

Port Angeles School District

Hamilton Elementary School



Continuous
School Improvement Plan
2009-10

Date: October 12, 2009

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: VISION, MISSION, AND BELIEFS

Define your school's vision and mission and beliefs.

PART 2: DATA ANALYSIS

Collect and analyze critical information.

PART 3: AREAS OF STRENGTH AND IMPROVEMENT

Determine needs and strengths.

PART 4: STRATEGIC GOALS

Establish priority goals for improvement based on the district strategic plan.

PART 5: STRATEGIC OBJECTIVES

Establish building-level objectives to meet major goal expectations.

PART 6: ACTION PLANS

Design action plans complete with responsibility designation, timelines, and indicators of success. For each action plan, see specific directions and example found on page 21.

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: TITLE I SCHOOL-WIDE PLAN SUMMARY

Briefly summarize your school's strategy for implementing a Title I School-wide Plan; clearly describe a comprehensive approach embedded in strategies.

PART 9: SCHOOL PROFESSIONAL DEVELOPMENT RESOURCE SUMMARY

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 10: TECHNOLOGY SUMMARY

Use the updated technology plan summary format to consolidate all of the technology plan implications from the action plans prof. dev. summary.

PART 11: SUMMARY

Summarize your Continuous School Improvement Plan. Please bring your draft plan to the Summer Administrative Institute. (There will be time during the SAI for continued CSIP work.) Please submit to the superintendent a preliminary revision of your draft by August 31, 2009. **The final plan is due to the superintendent by September 21, 2009.** Schools will report progress on January 11, 2010, April 12, 2010, and finally for the year on June 18, 2010.

PART 12: 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 September 21, 2009.

PART 13: APPENDICES

VISION AND MISSION

Directions: Define your school's vision. Vision is described as the single most important tool for leading your school. It captures your school's collective commitment to a future state. Vision elements are key words and phrases in the statement that prevent differing interpretations of the vision.

Vision: All Hamilton students will reach high standards and graduate prepared with knowledge, skills, and abilities to choose a successful future.

Directions: Define your school's mission. The mission is a written statement of purpose, crafted to inspire people to commit to the organization's vision. It answers the questions: Why do we exist? What do we do? For whom do we do it? Why do we do it?

Mission: We will ensure that all students continuously and measurably increase their academic and citizenship skills.

Directions: Define your school's beliefs. Beliefs are written statements that capture your school's shared values. Beliefs are crafted to clarify the principles, the ideals, by which the school team operates. Beliefs underlie the mission and vision statements.

Beliefs:
All students can learn and improve
We have the ability to make this happen
The conditions in which we work can influence our effectiveness, but do not define it.

DATA ANALYSIS

WASL DATA

Directions: Enter the scores on the READING and MATH sections of the WASL.

Analysis Tool/ Measurement Device	2004	2005	2006	2007	2008	2009 Goal	2009	2010 Goal
WASL Reading 3: % of students at each level								
Level 1:			0.0%	3.9%	0.0%	0.0%	0.0%	0.0%
Level 2:			20.8%	13.2%	17.0%	10.0%	11.1%	5.0%
Level 3:			38.9%	48.7%	32.1%	45.0%	33.3%	35.0%
Level 4:			40.3%	34.2%	49.1%	45.0%	55.6%	60.0%
WASL Reading 3: % Meeting Standard:			69.8%	82.9%	81.1%	90.0%	88.9%	95.0%
% Not Meeting Standard:			30.2%	17.1%	18.9%	10.0%	11.1%	5.0%

Analysis Tool/ Measurement Device	2004	2005	2006	2007	2008	2009 Goal	2009	2010 Goal
WASL Math 3: % of students at each level								
Level 1:			12.7%	10.4%	3.8%	0.0%	4.4%	0.0%
Level 2:			17.5%	15.6%	24.5%	20.0%	6.7%	5.0%
Level 3:			49.2%	48.1%	43.4%	40.0%	33.3%	35.0%
Level 4:			20.6%	26.0%	26.4%	40.0%	55.6%	60.0%
WASL Math 3: % Meeting Standard:			69.8%	74.0%	69.8%	80.0%	88.9%	95.0%
% Not Meeting Standard:			30.2%	26.0%	30.2%	20.0%	11.0%	5.0%

WASL DATA

Directions: Enter the scores on the READING and WRITING sections of the WASL.

