.3        | 26.9          | 33.3        | 26.5          | Level 2:   | 8.9         | 17.1          | 5           | 18.8          |
| Level 3:                                      | 41.3        | 28.3          | 35.5        | 27.7          | Level 3:   | 35.6        | 31.8          | 16          | 29.7          |
| Level 4:                                      | 23.9        | 26.6          | 22.2        | 26.2          | Level 4:   | 46.7        | 32.9          | 80          | 33.2          |
| <b>Math 4:</b><br>% Meeting Standard:         | 69.6        | 55.4          | 57.7        | 54.3          | <b>MSP Science 5:</b><br>% Meeting Standard:         | 84.4        | 65.3          | 95          | 63.4          |
| % Not Meeting Standard:                       | 30.4        | 44.5          | 42.2        | 45.6          | % Not Meeting Standard:                              | 15.6        | 34.6          | 5           | 36.5          |

| Analysis Tool/<br>Measurement Device                 | SBA<br>2016 | State<br>2016 | SBA<br>2017 | State<br>2017 | Analysis Tool/<br>Measurement Device          | SBA<br>2016 | State<br>2016 | SBA<br>2017 | State<br>2017 |
|--|-------------|---------------|-------------|---------------|---|-------------|---------------|-------------|---------------|
| <b>Reading/ELA 5:</b><br>% of students at each level |             |               |             |               | <b>Math 5:</b><br>% of students at each level |             |               |             |               |
| Level 1:   | 13.3        | 20.1          | 9           | 21.9          | Level 1:                                      | 16.3        | 23.3          | 4.5         | 25            |
| Level 2:   | 17.8        | 17.4          | 11.3        | 17.7          | Level 2:                                      | 34.9        | 25.5          | 27.2        | 24.6          |
| Level 3:   | 42.2        | 32.1          | 34          | 31            | Level 3:                                      | 23.3        | 20.2          | 20.4        | 19.5          |
| Level 4:   | 24.4        | 27.4          | 45.4        | 27.2          | Level 4:                                      | 23.3        | 28.5          | 45.4        | 28.8          |
| <b>Reading/ELA 5:</b><br>% Meeting Standard:         | 68.9        | 60.1          | 79.5        | 58.6          | <b>Math 5:</b><br>% Meeting Standard:         | 48.8        | 49.2          | 68.1        | 48.6          |
| % Not Meeting Standard:                              | 31.1        | 39.8          | 20.4        | 41.3          | % Not Meeting Standard:                       | 51.2        | 50.7          | 31.8        | 51.3          |

**PART 2: DATA ANALYSIS**

**SBA & MSP DATA**

| Color Key               |
|-------------------------|
| Above State Avg.        |
| 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/<br>Measurement Device                 | SBA<br>2016 | State<br>2016 | SBA<br>2017 | State<br>2017 | Analysis Tool/<br>Measurement Device          | SBA<br>2016 | State<br>2016 | SBA<br>2017 | State<br>2017 |
|--|-------------|---------------|-------------|---------------|---|-------------|---------------|-------------|---------------|
| <b>Reading/ELA 6:</b><br>% of students at each level |             |               |             |               | <b>Math 6:</b><br>% of students at each level |             |               |             |               |
| Level 1:   | 7.7         | 18.3          | 12.7        | 19.2          | Level 1:                                      | 25.6        | 23.5          | 12.7        | 23.9          |
| Level 2:   | 17.9        | 23.2          | 36.1        | 23.4          | Level 2:                                      | 20.5        | 26.3          | 27.6        | 25.9          |
| Level 3:   | 43.6        | 34.2          | 38.2        | 34.2          | Level 3:                                      | 30.8        | 21.5          | 29.7        | 21.9          |
| Level 4:   | 28.2        | 21.8          | 12.7        | 20.7          | Level 4:                                      | 23.1        | 26.2          | 29.7        | 25.9          |
| <b>Reading/ELA 6:</b><br>% Meeting Standard:         | 74.4        | 56.5          | 51          | 55.5          | <b>Math 6:</b><br>% Meeting Standard:         | 53.8        | 48            | 59.5        | 48.2          |
| % Not Meeting Standard:                              | 25.6        | 43.4          | 48.9        | 44.4          | % Not Meeting Standard:                       | 46.2        | 51.9          | 40.4        | 51.7          |

**Needs Assessments Implications:**

Observations:

- Hamilton was at, or exceeded, the state average in 49 of 54 (90.7%) areas of measurement on the SBA. This is a 5.6% increase over the 2015 SBA results (46 of 54 85.1%).
- Our 6<sup>th</sup> grade ELA scores dropped by 23.4%, as such, it is our need for greatest ELA improvement.
- Although we continue to outperform the state in most math categories, our math scores continue to lag behind ELA.

Implication:

- Hamilton will take advantage of Math Professional Development being offered by Lisa McCoy, and will take advantage District of ELA Professional Development opportunities; Step Up to Writing and David Matteson
- 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.
- Staffing adjustments will be made to insure student success.

