



**Continuous School Improvement Plan
School Reporting Format and Schedule
Program Year 2010-11**

School Hamilton Elementary School
Principal Loren Engel

Reporting Schedule	School Submittal	Board Summary
<input type="checkbox"/> Report 1	1-4-11	1-10-11
<input type="checkbox"/> Report 2	3-29-11	4-11-11
<input checked="" type="checkbox"/> Report 3	6-21-11	6-27-11

Key Progress (incl. relevant internal accountability data references)

Objective 1.1: Final DRA data: 1st- 98%; 2nd- 87%; 3rd- 87%; 4th- 47%; 5th- 77%; 6th- 88%. Interventions in the first, fifth, and sixth grades have led to more than one year's growth for many students. We are closing the gap! We expect a stronger core to continue this positive growth pattern. Incoming 5th grade intensive students will be targeted with READ 180 intervention. (1.1; 2.8)

Objective 1.2:
75% of 3rd grade students and 81% of 6th grade students met standard using a prompt. In 5th grade, 65% of students met standard using the Social Studies CBA. K-2 classrooms continue to use the Writing Continuum to demonstrate changes over time.

Objective 1.3:
K-2nd teachers administered spring math assessments while other grade levels took the MSP. (KG- 100%; 1st- 68%; 2nd-89%) Other reported scores are from the winter benchmark. Classroom teachers used this data to guide instruction through the end of the school year.

Objective 1.4:
Revised FOSS kit assessments have led to a more realistic and actionable student Science data. (1.4) Partnership with Feiro Marine Science Center on energy transfer topics is expected to result in overall Science MSP gains. (1.4)

Key Barriers To Progress (incl. relevant problem solving steps)

Objective 1.1: Incoming 5th grade students' Reading performance lags behind other grade levels. Intensive- identified students at this grade level will be given priority placement in READ-180 intervention program for 5th and 6th grade students in Fall 2011. (1.1; 2.8)

Objective 1.2:
Only three students in three grade levels missed the target because of being off-target or off-mode. This is a significant reduction from previous years, but remains a challenge. (1.2)

Objective 1.3:
Basic fact knowledge has been a barrier to further math achievement prior to this school year. Fact memorization has been a focus for Hamilton this year. (1.3) We have expanded that program with volunteers this past winter and spring. Volunteer support will further expand in Fall 2011.

Objective 1.4:
Kit trainings and/or FOSS science overview trainings are not systematically available in the district. (1.4, 2.1)

Key Support Needs (incl. resource references related to barriers)	Key Adjustments To Action Plan (incl. performance data reference)
Objective 1.1: Hamilton has two years of successful experience with READ-180 use in the intermediate grades. We could be a resource to other programs. (1.1; 2.8) Our support needs will center on a successful implementation of a new core literacy program. These can come from coaches, grade level meetings, and colleagues. (1.1)	Objective 1.1: Projecting ahead to fall 2011- Hamilton will continue to coordinate school-wide Reading initiatives such as Accelerated Reader and the Million Word Challenge. (1.1) Returning students are already grouped for instruction at their new grade level. We will begin groups by the third day of school. Schedules are aligned to maximize intervention blocks. (1.1; 2.8)
Objective 1.2: Like Reading, the significant challenge here will be the integration of a new core literacy curriculum. As with our elementary colleagues, our support needs will center on strong implementation support.	Objective 1.2: Implementation of Houghton-Mifflin literacy program for Fall 2011 will be a prominent part of our 2011-2012 CSIP. (1.1; 1.2; 2.8)
Objective 1.3 None at this time.	Objective 1.3: Further expansion of community tutors for math facts. (1.3; 3.1)
Objective 1.4: Some FOSS trainings are available through ESD 114 in Bremerton. Could these be made available with local experts, such as our district Science team, on a rotating basis for new teachers? (1.4; 2.8)	Objective 1.4: Hamilton has used local and ESD resources to further define Science goals and objectives in light of enhanced expectations and revised testing. (2.8; 1.4) We can continue to access these resources as needs arise.