Analysis Tool/ Measurement Device	2004	2005	2006	2007	2008	2009 Goal	2009	2010 Goal
WASL Reading 4: % of students at each level								
Level 1:	1.7%	0.0%	0.0%	1.3%	0.0%	0.0%	0.0%	0.0%
Level 2:	3.4%	14.3%	4.7%	17.1%	22.0%	8.5%	15.0%	10.0%
Level 3:	59.3%	39.7%	50%	55.3%	34.0%	40.0%	43.3%	40.0%
Level 4:	33.9%	46.0%	45.3%	26.3%	44.0%	51.5%	35.0%	50.0%
WASL Reading 4: % Meeting Standard:	93.2%	85.7%	95.3%	81.6%	78.0%	91.5%	81.7%	90.0%
% Not Meeting Standard:	6.8%	14.3%	4.7%	0.0%	22.0%	8.5%	18.3%	10.0%

Analysis Tool/ Measurement Device	2004	2005	2006	2007	2008	2009 Goal	2009	2010 Goal
WASL Writing 4: % of students at each skill								
Conventions:	63.2%	79.4%	79.0%	68.4%	76.0%	82.0%	80.4%	85.0%
Content, Organization, and Style:	59.6%	50.8%	51.0%	64.5%	68.0%	82.0%	62.5%	82.0%
WASL Writing 4: % Meeting Standard:	54.2%	54.0%	60.4%	63.2%	66.0%	75.0%	61.0%	75.0%
% Not Meeting Standard:	45.8%	46.0%	39.6%	36.8%	34.0%	25.0%	39.0%	25.0%

WASL DATA

Directions: Enter the scores on the MATH and SCIENCE sections of the WASL.

Analysis Tool/ Measurement Device	2004	2005	2006	2007	2008	2009 Goal	2009	2010 Goal
WASL Math 4: % of students at each level								
Level 1:	3.4%	14.3%	12.9%	21.1%	14.3%	5.0%	13.6%	0.0%
Level 2:	20.3%	23.8%	20.0%	15.8%	18.4%	15.0%	30.5%	15.0%
Level 3:	33.9%	31.7%	35.7%	28.9%	18.4%	20.0%	20.3%	30.0%
Level 4:	42.4%	30.2%	31.4%	32.9%	49.0%	55.0%	33.9%	55.0%
WASL Math 4: % Meeting Standard:	76.3%	61.9%	67.1%	61.8%	67.3%	75.0%	55.9%	85.0%
% Not Meeting Standard:	23.7%	38.1%	32.9%	38.2%	32.7%	25.0%	44.1%	15.0%

Analysis Tool/ Measurement Device	2004	2005	2006	2007	2008	2009 Goal	2009	2010 Goal
WASL Science 5: % of students at each level								
Level 1:	18.8%	7.5%	15.4%	19.1%	12.3%	0.0%	16.4%	0.0%
Level 2:	42.0%	40.3%	50.8%	39.7%	29.8%	30.0%	30.9%	30.0%
Level 3:	31.9%	46.3%	30.8%	32.4%	45.6%	50.0%	45.5%	60.0%
Level 4:	4.3%	1.5%	3.1%	7.4%	10.5%	20.0%	7.3%	10.0%
WASL Science 5: % Meeting Standard:	36.2%	48.5%	33.9%	39.7%	57.9%	70.0%	52.7%	70.0%
% Not Meeting Standard:	63.8%	51.5%	66.1%	60.3%	42.1%	30.0%	47.3%	30.0%

WASL DATA

Directions: Enter the scores on the READING and MATH sections of the WASL.

Analysis Tool/ Measurement Device	2004	2005	2006	2007	2008	2009 Goal	2009	2010 Goal
WASL Reading 5: % of students at each level								
Level 1:			1.6%	5.8%	3.6%	2.0%	5.5%	0.0%
Level 2:			14.5%	17.4%	23.2%	13.0%	10.9%	5.0%
Level 3:			46.8%	42.0%	35.7%	50.0%	40.0%	55.0%
Level 4:			37.1%	33.3%	35.7%	35.0%	38.2%	45.0%
WASL Reading 5: % Meeting Standard:			83.9%	75.4%	73.2%	85.0%	83.6%	95.0%
% Not Meeting Standard:			16.1%	24.6%	26.8%	15.0%	16.4%	5.0%

Analysis Tool/ Measurement Device	2004	2005	2006	2007	2008	2009 Goal	2009	2010 Goal
WASL Math 5: % of students at each level								
Level 1:			20.0%	13.2%	7.0%	5.0%	14.5%	5.0%
Level 2:			29.1%	20.6%	22.8%	15.0%	14.5%	15.0%
Level 3:			29.1%	33.8%	33.3%	40.0%	20.0%	40.0%
Level 4:			21.8%	30.9%	35.1%	40.0%	49.1%	40.0%
WASL Math 5: % Meeting Standard:			50.9%	64.7%	70.2%	80.0%	70.9%	80.0%
% Not Meeting Standard:			49.1%	35.3%	29.8%	20.0%	29.1%	20.0%

WASL DATA

Directions: Enter the scores on the READING and MATH sections of the WASL.