PART 2: DATA ANALYSIS

SBA & MSP DISAGGREGATION DATA

| Color Key               |
|-------------------------|
| Above State Avg.        |
| At, or Near, State Avg. |
| Below State Avg.        |

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 2016     | State 2016 | SBA 2017 | State 2017 | Ham vs State |  |  |
| Male       | 80.7        | 50.5       | 80       | 49         | +31          |  | 80.7         | 59.6       | 76.6     | 58.6       | +18          |  |  |
| Female     | 83.3        | 58.4       | 72.4     | 56.4       | +16          |  | 87.5         | 58.1       | 75.8     | 56.9       | +18.9        |  |  |
| Low Income | 82.7        | 37.7       | 64.5     | 35.6       | +28.9        |  | 82.7         | 43.9       | 64.5     | 42.1       | +22.4        |  |  |
| Special Ed | *           |            | 80       | 24.7       | +55.3        |  | *            |            | 60       | 28.4       | +31.6        |  |  |

| Sub-Groups | GRADE 4 ELA |            |          |            |              |  | GRADE 4 MATH |            |          |            |              |  |  |
|------------|-------------|------------|----------|------------|--------------|--|--------------|------------|----------|------------|--------------|--|--|
|            | SBA 2016    | State 2016 | SBA 2017 | State 2017 | Ham vs State |  | SBA 2016     | State 2016 | SBA 2017 | State 2017 | Ham vs State |  |  |
| Male       | 67.8        | 53         | 62.5     | 51.5       | +11          |  | 71.4         | 56.5       | 54.1     | 55.8       | -1.7         |  |  |
| Female     | 61.1        | 61.2       | 61.9     | 59         | +2.9         |  | 66.7         | 54.2       | 61.9     | 52.8       | +9.1         |  |  |
| Low Income | 62.9        | 40.2       | 56.5     | 37.9       | +18.6        |  | 66.6         | 38.9       | 52.1     | 38         | +14.1        |  |  |
| Special Ed | *           |            | 80       | 22.7       | +57.3        |  | *            |            | 60       | 24         | +36          |  |  |

| Sub-Groups | GRADE 5 SCIENCE |            |          |            |              |  |
|------------|-----------------|------------|----------|------------|--------------|--|
|            | MSP 2016        | State 2016 | MSP 2017 | State 2017 | Ham vs State |  |
| Male       | 84.2            | 64.4       | 91       | 62.2       | +28.8        |  |
| Female     | 84.6            | 66.2       | 100      | 64.5       | +35.5        |  |
| Low Income | 88.8            | 49.4       | 96       | 46.5       | +49.5        |  |
| Special Ed | *               |            | 100      | 32.6       | +67.4        |  |

PART 2: DATA ANALYSIS

| Color Key               |
|-------------------------|
| Above State Avg.        |
| At, or Near, State Avg. |
| 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 2016     | State 2016 | SBA 2017 | State 2017 | Ham vs State |  |  |
| Male       | 63.1        | 54.6       | 77.2     | 53.6       | +23.6        |  | 38.8         | 50.1       | 72.7     | 49.9       | +22.8        |  |  |
| Female     | 73          | 65.8       | 81.8     | 63.8       | +18          |  | 56           | 48.2       | 63.6     | 47.2       | +16.4        |  |  |
| Low Income | 66.6        | 43.5       | 78       | 41.2       | +36.8        |  | 56           | 32.5       | 52       | 31.1       | +20.9        |  |  |
| Special Ed | *           |            | 67       | 22.2       | +44.8        |  | *            |            | 100      | 17.5       | +82.5        |  |  |

| Sub-Groups | GRADE 6 ELA |            |          |            |              |  | GRADE 6 MATH |            |          |            |              |  |  |
|------------|-------------|------------|----------|------------|--------------|--|--------------|------------|----------|------------|--------------|--|--|
|            | SBA 2016    | State 2016 | SBA 2017 | State 2017 | Ham vs State |  | SBA 2016     | State 2016 | SBA 2017 | State 2017 | Ham vs State |  |  |
| Male       | 66.6        | 50.6       | 38       | 49.8       | -11.8        |  | 52.3         | 47.1       | 52.3     | 47.7       | +4.6         |  |  |
| Female     | 83.3        | 62.7       | 61.5     | 61.5       | 0            |  | 55.5         | 49.1       | 65.3     | 49.4       | +15.9        |  |  |
| Low Income | 66.6        | 39.3       | 48.2     | 37.4       | +10.8        |  | 55.5         | 30.5       | 51.7     | 30.3       | +21.4        |  |  |
| Special Ed | *           |            | 0        | 18.2       | -18.2        |  | *            |            | 0        | 13.9       | -13.9        |  |  |

Needs Assessments Implications:

Observations:

- There is no significant gender gap in Math.
- There is no significant gender gap in ELA.
- There is no significant gender gap in Science.
- Hamilton Low-Income/Special Education students greatly outperformed the state in all content areas.

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.