Summary Student Internal Accountability System Performance Data to Date (2000-10 is end-of-year data; 2010-11 is year-to-date data)													
Internal Assessment Results for 2009-10 (YTD)							Internal Assessment Results for 2010-11 (YTD)						
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		
K	37	94.52%	4	0	0	2	K	28.0	93.55%	3	0	0	0
1	48.5	94.46%	6	0	0	4	1	11.0	94.53%	1	0	0	1
2	15.5	94.02%	1	0	0	1	2	5.0	94.95%	1	0	0	0
3	7	95.19%	2	0	0	1	3	4.0	94.24%	0	0	0	1
4	20	94.91%	7	0	0	1	4	9.0	94.83%	3	0	0	1
5	38.5	95.53%	13	0	0	3	5	14.0	93.45%	6	0	0	2
6	28	93.55%	13	0	0	3	6	26.5	94.03%	13	0	0	2

Analysis Tool/ Measurement Device	Results for 2009-10					Results for 2010-11				
Developmental Reading Assessment (DRA) Fall, Winter, Spring District Reading Winter Benchmark (percent of students at standard)		Reading					Reading			
	Grade	Fall DRA	Winter DRA	Spring DRA	District Benchmark	Grade	Fall DRA	Winter DRA	Spring DRA	District Benchmark
	K	❖	❖	❖	❖	K	❖	❖	❖	95%
	1	❖	61%	69%	❖	1	❖	49%	98%	❖
	2	88%	74%	86%	❖	2	72%	79%	87%	❖
	3	95%	95%	MSP	❖	3	91%	87%	MSP	❖
	4	65%	69%	MSP	❖	4	31%	47%	MSP	❖
	5	94%	92%	MSP	❖	5	78%	78%	MSP	❖
6	92%	94%	MSP	❖	6	88%	88%	MSP	❖	
District Writing Benchmarks Fall, Winter, Spring (percent of students at standard)		Writing			Math		Writing			Math
	Grade	Fall	Winter	Spring	District Benchmark	Grade	Fall	Winter	Spring	District Benchmark
	K	❖	❖	❖	96%	K	❖	❖	❖	100%
	1	❖	❖	❖	55%	1	❖	❖	❖	68%
	2	❖	❖	❖	88%	2	❖	❖	❖	89%
	3	❖	81%	77%	69%	3	❖	73%	75%	68%
	4	60%	59%	MSP	69%	4	61%	51%	MSP	49%
	5	❖	77%	59%	56%	5	❖	65%	65%	65%
6	❖	85%	64%	57%	6	❖	90%	81%	55%	
District Science Kit Assessments (FOSS Kits) (percent of students at standard)		Science					Science			
	Grade	Physical Science	Life Science	Earth Science	Scientific Reasoning	Grade	Physical Science	Life Science	Earth Science	Scientific Reasoning
	K	100%	❖	❖	❖	K	100%	❖	❖	❖
	1	100%	100%	100%	❖	1	100%	100%	100%	❖
	2	92%	98%	90%	❖	2	76%	93%	88%	❖
	3	70%	62%	81%	❖	3	74%	78%	71%	❖
	4	71%	80%	75%	❖	4	71%	69%	73%	❖
	5	70%	52%	58%	❖	5	65%	56%	83%	❖
6	80%	74%	68%	❖	6	58%	68%	77%	❖	

⊕ indicates data will be included during a reporting period in the future; not planned for this report period. ❖ indicates data collection not anticipated; not part of district's 2010-2011 assessment plan.