Analysis Tool/ Measurement Device	2004	2005	2006	2007	2008	2009 Goal	2009	2009 Goal
WASL Reading 6: % of students at each level								
Level 1:			0.7%	0.0%	6.0%	0.0%	0.0%	0.0%
Level 2:			20.9%	0.0%	24.0%	10.0%	30.4%	10.0%
Level 3:			56.9%	0.0%	44.0%	40.0%	60.7%	40.0%
Level 4:			19.6%	0.0%	22.0%	50.0%	8.9%	50.0%
WASL Reading 6: % Meeting Standard:			77.1%	0.0%	70.0%	90.0%	69.6%	90.0%
% Not Meeting Standard:			22.9%	0.0%	30.0%	10.0%	30.4%	10.0%

Analysis Tool/ Measurement Device	2004	2005	2006	2007	2008	2009 Goal	2009	2010 Goal
WASL Math 6: % of students at each level								
Level 1:			13.7%	0.0%	16.0%	0.0%	21.1%	0.0%
Level 2:			28.8%	0.0%	28.0%	20.0%	40.4%	20.0%
Level 3:			32.0%	0.0%	32.0%	35.0%	24.6%	35.0%
Level 4:			24.8%	0.0%	24.0%	35.0%	12.3%	35.0%
WASL Math 6: % Meeting Standard:			56.9%	0.0%	56.0%	70.0%	38.6%	70.0%
% Not Meeting Standard:			43.1%	0.0%	44.0%	30.0%	61.4%	30.0%

WASL READING ACHIEVEMENT PROFILE

**NOTE: Beginning in 2009, Reading is not divided into “Literary” and “Informational”*

Directions: Copy the percent of students meeting and exceeding standard for each of the reading subtests.

Grade 3	Reading Literary Text			Reading Informational Text		
	Comprehension	Analyze/Interpret	Critical Thinking	Comprehension	Analyze/Interpret	Critical Thinking
2006	83.3%	75%	n/a	76.4%	83.3%	n/a
2007	72.4%	75.0%	n/a	91.6%	63.2%	n/a
2008 Exp.	85.0%	80.0%	n/a	95.0%	85.0%	n/a
2008	84.6%	71.2%	n/a	71.2%	76.9%	n/a
2009 Exp.	90.0%	80.0%	n/a	90.0%	80.0%	n/a
2009	86.7%	82.2%				
2010 Exp.	90.0%	90.0%				

Instructional Implications (including reference to applicable Action Plan): 6/6 Special Education students met standard in this grade. 1/1 ESL Students met standard while 40.3% of students overall exceeded standard at Level 4. Gender gap in favor of female students at 9.2%. Students at this grade level will experience a strong instructional core with an emphasis on comprehension and vocabulary. All students at this level will experience a 2nd dose of instruction during a 3rd grade RTI time supported by upper grade teachers. Third graders will participate in a variety of reading opportunities outside of the RTI and core times. These will include buddy reading, Accelerated Reader, independent reading, library work, and reading across the curriculum.

WASL READING ACHIEVEMENT PROFILE

**NOTE: Beginning in 2009, Reading is not divided into “Literary” and “Informational”*

Directions: Copy the percent of students meeting and exceeding standard for each of the reading subtests.

Grade 4	Reading Literary Text			Reading Informational Text		
	Comprehension	Analyze/ Interpret	Critical Thinking	Comprehension	Analyze/ Interpret	Critical Thinking
2006	88.9%	95.2%	n/a	88.9%	88.9%	n/a
2007	73.7%	73.7%	n/a	77.6%	60.5%	n/a
2008 Exp.	91.0%	97.0%	n/a	91.0%	91.0%	n/a
2008	73.5%	69.4%	n/a	71.4%	81.6%	n/a
2009 Exp.	85.0%	80.0%	n/a	95.0%	85.0%	n/a
2009	80.4%	83.9%				
2010 Exp.	90.0%	90.0%				

Instructional Implications (including reference to applicable Action Plan): Only 1 of 3 special education students met standard at this grade level. 35% of fourth grade students exceeded the standard at Level 4. A sizeable gap of 20.5%, favoring females, exists in this cohort. Incoming 4th grade students scored the highest of all Hamilton students in 2009. Only four students remain at Hamilton that did not meet standard in 2009. However, six level three students scored in the “bubble” range of 410 or less. To maintain gains this year’s fourth grade students will participate in additional daily instruction via an RTI model at their instructional level. Fourth graders will participate in a variety of reading opportunities outside of the RTI and core times. These will include buddy reading, Accelerated Reader, independent reading, library work, and reading across the curriculum.

WASL READING ACHIEVEMENT PROFILE

**NOTE: Beginning in 2009, Reading is not divided into “Literary” and “Informational”*

Directions: Copy the percent of students meeting and exceeding standard for each of the reading subtests.