**PART 2: DATA ANALYSIS**

**INTERNAL ACCOUNTABILITY SYSTEM DATA**

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

| Analysis Tool/<br>Measurement Device   | Results for 2015-16  |                          |                            | Results for 2016-17 |                |                     |                 |                  |
|--|--|--------------------------|----------------------------|---------------------|----------------|---------------------|-----------------|------------------|
|  | <b>K-WA Kids Assessment (WA-K)<br/>Developmental Reading<br/>Assessment (DRA) or<br/>Analytical Reading Inventory<br/>(ARI)<br/>Fall, Winter, Spring<br/>District Reading<br/>Winter Benchmark<br/>(percent of students at standard)<br/>Or Houghton Mifflin Unit<br/>Assessment</b> | <b>Reading</b>           |                            |                     | <b>Reading</b> |                     |                 |                  |
| Grade  |  | Fall                     | Winter                     | Spring              | Grade          | Fall                | Winter          | Spring           |
| K  |  | 7 of 9 Sounds<br>(93.7%) | 16 of 26 Sounds<br>(93.7%) | 26 of 26 Sounds     | K              |                     |                 |                  |
| 1  |  | 69.2                     | 72.5                       | 87.8%               | 1              |                     |                 |                  |
| 2  |  | 71                       | 76.2                       | 85.9%               | 2              |                     |                 |                  |
| 3  |  | 82                       | 79.5                       | 76.2% SBA           | 3              |                     |                 |                  |
| 4  |  | 81.8                     | 91                         | 62.2% SBA           | 4              |                     |                 |                  |
| 5  |  | 72.3                     | 78.7                       | 79.5% SBA           | 5              |                     |                 |                  |
| 6  | 89.7   | 89.7                     | 51% SBA                    | 6                   |                |                     |                 |                  |
| <b>NWEA MAP or<br/>Curriculum Benchmark Tests<br/>District Writing Benchmarks<br/>Fall, Winter, Spring<br/>(percent of students at standard)</b> | <b>Math</b>  |                          |                            | <b>Math</b>         |                |                     |                 |                  |
|  | Grade  | Fall                     | Winter                     | Spring              | Grade          | Fall                | Winter          | Spring           |
|  | K  | WA Kids                  | 100                        | 100%                | K              |                     |                 |                  |
|  | 1  | 72                       | 81.8                       | 93.1%               | 1              |                     |                 |                  |
|  | 2  | 87.7                     | 85.9                       | 94.6%               | 2              |                     |                 |                  |
|  | 3  | 71.4                     | 88                         | 76.2% SBA           | 3              |                     |                 |                  |
|  | 4  | 86.3                     | 69.5                       | 57.7% SBA           | 4              |                     |                 |                  |
|  | 5  | 73.9                     | 70.4                       | 68.1% SBA           | 5              |                     |                 |                  |
| 6  | 78.3   | 85.7                     | 59.5% SBA                  | 6                   |                |                     |                 |                  |
| <b>District Science Kit Assessments<br/>(FOSS Kits)<br/>(percent of students at standard)</b>  | <b>Science</b>   |                          |                            | <b>Science</b>      |                |                     |                 |                  |
|  | Grade  | Physical<br>Science      | Life<br>Science            | Earth Science       | Grade          | Physical<br>Science | Life<br>Science | Earth<br>Science |
|  | K  | NA                       | 100                        | 100%                | K              |                     |                 |                  |
|  | 1  | 90.9                     | 94.1                       | 93.1%               | 1              |                     |                 |                  |
|  | 2  | 96.4                     | 96.4                       | 80.7%               | 2              |                     |                 |                  |
|  | 3  | 88                       | 96                         | 84%                 | 3              |                     |                 |                  |
|  | 4  | 72%                      | 82.6                       | 75%                 | 4              |                     |                 |                  |
|  | 5  | 73.9%                    | 68                         | 76.7%               | 5              |                     |                 |                  |
| 6  | 89.1%  | 94.5                     | 92%                        | 6                   |                |                     |                 |                  |

PART 2: DATA ANALYSIS

## 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 2016-17 (EOY)                   |                    |                       |             |           |            | Internal Assessment Results for 2017-18 |       |                    |                       |             |           |            |                 |
| 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 |            |                 |
|   | 168.5              | 94.23                 | 14          | 0         | 0          | 2                                       |       |                    |                       |             |           |            |                 |
| K   | 22.5               | 92.23                 | 0           | 0         | 0          | 0                                       | K     |                    |                       |             |           |            |                 |
| 1   | 8.5                | 95.63                 | 3           | 0         | 0          | 0                                       | 1     |                    |                       |             |           |            |                 |
| 2   | 15.5               | 94.68                 | 0           | 0         | 0          | 0                                       | 2     |                    |                       |             |           |            |                 |
| 3   | 52.5               | 94.18                 | 6           | 0         | 0          | 1                                       | 3     |                    |                       |             |           |            |                 |
| 4   | 11                 | 95.52                 | 5           | 0         | 0          | 0                                       | 4     |                    |                       |             |           |            |                 |
| 5   | 54.5               | 93.45                 | 0           | 0         | 0          | 1                                       | 5     |                    |                       |             |           |            |                 |
| 6   | 4                  | 94.10                 | 0           | 0         | 0          | 0                                       | 6     |                    |                       |             |           |            |                 |