Summary Analysis of Collaboration Time/Professional Development Activities during Report Period (reference related action plans)	
<ul style="list-style-type: none"> * Houghton-Mifflin Literacy program pilot by first grade and LST * Goal Conferences with teachers, office staff, custodial staff, and para educators * Purdue Study- Student Placement * District grade level meetings at all levels * Staff participation in district curriculum committees- share and acquire feedback from staff for year-end reporting * “Teach Like a Champion” study w/principal * MSP and on-line MSP preparation 	<p>Staff collaboration time has been used to support our work in maintaining curriculum continuity across grade levels, in monitoring and implementing an effective MSP cycle, and also to implement the TSCG (Purdue) model for classroom creation.</p> <p>Two Hamilton teachers applied for the TL21 grant which remains unfunded. In the coming year, our collaborative efforts will focus on implementation of the new literacy core. (1.1, 1.2, 2.8)</p>
Summary Analysis of Parent & Student Engagement Activities during Report Period (reference related action plan data)	
<ul style="list-style-type: none"> *Bi-weekly Student Council meetings; Student Council led fund-raiser for children with cancer (Hats On Day). * Hamilton Recycling Club promoted positive recycling habits and developed the Hamilton “Recycling Report Card” for classroom use. * Talent Show on June 3 featured over 40 student acts! * Hamilton Field Day activities were planned and led by 6th graders for K-5 students. * All City strings and band programs; other concerts at Hamilton *Safety Patrol end of year celebration at Laurel Lanes * End of year assembly honoring volunteers and student achievement 	<p>Students and their families continue to have opportunities to grow together at our school. Our PTO helps to sponsor many of the activities listed to the left. Of special note also are the activities both led by and participated in by our 6th grade students. Just before the end of school these students designed and led field day activities for our entire student body.</p> <p>On June 1 we spent time with the families of our Fall 2011 class (PAHS class of 2024) of Kindergarten students. We wanted to make a strong impression that Hamilton would be a place for their children to grow into strong, capable, and healthy young people. We want to begin that strong connection even before the first day of school.</p>
Summary Analysis of Response to Intervention (RTI) Activities during Report Period (reference related action plan data)	
<ul style="list-style-type: none"> *All current students assessed with DIBELS screener before June 4. *Year-end data used to provisionally group students for interventions in September. Data also used to inform TSCG (Purdue) groupings for Fall 2011 home-rooms. * After an MSP break, student intervention groups served kids until the final two days of school. 	<p>Structures are in place to begin using interventions at all levels in the first few days of school. These include data gathering tools, schedules to support intervention work, and also initial groupings based on our year-end assessments.</p> <p>RTI at Hamilton has become embedded in our literacy work. Data gathering, acting on that data, regrouping, reteaching, and retesting, have all become part of the regular course of work at Hamilton.</p>

This summary will serve as a cover page to the *Action Plan* sections of the CSIP for each school.

ACTION PLAN

GOAL 1 Students and adults are engaged in powerful learning experiences appropriate to each individual.

OBJECTIVE 1.1 All schools will annually improve student reading skills so that the percentage of students demonstrating adequate yearly progress in reading achievement increases by at least the AYP index rate annually as measured by the district assessment system. By 2014 there will be no visible gap in achieving standards among students of different abilities, ethnicities, genders, or economic circumstances.