Grade 5	Reading Literary Text			Reading Informational Text		
	Comprehension	Analyze/ Interpret	Critical Thinking	Comprehension	Analyze/ Interpret	Critical Think- ing
2007	60.3%	73.5%	n/a	67.6%	73.5%	n/a
2008 Exp.	75.0%	75.0%	n/a	85.0%	75.0%	n/a
2008	56.4%	63.6%	n/a	74.5%	76.4%	n/a
2009 Exp.	80.0%	80.0%	n/a	80.0%	85.0%	n/a
2009	70.0%	76.0%				
2010 Exp.	85%	85%				

Instructional Implications (including reference to applicable Action Plan): One of four Special Education students met standard in 2009. Of this group, the three students that did not meet standards remain enrolled this year. Two of these scored at Level 1. 38.2% of students exceeded standard at Level 4. A 10 point gender gap exists favoring female students. Students at this grade level will receive an additional dose of instruction at their level via an RTI model. Fifth graders will participate in a variety of reading opportunities outside of the RTI and core times. These will include buddy reading, Accelerated Reader, Scholastic Reader, independent reading, library work, and reading across the curriculum.

WASL READING ACHIEVEMENT PROFILE

**NOTE: Beginning in 2009, Reading is not divided into “Literary” and “Informational”*

Directions: Copy the percent of students meeting and exceeding standard for each of the reading subtests.

Grade 6	Reading Literary Text			Reading Informational Text		
	Comprehension	Analyze/ Interpret	Critical Thinking	Comprehension	Analyze/ Interpret	Critical Thinking
2007	n/a	n/a	n/a	n/a	n/a	n/a
2008 Exp.	75.0%	75.0%	n/a	85.0%	75.0%	n/a
2008	66.0%	53.2%	66.0%	63.8%	74.5%	63.8%
2009 Exp.	75.0%	75.0%	n/a	80.0%	80.0%	n/a
2009	64.3%	57.1%	58.9%			
2010 Exp.	75.0%	75.0%	75.0%			

Instructional Implications (including reference to applicable Action Plan): All three of the unsuccessful Special Education students from 2009 remain enrolled at Hamilton. Of these, two students scored at Level 1. Strong consideration will be given to using replacement curricula for these students. 0/2 Special Education students met standard. Of 56 students, three increased their WASL Reading achievement level while 21 decreased. 8.9% of students scored at a Level 4. Nearly 40% of incoming students scored at this level. Focused attention will be given to implementing the core curriculum with fidelity. Additionally, students at this grade level will be given at least one extra dose of instruction at their level via an RTI model. This will be supported by primary grade teachers.

WASL MATHEMATICS ACHIEVEMENT PROFILE

**NOTE: Beginning in 2009 there are only two scores in Math: “Content” and “Process”*

Directions: Under the sub-tests for mathematics, locate the percentage of students met or exceeded the standard for each content and process strand.

Grade 3	Mathematical Content					Mathematical Processes		
	Number Sense	Measurement	Geometric Sense	Probability/ Statistics	Algebraic Sense	Solve Problems/ Reasons Logically	Communicate Understanding	Making Connections
2006	77.8%	69.8%	55.6%	50.8%	57.1%	63.5%	69.8%	61.9%
2007	48.1%	59.7%	68.8%	64.9 %	72.7%	72.7%	59.7%	75.3%
2008 Exp.	80.3%	74.0%	70.0%	70.0%	75.0%	75.0%	75.0%	80.0%
2008	59.6%	61.5%	67.3%	61.5%	61.5%	73.1%	75.0%	69.2%
2009 Exp.	80.0%	70.0%	80.0%	70.0%	70.0%	80.0%	80.0%	80.0%
2009	84.4%					82.2%		
2010 Exp.	95.0%					95.0%		

Instructional Implications (including reference to applicable Action Plan): 88.9% of students met standard overall. This is a 16-point increase over the previous year. *No gender gap exists at this grade level.* Five of six Special Education students met standard. 55.6% of students scored at Level 4. Of the five students who did not meet standard, four continue to be enrolled at Hamilton. Number Sense has been identified as the point of intervention for these students. Teachers begin year three of the Bridges implementation this year with year two of supplements aligned to standards. All components of Number Corner will be used consistently in each classroom.