| Summary of Student Support Services 2017-18 |                                   |   |     |                                  |
|---|-----------------------------------|---|-----|----------------------------------|
| Grade                                       | Special Education<br>(not speech) | Homeless<br>Number of Homeless Students<br>McKinney Vento | 504 | Student Assistance Team<br>(SAT) |
| K   | 8                                 | 0   | 0   | 0                                |
| 1   | 3                                 | 0   | 1   | 2                                |
| 2   | 2                                 | 0   | 1   | 0                                |
| 3   | 3                                 | 0   | 2   | 1                                |
| 4   | 3                                 | 1   | 0   | 0                                |
| 5   | 3                                 | 1   | 0   | 1                                |
| 6   | 2                                 | 1   | 3   | 0                                |
|   | 25                                | 3   | 7   | 4                                |

**PART 2: DATA ANALYSIS**

**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.

| <b>Data Source</b>        | <b>Information Provided By Data</b>   | <b>Summary 2016-17 EOY</b>  |
|---------------------------|---|---|
| Attendance Report         | Percent of students present per day (2016-17).  | 94.23%  |
| Unexcused Absences        | Total number of absences not excused (2016-17).   | 168.5   |
| Discipline Report         | Summary of discipline activity for the building (2016-17).                                      | Drugs/Alcohol: 0<br>Tobacco: 0<br>Weapons: 0<br>Fighting/Assaults: 0<br>Court Petitions: 2<br>Expulsions: 0<br>Short-term Suspensions: 14<br>Long-term Suspensions: 0 |
| Free/Reduced Lunch Report | Percent of students where family income is below federally established poverty level (2016-17). | 53%   |
| Gender Report             | Number of male and female students as reported by the 2015-16 OSPI School Report Card           | Males: 51%<br>Females: 49%  |
| Ethnicity Report          | Percent of students by ethnic groups as reported by the 2016-17 OSPI School Report Card         | American Indian or Alaskan Native: 3.1%<br>Asian or Pacific Islander: 1.8%<br>Black: .8%<br>Hispanic: 10.2%<br>White: 72.9%   |
| Staff Report              | Staff demographic data as reported in the 2016-17 OSPI School Report Card                       | Gen/Ed Classroom Teachers: 18<br>Overall Ratio: 1:21.3<br>Average Years of Exp: 15.8<br>Percent ≥ a Master’s Degree: 60.9%  |

**PART 3: AREAS OF STRENGTH AND IMPROVEMENT**

## AREAS OF STRENGTH AND IMPROVEMENT

**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 FOR IMPROVEMENT   |
|--|---|
| <p>Hamilton scored above the State average in 8 of 9 assessed areas on the SBA.</p> <p>Hamilton scored significantly higher than the State in: Low Income (ELA +23.77%, Math+19.7%, Science +49.5%), Special Education (ELA +34.8%, Math+34.05%, Science +67.4%).</p> <p>Fifth grade scored 95% in Science (31% above the state average).</p> <p>No significant gap in: Low-Income, Gender and Ethnicity.</p> <p>More Hamilton students scored level 4 than any other score:<br/>           ELA: 1=11.3%, 2=20.6%, 3=32.4%, <b>4=35.5%</b><br/>           Math: 1=8.4%, 2=28.7%, 3=28.7%, <b>4=34.1%</b><br/>           Science: 1=0%, 2=4.5%, 3=16%, <b>4=79.5%</b></p> | <p>6<sup>th</sup> grade ELA was 4.5% below the state average in ELA.</p> <p>In 6<sup>th</sup> grade ELA, boys were 11.8% below the state average and were 23.5% below Hamilton girls.</p> |

**PART 4: ACTION PLANS**

**ACTION PLAN**

**Strategic Plan Goal 1: Organizational Culture:** All participants in our organization exhibit enthusiasm, feel valued, and find joy in their commitment to student learning and achievement.

**Objective 1.1:** Create a culture of trust among staff, students, and community.

| Schoolwide Reform Strategies<br>GOAL 1<br>CEE  | Based on the last three sets of CEE survey parent responses, we will increase the number of parent CEE survey responses to no less than 100. An increase in the amount of parent responses will provide more accurate data and thus allow Hamilton to better meet the needs of our parent stakeholders. |                              |                        |                          |           |  |
|--|---|------------------------------|------------------------|--------------------------|-----------|--|
|  | ACTIVITIES  | START & END DATES            | PERSONS RESPONSIBLE    | REVIEWED BY              | COMPLETED |  |
|  |   |                              |                        | Yes                      | Comments  |  |
| Hamilton and grade-level teams will provide a variety of opportunities for greater parent involvement, such as social/educational events during or after the school day: i.e. Literacy Night, Math Night, Fitness Nights, Pie Social, PTO Movie Night and Science Night. | Sept 2017-June 2018   | Grade Level Teams, Principal | All Staff, Principal   | <input type="checkbox"/> |           |  |
| Staff will utilize a wide variety of methods to improve communication/participation with parents including, but not limited to: Newsletters, Classroom Messenger, Classroom Dojo, and Hamilton positive postcards.   | Sept 2017-June 2018   | All Staff, Principal         | All Staff, , Principal | <input type="checkbox"/> |           |  |
| Hamilton will increase the number of Parent Surveys completed and turned in by offering the incentive of a drawing (return your survey, be entered into a drawing to win a gift certificate).  | Sept. 2017-June 2018  | All Staff, Principal         | All Staff, Principal   | <input type="checkbox"/> |           |  |