DATA ANALYSIS	Percent meeting standard on MSP: 3 rd grade: 85.1%, 4 th : 88.4%, 5 th :74.1%, 6 th : 65.0%; Students not maintaining gains into 6 th grade.				
STRATEGY	We will use data from school wide screeners and district assessments to design interventions for all students (RTI). 6 th grade students will be grouped in homerooms for Reading instruction via the “Purdue” model.				
EVIDENCE OF ACHIEVEMENT	Students in grade 3, 4, 5, and 6 will meet AYP levels on the 2011 MSP. 6 th grade achievement will be commensurate with other grade levels.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Hamilton will participate in the “ Million Word Challenge ” to promote fluency and overall literacy achievement.	October 2010 to June 2011	Principal, LST, PTO	Principal, Hamilton ILT/RTI Oversight Team	<input checked="" type="checkbox"/>	Began October 1- Updated monthly
Continue to implement RTI plan school wide (benchmark assess., progress monitoring, regular meetings to review data/adjust instruction)	Sept. 2010-June 2011	All Staff	Principal	<input checked="" type="checkbox"/>	2 nd round of DI-BELS in mid-January
Re-introduce MSP stems along with monthly focus on comprehension strategies	August 2010 – June 2011	All Staff	Principal	<input checked="" type="checkbox"/>	Updated stems to teachers and Paras in October
Monitor and focus on strong implementation of adopted curriculum. Use replacement core minimally with targeted Intensive students	September 2010-June 2011	All Staff, LST	Principal, ILT	<input checked="" type="checkbox"/>	Core to all. Replacement used as additional dose.
6 th Grade students not grouped by math level for instruction. Instruction will occur in homerooms.	September 2010 through June 2011	Principal, 6 th Grade Teachers	Principal, 6 th grade teachers, ILT	<input checked="" type="checkbox"/>	6 th graders in homerooms exclusively.

ACTION PLAN

GOAL 1 Students and adults are engaged in powerful learning experiences appropriate to each individual.

OBJECTIVE 1.2 All schools will improve student writing skills so that the percentage of students demonstrating yearly progress in writing achievement increases by at least the equivalent of the AYP index rate annually as measured by the district assessment system. By 2014 there will be no visible gap in achieving standards among students of different abilities, ethnicities, genders, or economic circumstances.

DATA ANALYSIS	4th Writing MSP: 80.5% at standard. 59.5% standard in COS, 90.5% standard in conventions. 17-point gender gap in favor of female students.				
STRATEGY	Continue to identify and use best instructional writing practices with grades 3 rd -6 th using writing CBMs to identify struggling students and to track fluency progress.				
EVIDENCE OF ACHIEVEMENT	85% of students in 4 th grade will meet standard on the 2011 MSP. 82% of students will meet standard in COS on the 2010 MSP. Spring 2011: commensurate success with spring writing benchmark; close gender gap to 0%				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Maintain successful efforts with fourth grade Fletcher implementation.	Sep. 2010– June 2011	Principal, 4 th grade staff	Principal, ILT	<input checked="" type="checkbox"/>	Implemented and working
Maintain monthly recognition of student writing via Pencils of Power.	September 2010-May 2011	Principal, Michelle Weber, Classroom teachers	ILT	<input checked="" type="checkbox"/>	Meets third Friday of every month-visitor’s welcome!
Continue strong fidelity of Caulkins/Fletcher writing program implementation.	Sep. 2010– June 2011	Principal, All Staff, 6 th grade Literacy Instructor.	Principal, ILT	<input checked="" type="checkbox"/>	Happening in all classrooms
Use Writing prompts in on-demand settings once per trimester.	Oct. 2010- June 2011	Grade Level Teams	Principal, ILT	<input checked="" type="checkbox"/>	In 4-6 for Fall. Others in winter/spring
Use monthly “ Looking Ahead in Writing ” as created by writing adoption specialists to assist in planning for writing instruction.	Sep. 2010– June 2011	All Teachers	Principal, ILT	<input checked="" type="checkbox"/>	Used as a pacing guide.

ACTION PLAN

GOAL 1 Students and adults are engaged in powerful learning experiences appropriate to each individual.

OBJECTIVE 1.3 All schools will improve student math skills so that the percentage of students demonstrating adequate yearly progress increases by at least equivalent of the AYP index rate annually as measured by the district assessment system. By 2014 there will be no visible gap in achieving standards among students of different abilities, ethnicities, genders, or economic circumstances.