WASL MATHEMATICS ACHIEVEMENT PROFILE

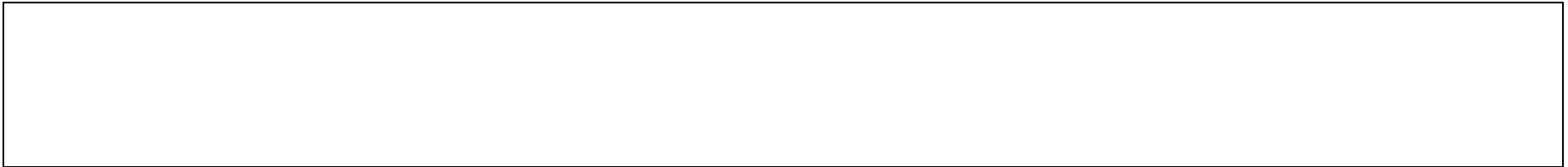
**NOTE: Beginning in 2009 there are only two scores in Math: "Content" and "Process"*

Directions: Under the sub-tests for mathematics, locate the percentage of students met or exceeded the standard for each content and process strand.

Grade 4	Mathematical Content					Mathematical Processes		
	Number Sense	Measurement	Geometric Sense	Probability/ Statistics	Algebraic Sense	Solve Problems/ Reasons Logically	Communicate Understanding	Making Connections
2005	49.2%	42.9%	54.0%	68.3%	63.5%	68.3%	63.5%	50.8%
2006	50.7%	60.9%	62.3%	65.2%	50.7%	56.5%	73.9%	62.3%
2007	34.7%	48.0%	60.0%	62.7%	36.0%	57.3%	56.0%	38.7%
2008 Exp.	76.0%	76.0%	65.0%	70.0%	70.0%	80.0%	78.0%	80.0%
2008	65.3%	59.2%	79.6%	53.1%	38.8%	63.3%	57.1%	65.3%
2009 Exp.	75.0%	75.0%	85.0%	75.0%	70.0%	80.0%	80.0%	80.0%
2009	62.5%					80.4%		
2010 Exp.	75%					85%		

Instructional Implications (including reference to applicable Action Plan): Four of eight Special Education students met standard. 33.9% of students scored at Level Four. *This is a decrease of over 16 points.* A six point gender gap exists favoring male students. Number Sense has been identified as a particular area of challenge with this group. The new group of fourth grade students begins the year very well prepared. (See grade 3 summary) Teachers begin year three of the Bridges implementation this year with year two of supplements aligned to standards. All components of Number Corner will be used consistently in each classroom.

PART 2: DATA ANALYSIS



WASL MATHEMATICS ACHIEVEMENT PROFILE

**NOTE: Beginning in 2009 there are only two scores in Math: “Content” and “Process”*

Directions: Under the sub-tests for mathematics, locate the percentage of students met or exceeded the standard for each content and process strand.

Grade 5	Mathematical Content					Mathematical Processes		
	Number Sense	Measurement	Geometric Sense	Probability/ Statistics	Algebraic Sense	Solve Problems/ Reasons Logically	Communicate Understanding	Making Connections
2006	38.2%	65.5%	61.8%	45.5%	43.6%	52.7%	61.8%	61.8%
2007	58.2%	67.2%	61.2 %	44.8%	49.3%	56.7%	65.7%	56.7%
2008 Exp.	65.0%	75.0%	75.0%	65.0%	60.0%	65.0%	75.0%	70.0%
2008	69.6%	66.1%	51.8%	73.2%	69.6%	64.3%	67.9%	60.7%
2009 Exp.	75.0%	70.0%	85.0%	60.0%	50.0%	75.0%	70.0%	70.0%
2009	73.1%					76.9%		
2010 Exp.	80.0%					80.0%		

Instructional Implications (including reference to applicable Action Plan): 69.1% of students met standard overall. This includes 49.1% of students scoring at Level 4. *This is a 14-point increase over the previous year.* A 12-point gender gap exists favoring male students. Significant progress has been made since 2006 in the area of Number Sense. We intend to continue making this a focus in 5th grade using outside support from community partners. Teachers begin year three of the Bridges implementation this year with year two of supplements aligned to standards. All components of Number Corner will be used consistently in each classroom.

WASL MATHEMATICS ACHIEVEMENT PROFILE

**NOTE: Beginning in 2009 there are only two scores in Math: “Content” and “Process”*

Directions: Under the sub-tests for mathematics, locate the percentage of students met or exceeded the standard for each content and process strand.