**PART 4: ACTION PLANS**

**ACTION PLAN**

**Strategic Plan Goal 2:** All students will graduate and be prepared to live up to their potential and have the tools to pursue their aspirations.

**Objective 2.1:** All students receive engaging, informative instruction throughout the system as demonstrated by student/parent data in ELA.

**Objective 2.2:** All students will receive the necessary support to successfully matriculate through the system in ELA.

|   |  |
|---|--|
| <p><b>Schoolwide Reform Strategies<br/>Goal 2 – ELA</b></p> | <p>Based on grade level summative assessments, in collaboration with all Hamilton stakeholders, Hamilton students will reach or exceed grade-level achievement goals:</p> <ul style="list-style-type: none"> <li>• <b>Kindergarten:</b> 90% of Kindergarteners will know 24/26 letter sounds;</li> <li>• <b>1<sup>st</sup> grade:</b> 45/58 first grade students to achieve a level 16 reading level on their final DRA assessment;</li> <li>• <b>2<sup>nd</sup> Grade:</b> On the end of year Dibles assessment, 75% of second grade students will be considered “low risk” for correct words read per minute</li> <li>• <b>3<sup>rd</sup>-6<sup>th</sup>:</b> <b>Hamilton’s ELA SBA scores will exceed the state average by no less than 10%.</b><br/>We will monitor progress using classroom, building and district assessments including the mid-year benchmarks, MAP testing, and end of year benchmarks.</li> </ul> |
|---|--|

  

|                         | 3-year MSP Avg. |       |            |  | 3-year SBA Avg. |       |            |
|-------------------------|-----------------|-------|------------|--|-----------------|-------|------------|
|                         | Hamilton        | State | Difference |  | Hamilton        | State | Difference |
| 3 <sup>rd</sup> Reading | 85              | 69    | +16        |  | 80              | 53    | +27        |
| 4 <sup>th</sup> Reading | 86              | 71    | +15        |  | 67              | 56    | +11        |
| 5 <sup>th</sup> Reading | 83              | 72    | +11        |  | 68              | 59    | +9         |
| 6 <sup>th</sup> Reading | 86              | 72    | +14        |  | 65              | 55    | +10        |

| ACTIVITIES   | START & END DATES    | PERSONS RESPONSIBLE                   | REVIEWED BY                           | COMPLETED                |          |
|--|----------------------|---------------------------------------|---------------------------------------|--------------------------|----------|
|  |                      |                                       |                                       | Yes                      | Comments |
| Hamilton grade-level teams will emphasize increasing Rigor in the Core Instruction of ELA. Teams will provide increased rigor and academic challenge by ensuring: Grade-level Collaboration; Curriculum Coherence; Expectations for Student Work; Grading Practices; Instructional Strategies.     | Sept 2017-June 2018  | Grade Level Teams, Principal          | All Staff, Principal                  | <input type="checkbox"/> |          |
| Continue to implement RTI plan school-wide benchmark assessments, progress monitoring, regular meetings to review data to adjust instruction. Tier 2 & Tier 3 students receive additional small group reading support.   | Sept 2017-June 2018  | All Staff, Reading Teacher, Principal | All Staff, Reading Teacher, Principal | <input type="checkbox"/> |          |
| Hamilton will participate in an Accelerated Reader incentive program to promote fluency/comprehension & and overall literacy achievement. Hamilton staff will be provided with the opportunity to participate in District level ELA professional development (Step Up to Writing, David Matteson). | Sept. 2017-June 2018 | All Staff, Principal                  | All Staff, Principal                  | <input type="checkbox"/> |          |

**PART 4: ACTION PLANS**

**ACTION PLAN**

**Strategic Plan Goal 2:** All students will graduate and be prepared to live up to their potential and have the tools to pursue their aspirations.

**Objective 2.1:** All students receive engaging, informative instruction throughout the system as demonstrated by student/path data in Math.