DATA ANALYSIS	Math 2010 MSP: 3 rd : 70.2%, 4 th : 85.0%, 5 th : 31.6%, 6 th : 50%. EOY K at standard: 96%, 1st at standard 55%, EOY 2nd at standard: 88%				
STRATEGY	Implement comprehensive math facts program. 6 th grade students will be grouped in homerooms for Reading instruction via the “Purdue” model.				
EVIDENCE OF ACHIEVEMENT	Students in grade 3, 4, 5, and 6 will meet AYP levels on the 2010 MSP. EOY 1st 100%, EOY 2nd 100%.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Hamilton will implement a systematic math facts practice time in each classroom.	September 2010 through June 2011	Classroom teachers	Principal, classroom teachers	<input checked="" type="checkbox"/>	Systematic in K-5 since September.
Community members and businesses will be asked to support math facts practice.	October 2010 through June 2011	Principal, classroom teachers	Principal, ILT	<input checked="" type="checkbox"/>	Grandview and Higher Grounds since Oct.
6 th Grade students not grouped by math level for instruction. Instruction will occur in homerooms.	September 2010 through June 2011	Principal, 6 th Grade Teachers	Principal, 6 th grade teachers, ILT	<input checked="" type="checkbox"/>	6 th graders in homerooms exclusively.
Before and/or after school tutoring will be available for students scoring at Level 1	October 2010- June 2011	Classroom Teachers, Principal	ILT	<input checked="" type="checkbox"/>	Math facts tutors/general tutors available.
5 th and 6 th grade programs will be monitored regularly for fidelity of core implementation	September 2010-June 2011	5 th and 6 th Teachers, Principal	ILT	<input checked="" type="checkbox"/>	Meeting regularly with both grade levels

PART 8: SCHOOL PROFESSIONAL DEVELOPMENT RESOURCE SUMMARY

ACTION PLAN

<p>GOAL 1 Students and adults are engaged in powerful learning experiences appropriate to each individual.</p> <p>OBJECTIVE 1.4 All schools will improve student science skills so that the percentage of students demonstrating yearly progress increases by at least the AYP index rate annually as measured by the district assessment system. By 2014 there will be no visible gap in achieving standards among students of different abilities, ethnicities, genders, or economic circumstances.</p>

DATA ANALYSIS	29% of 5th grade students met standard on 2010 Science MSP.				
STRATEGY	All staff will teach assigned Foss Science kits as indicated by the district/building schedule. Specific procedural vocabulary will be taught at all grade levels. Consultation with state Science consultant.				
EVIDENCE OF ACHIEVEMENT	Students in grade 5 will meet AYP standards on the 2010 Science MSP.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Our emphasis this year will be on using test vocabulary consistently rather than FOSS terms.	September 2010 through June 2011	3-5 classroom teachers, Coco Carlson	Principal, Grade Level teams	<input checked="" type="checkbox"/>	In January
Confer with state science consultant on strategies and best practices in Science instruction	October 2010- November 2010	Principal, 5 th teachers, Coco Carlson	ILT	<input checked="" type="checkbox"/>	March LID
Given the above, provide classroom teachers with points of emphasis for each kit.	November 2010- December 2010	Principal, Classroom Teachers	ILT	<input checked="" type="checkbox"/>	March LID
Re-group 2 nd and 3 rd grade classes to provide for grade level Science kit implementation in 2/3 split classroom	September 2010- May 2011	Principal, 2 nd and 3 rd Teachers	ILT, 2 nd and 3 rd teachers, 2/3 classroom teacher	<input checked="" type="checkbox"/>	Organized in Sept. Regrouped for kits #2 and #3
Emphasize persistence to task- prepare students for 1-day creation of scenario- similar to prep for Writing MSP.	October 2010- May 2011	Classroom Teachers	Principal, ILT	<input checked="" type="checkbox"/>	In classrooms regularly.

PART 8: SCHOOL PROFESSIONAL DEVELOPMENT RESOURCE SUMMARY

ACTION PLAN

GOAL 1 Students and adults are engaged in powerful learning experiences appropriate to each individual.

OBJECTIVE 1.5 Annually the proportion of students not graduating on time as measured by cohort promotion data beginning in 9th grade will decrease by at least the percent necessary to meet the AYP “other indicator” requirement; each middle or elementary school will decrease its unexcused absence rate to meet AYP “other indicator” requirements.