Grade 6	Mathematical Content					Mathematical Processes		
	Number Sense	Measurement	Geometric Sense	Probability/ Statistics	Algebraic Sense	Solve Problems/ Reasons Logically	Communicate Understanding	Making Connections
2006	60.7%	50.7%	43.3%	48.7%	48.0%	54.7%	50.7%	78.7%
2007	62.4%	46.1%	65.2%	46.5%	58.5%	42.6%	54.3%	43.3%
2008 Exp.	65.0%	75.0%	75.0%	65.0%	60.0%	65.0%	75.0%	70.0%
2008	42.6%	70.2%	57.4%	72.3%	55.3%	61.7%	59.6%	38.3%
2009 Exp.	75.0%	75.0%	60.0%	80.0%	75.0%	70.0%	75.0%	50%
2009	36.4%					45.5%		
2010 Exp.	80.0%					80.0%		

Instructional Implications (including reference to applicable Action Plan): 36.9% of students met standard. *This is 18 points lower than the previous year.* Zero of four Special Education students met standard. Of 56 students tested, 21 went down a level over their previous year’s score while one went up a level. 12.3% of students scored at Level 4. Certainly there is room for improvement. As with Reading, Focused attention will be given to implementing the core curriculum with fidelity. Additionally, a number of students at this grade level have been identified as needing support with number sense- specifically math facts. We intend to continue making this a focus in 5th grade using outside support from community partners including the US Coast Guard and AmeriCorp volunteers.

WASL SCIENCE ACHIEVEMENT PROFILE

Directions: Under the sub-tests for science, locate the percentage of students met or exceeded the standard for each content and process strand.

Grade 5	Science Content				
	Systems	Inquiry	Applications		
2006 – State	37.3%	34.8%	41.6%	n/a	n/a
2006 – Hamilton	47.6%	39.7%	41.3%	n/a	n/a
2007 – State	42.7%	40.3%	47.6%	n/a	n/a
2007 – Hamilton	42.6%	39.7%	42.6%	n/a	n/a
2008 – State	38.2%	45.2%	48.0%	n/a	n/a
2008 – Hamilton	42.9%	64.3%	46.4%	n/a	n/a
2009--State	43.0%	45.8%	45.5%		
2009 Exp.	50.0%	70.0%	60.0%	n/a	n/a
2009--Hamilton	43.1%	64.7%	47.1%		
2010 Exp.	50.0%	70.0%	60.0%		

Instructional Implications (including reference to applicable Action Plan): Hamilton 5th graders maintained gains in all three strands, yet overall achievement fell to 52.8% from 56.1% the previous year. Level 2 and 3 student numbers remained constant. However, 16.1% of students scored at a Level 1. A 12.1 point gender gap exists in favor of male students. This same group had no gender gap in Writing a year ago. A continued focus at each grade level will be data-driven answers. Students are being taught to apply the concept of the Scientific Method to each answer. Additionally, writing in Science will continue to be a focus for both the sake of Science and Writing. Journaling will continue to be a strong part of Science instruction at all levels.

WASL GENDER DISAGGREGATION DATA

Directions: Copy the percent of students meeting and exceeding standard for each of the gender and subject area subtests.

GENDER	GRADE 3 READING							GRADE 3 MATH						
	2005	2006	2007	2008	2009 Exp.	2009	2010 Exp.	2005	2006	2007	2008	2009 Exp.	2009	2010 Exp.
Male		82.4	83.3%	70.6%	80.0%	85.2%	95.0%		65.6%	75.5%	58.8%	70.0%	88.9%	95.0%
Female		76.3	82.1%	86.1%	90.0%	94.4%	95.0%		74.2%	71.4%	75.0%	80.0%	88.9%	95.0%

GENDER	GRADE 4 READING							GRADE 4 MATH						
	2005	2006	2007	2008	2009 Exp.	2009	2010 Exp.	2005	2006	2007	2008	2009 Exp.	2009	2010 Exp.
Male	90.3	87.9	75.7 %	75.9%	90.0%	70.4%	95.0%	77.4%	60.0%	59.5%	75.0%	70.0%	59.3%	90.0%
Female	81.3	100%	87.2%	81.0%	90.0%	90.9%	95.0%	46.9%	71.4%	64.1%	57.1%	80.0%	53.1%	90.0%

GENDER	GRADE 4 WRITING							GRADE 5 SCIENCE						
	2005	2006	2007	2008	2009 Exp.	2009	2010 Exp.	2005	2006	2007	2008	2009 Exp.	2009	2010 Exp.
Male	41.9	31.4	54.1%	65.5%	70.0%	44.4%	75.0%	35.7%	41.9%	25.0%	53.3%	65.0%	57.6%	80.0%
Female	65.6	79.4	71.8%	66.7%	70.0%	75.0%	75.0%	56.4%	26.4%	56.3%	63.0%	70.0%	45.5%	80.0%

GENDER	GRADE 5 READING							GRADE 5 MATH						
	2005	2006	2007	2008	2009 Exp.	2009	2010 Exp.	2005	2006	2007	2008	2009 Exp.	2009	2010 Exp.
Male		86.7	67.6%	73.3 %	80.0%	84.8%	95.0%		69.2%	55.0%	66.7%	75.0%	75.8%	90.0%
Female		81.3	84.4%	73.1%	90.0%	81.8%	95.0%		34.5%	75.0%	74.1%	85.0%	63.6%	90.0%