**Objective 2.2:** All students receive necessary support to successfully matriculate through the system in Math.

**Schoolwide Reform Strategies  
GOAL 3 – Math**

Based on grade level summative assessments, and in collaboration with all Hamilton stakeholders, Hamilton students will reach or exceed grade-level achievement goals:

- **Kindergarten:** 90% of Kindergarteners will know all number names 0-30 in random order;
- **1<sup>st</sup> and 2<sup>nd</sup> grade:** 75% of students will meet or exceed the district standard of 70% on the Envisions benchmark assessments (topic 1-4, 5-8, 9-12).
- **3<sup>rd</sup>-6<sup>th</sup>:** Hamilton’s Math SBA scores will exceed the state average by no less than 10%. We will monitor progress using classroom, building and district assessments including the mid-year benchmarks, MAP testing, and end of year benchmarks.

|                      | 3-year MSP Avg. |       |            | 3-year SBA Avg. |       |            |
|----------------------|-----------------|-------|------------|-----------------|-------|------------|
|                      | Hamilton        | State | Difference | Hamilton        | State | Difference |
| 3 <sup>rd</sup> Math | 83              | 64    | +19        | 83              | 58    | +25        |
| 4 <sup>th</sup> Math | 66              | 61    | +5         | 65              | 55    | +10        |
| 5 <sup>th</sup> Math | 58              | 63    | -5         | 53              | 49    | +4         |
| 6 <sup>th</sup> Math | 68              | 61    | +7         | 56              | 47    | +9         |

| ACTIVITIES   | START & END DATES        | PERSONS RESPONSIBLE                      | REVIEWED BY                            | COMPLETED                |          |
|--|--------------------------|--|--|--------------------------|----------|
|  |                          |  |  | Yes                      | Comments |
| Hamilton grade-level teams will be emphasizing increasing Rigor in the Core Instruction of Math (Kindergarten, 4 <sup>th</sup> grade and 5 <sup>th</sup> grade are utilizing Eureka Math). Teams will provide increased rigor and academic challenge by insuring: Grade-level Collaboration; Curriculum Coherence; Expectations for Student Work; Grading Practices; Instructional Strategies. Staff will receive mentoring and math resources from Mrs. McCoy who is currently working toward her Elementary Math Specialist endorsement. | September 2017-June 2018 | Grade-Level teams, Mrs. McCoy, Principal | Principal, Mrs. McCoy, Leadership Team | <input type="checkbox"/> |          |



|   |                          |   |   |                          |  |
|---|--------------------------|---|---|--------------------------|--|
| Staff will receive mentoring and resources for integrating physical activity into math instruction from Krista Winn.  | September 2017-June 2018 | Krista Winn, Teachers   | Principal, Mrs. Winn, Leadership Team   | <input type="checkbox"/> |  |
| Hamilton will use the 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. Para support will also be provided to assist 5 <sup>th</sup> and 6 <sup>th</sup> grade. Accelerated Math will be provided for teachers to support student learning. | Sept 2017-June 2018      | Principal, 3 <sup>rd</sup> -6 <sup>th</sup> grade Teaching team | Principal, 5 <sup>th</sup> & 6 <sup>th</sup> grade Teaching Team, Leadership Team | <input type="checkbox"/> |  |

**PART 4: ACTION PLANS**

**ACTION PLAN**

**Strategic Plan Goal 2:** All students will graduate and be prepared to live up to their potential and have the tools to pursue their aspirations.

**Objective 2.2:** All students receive necessary support to successfully matriculate through the system.

| <p><b>Schoolwide Reform Strategies<br/>GOAL 4 – Closing the Gap:<br/>Attendance</b></p>   | <p>Based on the 2016-2017 attendance data, in collaboration with Hamilton stakeholders, Hamilton will reduce the percentage of students identified as having chronic attendance issues from 14.2% (56 students) to no greater than 10% (39 students) by June 2018, as measured by Skyward attendance data.</p> |   |                                   |                                 |  |
|---|--|---|-----------------------------------|---------------------------------|--|
| <p><b>ACTIVITIES</b></p>  | <p><b>START &amp; END DATES</b></p>  | <p><b>PERSONS RESPONSIBLE</b></p>       | <p><b>REVIEWED BY</b></p>         | <p><b>COMPLETED</b></p>         |  |
| <p>Implement strategies from “<i>Count Me In</i>” <i>Tips for Increasing Student Attendance</i> (Create a positive school climate, reward and recognize individuals and classes for improved attendance, make a target list of low-attending students).</p> | <p>September 2017-June 2018</p>  | <p>All Hamilton Staff</p>               | <p>Leadership Team, Principal</p> | <p><input type="checkbox"/></p> |  |
| <p>Staff will increase efforts to “Teach Attendance” (assemblies, poster competition, and announcements).</p>   | <p>September 2017-June 2018</p>  | <p>All Hamilton Staff</p>               | <p>Leadership Team, Principal</p> | <p><input type="checkbox"/></p> |  |
| <p>Implement early communication with previous chronic attendance issue families, as well as continued check-ins</p>  | <p>September 2017-June 2018</p>  | <p>Classroom Teachers, Office Staff</p> | <p>Leadership Team, Principal</p> |                                 |  |