DATA ANALYSIS	Hamilton average daily attendance for the 2009-2010 school year was 94.6%				
STRATEGY	Frequent communication with parents about supporting consistent attendance for their child. Implementing interventions appropriate to grade level. Monthly student incentives. Monthly classroom incentive				
EVIDENCE OF ACHIEVEMENT	Hamilton average daily attendance for 2010-2011 school year will be 95.0%				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Reward highest attendance percentage class with monthly award	September 2010 through June 2011	Principal, Office Staff	Whole Staff	<input checked="" type="checkbox"/>	Golden Bell newest Hamilton award
Utilize email to text channel of communications for attendance verification from Hamilton office.	September 2010 through June 2011	Office Staff	Whole Staff, PTO	<input checked="" type="checkbox"/>	Limited use- helpful when used
Communications on the importance of regular school attendance.	October 2010 through June 2011	Principal	Site Team, PTO	<input checked="" type="checkbox"/>	A regular message. Early attendance at historic highs.

PART 8: SCHOOL PROFESSIONAL DEVELOPMENT RESOURCE SUMMARY

ACTION PLAN

GOAL 1 Students and adults are engaged in powerful learning experiences appropriate to each individual.

OBJECTIVE 1.6 Annually every school will intentionally examine culture and climate and take further steps to promote a positive culture and climate that result in respectful, responsible and productive relationships that support powerful teaching and learning.

DATA ANALYSIS	CEE EES in 2010 shows that 56% of staff feel there are High Expectations in our school. This number was 44% in 2008.				
STRATEGY	Communicate clearly where High Expectations are present in planning and execution; Confront the negative perception directly.				
EVIDENCE OF ACHIEVEMENT	Increase 2010 data to 75% of staff who feel there is are High Expectations in our school.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Monthly review of discipline data with both certificated and para educator staff	October 2010- June 2011	Principal	Site Team	<input checked="" type="checkbox"/>	
Social Committee will continue to recognize staff achievements, schedule monthly luncheons, and schedule outside activities	Sep. 2010 – June 2011	Social Committee	All Staff	<input checked="" type="checkbox"/>	Monthly events-special activities
Formally call out examples of “High Expectations” with all staff and parent groups at regular meetings.	Oct. 2010 – May 2011	Principal, Site Team, Grade Level Teams	Site Team	<input checked="" type="checkbox"/>	Both para educators and PTO
Work with new PTO leadership to encourage communication, volunteers, and understanding of our mission and its implementation.	Aug. 2010 – Aug. 2011	Principal, PTO Leadership, All Staff	Site Team	<input checked="" type="checkbox"/>	
Use email to text channel of communication for brief messages from school and classrooms	September 2010 through June 2011	Classroom teachers	Whole Staff, PTO	<input checked="" type="checkbox"/>	Successfully used in three classrooms

ACTION PLAN

GOAL 2 Adults throughout the system are accountable for advancing personalization and powerful teaching and learning; necessary conditions and resources are in place to support all students achieving at high standards.

OBJECTIVE 2.1 Annually the district will increase opportunities for implementation of its research-based, on-going, job embedded, and collaborative professional development system to enhance adults’ capacities to close student achievement gaps defined by demographic attributes (e.g., ethnicity, poverty, gender), and will continue to demonstrate effective utilization of regularly scheduled collaborative time in and between schools so that teachers can support each other in understanding student achievement data and its connection to instructional strategies, curriculum, and assessment.