GENDER	GRADE 6 READING							GRADE 6 MATH						
	2005	2006	2007	2008	2009 Exp.	2009	2010 Exp.	2005	2006	2007	2008	2009 Exp.	2009	2010 Exp.
Male		69.9	0.0%	57.7%	90.0%	67.9%	95.0%		49.3%	0.0%	42.3%	70.0%	42.9%	90.0%
Female		83.8	0.0%	83.3%	90.0%	71.4%	95.0%		63.8%	0.0%	70.8%	75.0%	34.5%	90.0%

ESEA DISAGGREGATED DATA TABLE

✓ Data Source: Washington State School Report Card (<http://reportcard.ospi.k12.wa.us/>)

Directions: Enter the percent of students who met or exceeded standard for each of the group and subtest areas. Note the headcount of students in each category, and calculate the subsequent student headcount necessary to meet annual yearly progress targets.

GROUP	READING						MATH					
	2009			2010			2009			2010		
GRADE 3	# stu- dents	Pct. met/exceed standard (Target/Actual)		# students	Pct. target met/exceed standard	Necessary Headcount	# stu- dents	Pct. met/exceed standard (Target/Actual)		# students	Pct. target met/exceed standard	Necessary Headcount
All students	53	85%	81.1%	45	95%	43	53	75%	69.8%	45	95%	43
American Indian	1	85%	n<10	1	95%	n<10	1	75%	n<10	1	95%	n<10
Asian/Pacific Islander	3	85%	n<10	0	95%	n<10	3	75%	n<10	0	95%	n<10
Black	0	85%	n<10	0	95%	n<10	0	75%	n<10	0	95%	n<10
Hispanic	2	85%	n<10	2	95%	n<10	2	75%	n<10	2	95%	n<10
White	45	85%	80.0%	41	95%	39	45	75%	75.6%	41	95%	39
Male	17	85%	70.6%	16	95%	15	17	75%	58.8%	16	95%	15
Female	36	85%	86.1%	29	95%	27	36	75%	75.0%	29	95%	27
Disabled	3	85%	n<10	7	95%	n<10	3	75%	n<10	7	95%	n<10
LEP	2	85%	n<10	1	95%	n<10	2	75%	n<10	1	95%	n<10
Low SES	25	85%	76.0%	32	95%	30	25	75%	60.0%	32	95%	30

ESEA DISAGGREGATED DATA TABLE

✓ Data Source: Washington State School Report Card (<http://reportcard.ospi.k12.wa.us/>)

Directions: Enter the percent of students who met or exceeded standard for each of the group and subtest areas. Note the headcount of students in each category, and calculate the subsequent student headcount necessary to meet annual yearly progress targets.

GROUP	READING						MATH					
	2009			2010			2009			2010		
GRADE 4	# stu- dents	Pct. met/exceed standard (Target/Actual)		# students	Pct. target met/exceed standard	Necessary Headcount	# stu- dents	Pct. met/exceed standard (Target/Actual)		# students	Pct. target met/exceed standard	Necessary Headcount
All students	50	96%	78.0%	40	90%	36	49	75%	67.3%	40	75%	30
American Indian	0	96%	n<10	0	90%	n<10	0	75%	n<10	0	75%	n<10
Asian/Pacific Islander	1	96%	n<10	0	90%	n<10	1	75%	n<10	0	75%	n<10
Black	1	96%	n<10	1	90%	n<10	1	75%	n<10	1	75%	n<10
Hispanic	0	96%	n<10	4	90%	n<10	0	75%	n<10	4	75%	n<10
White	47	96%	78.7%	35	90%	31	46	75%	69.6%	35	75%	26
Male	29	96%	75.9%	21	90%	19	28	75%	75.0%	21	75%	16
Female	21	96%	81.0%	19	90%	17	21	75%	57.1%	19	75%	14
Disabled	7	96%	n<10	6	90%	n<10	7	75%	n<10	6	75%	n<10
LEP	1	96%	n<10	0	90%	n<10	1	75%	n<10	0	75%	n<10
Low SES	23	96%	73.9%	17	90%	15	22	75%	59.1%	17	75%	13

ESEA DISAGGREGATED DATA TABLE

✓ Data Source: Washington State School Report Card (<http://reportcard.ospi.k12.wa.us/>)

Directions: Enter the percent of students who met or exceeded standard for each of the group and subtest areas. Note the headcount of students in each category, and calculate the subsequent student headcount necessary to meet annual yearly progress targets.