**PART 5: NUTRITION AND PHYSICAL ACTIVITY POLICY #6700**

**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 2017-June 2018 | 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 2017-June 2018 | 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 2017-June 2018 | Mrs. Winn                     | <input type="checkbox"/> |          |
| Brain Boosters and physical activities will be utilized by classroom teachers at appropriate times in the classroom.<br>Grades 1 <sup>st</sup> -3 <sup>rd</sup> 40 min per week<br>Grades 4 <sup>th</sup> -6 <sup>th</sup> 20 min per week | September 2017-June 2018 | Classroom Teachers, Mrs. Winn | <input type="checkbox"/> |          |
| Hamilton will utilize <i>Fitness for Life Curriculum</i> , and will plan/organize Hamilton Wellness Weeks and special school events.   | September 2017-June 2018 | All Hamilton Staff            | <input type="checkbox"/> |          |

**PART 6: CHARACTERISTICS OF HIGH PERFORMING SCHOOLS**

**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:

| <b>Category</b>  | <b>2011</b> | <b>2012</b> | <b>2013</b> | <b>2014</b> | <b>2015</b> | <b>2016</b> |
|--|-------------|-------------|-------------|-------------|-------------|-------------|
| Clear & Shared Focus   | 86%         | 83%         | 88%         | X           | <b>82%</b>  | <b>89</b>   |
| Effective School Leadership                                    | 89%         | 74%         | 77%         | X           | <b>91%</b>  | <b>85</b>   |
| High Standards & Expectations                                  | 66%         | 65%         | 81%         | X           | <b>93%</b>  | <b>93</b>   |
| High Levels of Collaboration and Communication                 | 69%         | 78%         | 86%         | X           | <b>94%</b>  | <b>97</b>   |
| Supportive Learning Environment                                | 82%         | 85%         | 89%         | X           | <b>97%</b>  | <b>96</b>   |
| Frequent Monitoring of Teaching and Learning                   | 61%         | 64%         | 70%         | X           | <b>85%</b>  | <b>89</b>   |
| Focused Professional Development                               | 55%         | 65%         | 69%         | X           | <b>83%</b>  | <b>87</b>   |
| Curriculum, Instruction, and Assessment Aligned with Standards | 80%         | 70%         | 79%         | X           | <b>89%</b>  | <b>94</b>   |
| High Levels of Community & Parent Involvement                  | 71%         | 66%         | 79%         | X           | <b>83%</b>  | <b>87</b>   |
| Staff Willingness to Change                                    | 79%         | 94%         | 100%        | X           | <b>100%</b> | <b>100</b>  |

**PART 6: CHARACTERISTICS OF HIGH PERFORMING SCHOOLS**

## 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                                       | 2012 | *2013 | 2014 | 2015 | 2016      |
|--|------|-------|------|------|-----------|
| Clear & Shared Focus                           | 84%  | 90%   | X    | 91%  | <b>81</b> |
| Effective School Leadership                    | 92%  | 70%   | X    | 90%  | <b>90</b> |
| Frequent Monitoring of Teaching and Learning   | 84%  | 78%   | X    | 81%  | <b>80</b> |
| High Standards & Expectations                  | 92%  | 87%   | X    | 88%  | <b>91</b> |
| High Levels of Collaboration and Communication | 85%  | 84%   | X    | 90%  | <b>78</b> |
| High Levels of Community & Parent Involvement  | 76%  | 68%   | X    | 79%  | <b>84</b> |
| Supportive Learning Environment                | 87%  | 63%   | X    | 87%  | <b>86</b> |

**PART 6: CHARACTERISTICS OF HIGH PERFORMING SCHOOLS**

**CHARACTERISTICS OF HIGH PERFORMING SCHOOLS**

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

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

| Category                                       | 2012 | 2013 | 2014 | 2015       | 2016 |
|--|------|------|------|------------|------|
| Clear & Shared Focus                           | 73%  | 76%  | X    | <b>83%</b> | X    |
| Effective School Leadership                    | 65%  | 74%  | X    | <b>77%</b> | X    |
| Frequent Monitoring of Teaching and Learning   | 77%  | 85%  | X    | <b>86%</b> | X    |
| High Standards & Expectations                  | 92%  | 93%  | X    | <b>93%</b> | X    |
| High Levels of Collaboration and Communication | 75%  | 76%  | X    | <b>84%</b> | X    |
| Supportive Learning Environment                | 76%  | 79%  | X    | <b>85%</b> | X    |

## PART 7: STUDENT TUTORIAL/ENRICHMENT STRATEGIES SUMMARY

### 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 5<sup>th</sup> and 6<sup>th</sup> grade 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** production of, “*King Arthur’s Quest.*”
- 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 fourth 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.