DATA ANALYSIS	2010 CEES survey on focused professional development shows 36% agree that PD is aligned with the school/district focus, objectives, is ongoing and based on areas/topics of high need.				
STRATEGY	Instructional team/principal plan Tuesday collaborative time focus to support CSIP action plans. Tuesday time matched weekly to one or more action plans to ensure accountability.				
EVIDENCE OF ACHIEVEMENT	Increase to 75% on 2012 CEES survey for focused professional development.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
At each opportunity, make connection with PD and a district priority objective.	August 2010- June 2011	Principal	ILT	<input checked="" type="checkbox"/>	Connection with LID, Science activities
Confer with state science consultant on strategies and best practices in Science instruction	October 2010- November 2010	Principal, 5 th teachers,	ILT	<input checked="" type="checkbox"/>	March LID
Given the above, provide classroom teachers with points of emphasis for each kit.	November 2010- December 2010	Principal, Classroom Teachers	ILT	<input checked="" type="checkbox"/>	March LID
Staff study on instructional differentiation- TBD (March Update: Using Teach Like A Champion” text for spring study.	November 2010- January 2010	ILT, Principal, LST	ILT	<input checked="" type="checkbox"/>	Began March 15

ACTION PLAN

GOAL 2 Adults throughout the system are accountable for advancing personalization and powerful teaching and learning; necessary conditions and resources are in place to support all students achieving at high standards.

OBJECTIVE 2.2 By June 2009, the district will have identified grade level standards for student knowledge and skills in technology and will have developed assessments to measure and report their achievement.

DATA ANALYSIS	Technology access is available in a lab, in classrooms, and in the library. Communications to phones a preferred mode for families				
STRATEGY	Set up the conditions and expectations of technology being used as a tool by all staff/ students and provide professional development. Reach families via familiar technology paths.				
EVIDENCE OF ACHIEVEMENT	Staff and students will use a variety of technology tools and programs to support their teaching and learning across the curriculum at each grade level. School will communicate more directly with families.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
	Yes	Comments			
Use email to text channel of communication for brief messages from school and classrooms	September 2010 through June 2011	Classroom teachers	Whole Staff, PTO	<input checked="" type="checkbox"/>	Successfully used in three classrooms
Utilize email to text channel of communications for attendance verification from Hamilton office.	September 2010 through June 2011	Office Staff	Whole Staff, PTO	<input checked="" type="checkbox"/>	Limited use- helpful when used
All classrooms will have scheduled computer lab time.	August 2010- June 2011	Classroom Teachers	Principal, ILT	<input checked="" type="checkbox"/>	
Added in January: Hamilton 5 th and 6 th grade students will pilot on-line reading assessment	January- June 3, 2011	5 th /6 th teachers, Principal, LST, Case Managers	Principal, ILT	<input checked="" type="checkbox"/>	Working on practice modules in Winter/Spring

ACTION PLAN

<p>GOAL 2 Adults throughout the system are accountable for advancing personalization and powerful teaching and learning; necessary conditions and resources are in place to support all students achieving at high standards.</p> <p>OBJECTIVE 2.4 By June 2011, life skills will be included in curriculum to ensure that all students have marketable skills.</p>

DATA ANALYSIS	Life Skills has been successfully implemented in Port Angeles 6 th Grade classrooms				
STRATEGY	Continue to support district implementation with time and access to students and materials.				
EVIDENCE OF ACHIEVEMENT	More positive student outcomes on Port Angeles Healthy Youth Coalition annual surveys of protective factors for students.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
Life Skills no longer offered.				Yes	Comments
				<input type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	

ACTION PLAN

GOAL 2 Adults throughout the system are accountable for advancing personalization and powerful teaching and learning; necessary conditions and resources are in place to support all students achieving at high standards.

OBJECTIVE 2.8 By June 2009, elementary school teams will participate in Response to Intervention training designed to provide understanding of a tiered model for delivery of instructional interventions addressing struggling students’ reading needs; each team will conduct an internal evaluation of interventions as a step in determining whether to recommend implementing an RTI model.

DATA ANALYSIS	Hamilton has established a RTI team (ILT) and is in year two having tiered interventions in the area of reading for 2010-2011 in grades K-6.				
STRATEGY	RTI plan/process implemented school wide using student assessment data to determine students who are benchmark, strategic, and intensive in the area of reading for K-6.				
EVIDENCE OF ACHIEVEMENT	AYP will be met in all MSP areas for 2010-2011 in grades 3 rd -6 th . 2010 EOY data will show a decrease in % of students identified as intensive and strategic.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Maintain RTI gains from previous year.	July 2010- June 2011	Principal, All Staff	ILT, Principal	<input checked="" type="checkbox"/>	Began serving students on 2 nd day of school.
Implement consistent interventions district-wide for strategic and intensive students	July 2010- June 2011	District RTI Team, Elementary Principals, LST	ILT, Principal	<input checked="" type="checkbox"/>	All staff trained in 2 new interventions- October.
Provide replacement curricula options for targeted intensive students	September 2010- June 2011	Principal, LST, Hamilton ILT	ILT, Principal	<input checked="" type="checkbox"/>	Used with five students
Use interventions consistent with other schools; report DIBELS data in the same ways as partner schools.	June 2010 through June 2011	Principal, ILT, LST, Classroom Teachers	ILT, Principal	<input checked="" type="checkbox"/>	Staff trained- second round in January.

ACTION PLAN

GOAL 3 Parents and community partners support and enhance the education of children.

OBJECTIVE 3.1 By June 2009, every school will have created and implemented an updated plan to increase parental and community involvement to enhance parent and community commitment to school improvement initiatives.

DATA ANALYSIS	Partnerships have been increasing since fall of 2007. PTO leadership and participation have grown stronger. Major partnership with PA Presbyterian Church established in 2009.				
STRATEGY	Provide more opportunities for parents and the community to be part of our processes.				
EVIDENCE OF ACHIEVEMENT	Increased time and positive perceptions (EES survey) around partners in our school.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Co-sponsor family events with Hamilton PTO	August 2010-June 2011	PTO Co-Presidents, Principal	Site Team	<input checked="" type="checkbox"/>	Ongoing
Renew and extend partnership with Port Angeles Presbyterian Church.	June 2010-June 2011	Principal, Sheri Stutesman	Site Team	<input checked="" type="checkbox"/>	Partnership renewed for 2010-2011 school year
Use community partnerships to complete Hamilton Nature Trail project	October 2010- Spring 2011	Principal, Ann Mitchell	Site Team	<input checked="" type="checkbox"/>	Grant-funded completion in winter 2011
Seek internal and external volunteers to extend math facts tutoring services to targeted students immediately before and after school.	October 2010- June 2011	Principal, Sheri Stutesman, PTO Co-Presidents	ILT	<input checked="" type="checkbox"/>	Before school not viable- after school and during school.
				<input type="checkbox"/>	

PART 8: SCHOOL PROFESSIONAL DEVELOPMENT RESOURCE SUMMARY

SCHOOL PROFESSIONAL DEVELOPMENT RESOURCE SUMMARY

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.

Budgeted Amount	Professional Development Activity	Description of Participating Staff	<input checked="" type="checkbox"/>
\$1200	Guest teacher release time for assessment.	DRA Administration (ongoing)	<input checked="" type="checkbox"/>
\$350	“Teach Like a Champion” texts	Classroom Teachers	<input checked="" type="checkbox"/>
\$200	Regional Reading Team	LST	<input checked="" type="checkbox"/>
\$0	Working with Drug Affected Students Workshop	Selected Para Educator Staff	<input checked="" type="checkbox"/>
\$0 (Special Education and Title 1 Funded)	Reading Mastery Training and Corrective Reading – guest teacher pay	Gailen Steichen, Kathy Daugaard, Gloria Bond, Patti Dean	<input checked="" type="checkbox"/>
			<input type="checkbox"/>

\$ School Staff Development Allocation

✓ Source: School Budget Allocation

PART 8: SCHOOL PROFESSIONAL DEVELOPMENT RESOURCE SUMMARY