**PART 8: SCHOOL PROFESSIONAL DEVELOPMENT SUMMARY & RESOURCE PLAN**

**SCHOOL PROFESSIONAL DEVELOPMENT SUMMARY & RESOURCE PLAN**

**Directions:** Please identify all of your school’s professional development activities. Identify the staff group(s) participating in the activity. Identify only the budget estimates that total to your school’s basic staff development allocation.

| <b>Brief paragraph explaining your Professional Development Summary and Resource Plan</b>  |  |   |                                     |
|--|--|---|-------------------------------------|
| We will focus our professional development this year the content areas (Math, ELA, Science, Music, PE) and Climate and Culture<br>We will also encourage staff to participate in peer observations/co-teaching and visiting other schools. |  |   |                                     |
| <b>Budgeted Amount</b>   | <b>Professional Development Activity</b>   | <b>Description of Participating Staff</b> | <input checked="" type="checkbox"/> |
| \$5,000  | Pay sheet for: Substitutes for trainings, providing teachers time for DRA testing and other students assessments, grade-level meetings, and district trainings.  | All Hamilton Staff                        | <input type="checkbox"/>            |
| \$10,000   | Registration Fees: ORFF-Schoolwork Level I (Music)<br>National PE Conference (PE)<br>School Culture and Climate Conference<br>Math Conferences<br>NGSS training<br>Code.org training<br>I-Teach training (K-1) | All Hamilton Staff                        | <input type="checkbox"/>            |
| 5,000  | Travel and hotel costs for items listed above.   | All Hamilton Staff                        | <input type="checkbox"/>            |



## PART 9: EXECUTIVE SUMMARY

# Executive Summary

**Directions:** Briefly summarize your Continuous School Improvement Plan (CSIP). Identify the key components of the instructional program of the school.

Hamilton's theme continues to be, **"Hawk Heroes: Help Themselves and Others to Learn."** At our school, we truly want to see "All Hamilton students reach high standards and graduate prepared with knowledge skills, and abilities to choose a successful future." Our part of this vision begins with a solid foundation of basic skills. While each category below is important, reading skills are certainly the gateway to success in all areas. Our focus on reading achievement at all levels will benefit other academic areas as well. Our four expectations for student behavior are: **Be Respectful, Be Responsible, Be Safe, and Be More Awesome!**

**Instructional Focus:** Over the course of the 2017-18 academic year, the teachers of Hamilton Elementary School will focus on the state's eight criterion and how to best utilize/implement each criterion to increase student engagement, understanding, and achievement. Every teacher will choose one criterion along with a student growth goal to focus on that will improve their instruction and student learning. Hamilton will have fourteen teachers who will be working with all eight criterion and creating two student growth goals. **Classroom Rigor:** This year Hamilton will continue to emphasize increasing rigor in the classrooms. Teams will provide increased rigor and academic challenge by insuring: Grade-level Collaboration; Curriculum Coherence; Expectations for Student Work; Grading Practices; and Instructional Strategies.

### **Content Focus:**

**Math:** Hamilton's overall three-year average is higher in all four tested grade levels. To insure success in 5th grade we have implemented a team-teaching model where one teacher will provide math instruction to all students, while the other provides science instruction. Additionally, we have provided paraeducator support during this grade's math block to provide one-on-one and small group support. Also, all 6<sup>th</sup> grade students are receiving instruction from our 6<sup>th</sup> grade Math/Science block teacher. As with reading, we are utilizing both Professional Development (Lisa McCoy) and grade level meetings to explore and become more familiar with CCSS and SBAC style questions to further student success. A continued emphasis is being placed on basic facts at all grade levels to help form the foundation of mathematical understanding.

**ELA:** Hamilton has consistently outperformed the state in reading. We believe that reading skills are the gateway to success in all areas. We continue to use the RTI (Response to Intervention) model school wide. This model efficiently aligns resources to support learners with scientifically-based programs that are frequently monitored to document progress and guide next steps of instruction. It provides early and timely intervention for struggling students. All teachers will continue to use the Houghton Mifflin Core reading program with an emphasis on comprehension strategies, vocabulary and grammar. We are utilizing both PD (Lucy Calkins, Step Up to Writing, David Matteson) and grade level meetings to explore and become more familiar with CCSS and SBAC style questions to further student achievement in reading. Sixth grade students will be receiving their core instruction by the 6<sup>th</sup> grade Reading/Social Studies Teacher.

**Focus on Attendance:** Attendance is an area of concern for the entire district. It is our goal to decrease the number of chronically absent students at Hamilton by 30%. We plan to achieve this goal by: Implementing strategies from "Count Me In" Tips for Increasing Student Attendance (create a positive school climate, reward and recognize individuals and classes for improved attendance, and make a target list of low-attending students) making a purposeful effort to "Teach Attendance" (assemblies, poster competition, and announcements). Communicating early with families who have had previous chronic attendance issues, as well as continued check-ins.

**Community Building Focus:** To increase/maintain a positive building climate, Hamilton Elementary School will continue to emphasize: PBIS, positive student recognitions (good behavior phone calls home/Positive Postcards/perfect attendance rewards, Super Citizen Awards); positive teacher team-building/collaboration activities (Golden Laurel competition, staff luncheons, birthday celebrations).

**PART 10: Sign-Off Sheet**

## 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                | Dr. Marc Jackson |                                   |
| School Board President        | Dr. Joshua Jones | <i>Board Approved Date:</i> _____ |