GROUP	READING						MATH					
	2009			2010			2009			2010		
GRADE 5	# stu- dents	Pct. met/exceed standard (Target/Actual)		# students	Pct. target met/exceed standard	Necessary Headcount	# stu- dents	Pct. met/exceed standard (Target/Actual)		# students	Pct. target met/exceed standard	Necessary Headcount
All students	56	90%	73.2%	58	90%	52	57	65%	70.2%	58	80%	46
American Indian	5	90%	n<10	3	90%	n<10	5	65%	n<10	3	80%	n<10
Asian/Pacific Islander	4	90%	n<10	3	90%	n<10	4	65%	n<10	3	80%	n<10
Black	0	90%	n<10	0	90%	n<10	0	65%	n<10	0	80%	n<10
Hispanic	3	90%	n<10	4	90%	n<10	3	65%	n<10	4	80%	n<10
White	42	90%	71.4%	46	90%	41	42	65%	69.0%	46	80%	37
Male	30	90%	73.3%	24	90%	22	30	65%	66.7%	24	80%	19
Female	26	90%	73.1%	34	90%	31	27	65%	74.1%	34	80%	27
Disabled	6	90%	0.0%	7	90%	n<10	6	65%	0.0%	7	80%	n<10
LEP	1	90%	n<10	0	90%	n<10	1	65%	n<10	0	80%	n<10
Low SES	24	90%	66.7%	31	90%	28	25	65%	64.0%	31	80%	25

ESEA DISAGGREGATED DATA TABLE

✓ Data Source: Washington State School Report Card (<http://reportcard.ospi.k12.wa.us/>)

Directions: Enter the percent of students who met or exceeded standard for each of the group and subtest areas. Please note the current headcount of students in each category, and calculate the subsequent student headcount necessary to meet annual yearly progress targets.

GROUP	READING						MATH					
	2009			2010			2009			2010		
GRADE 6	# students	Pct. met/exceed standard (Target/Actual)		# students	Pct. target met/exceed standard	Necessary Headcount	# students	Pct. met/exceed standard (Target/Actual)		# students	Pct. target met/exceed standard	Necessary Headcount
All students	50	85%	70.0%	56	80%	45	50	70%	56.0%	56	60%	34
American Indian	8	85%	n<10	2	80%	n<10	8	70%	n<10	2	60%	n<10
Asian/Pacific Islander	0	85%	n<10	1	80%	n<10	0	70%	n<10	1	60%	n<10
Black	0	85%	n<10	1	80%	n<10	0	70%	n<10	1	60%	n<10
Hispanic	0	85%	n<10	1	80%	n<10	0	70%	n<10	1	60%	n<10
White	42	85%	73.8%	50	80%	40	42	70%	64.3%	50	60%	30
Male	26	85%	57.7%	34	80%	27	26	70%	42.3%	34	60%	20
Female	24	85%	83.3%	22	80%	18	24	70%	70.8%	22	60%	13
Disabled	11	85%	45.5%	8	80%	n<10	11	70%	18.2%	8	60%	n<10
LEP	1	85%	n<10	0	80%	n<10	1	70%	n<10	0	60%	n<10
Low SES	19	85%	42.1%	30	80%	24	19	70%	42.1%	30	60%	18

CHARACTERISTICS OF HIGH PERFORMING SCHOOLS

✓ Data Source: Center for Educational Effectiveness Survey

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

Category	2005	2007	2009 Exp.	2009	2010 Exp.		2005	2007	2009 Exp.	2009	2010 Exp.
Clear & Shared Focus	77%	83%	86%	75%	86%	Frequent Monitoring of Teaching and Learning	71%	82%	86%	49%	90%
Effective School Leadership	80%	93%	96%	75%	96%	Focused Professional Development	53%	49%	60%	45%	75%
High Standards & Expectations	60%	63%	67%	44%	75%	Curric., Instruct., and Assess. Aligned with Standards	65%	70%	75%	66%	75%
High Levels of Collaboration and Communication	57%	62%	65%	47%	65%	High Levels of Community & Parent Involvement	58%	59%	65%	51%	65%
Supportive Learning Environment	73%	83%	86%	73%	90%	Staff Willingness to Change	72%	72%	75%	61%	80%

CHARACTERISTICS OF HIGH PERFORMING SCHOOLS

✓ Data Source: Center for Educational Effectiveness 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	2007	2009 Exp.	2009	2010 Exp.	Category	2007	2009 Exp.	2009	2010 Exp.
Clear & Shared Focus	82%	85%	79%	84%	Frequent Monitoring of Teaching and Learning	80%	83%	83%	88%
Effective School Leadership	83%	86%	83%	88%	Focused Professional Development	❖	❖	❖	❖
High Standards & Expectations	88%	91%	91%	96%	Curric., Instruct., and Assess. Aligned with Standards	❖	❖	❖	❖
High Levels of Collaboration and Communication	86%	89%	84%	89%	High Levels of Community & Parent Involvement	79%	82%	84%	89%
Supportive Learning Environment	82%	85%	84%	89%	Staff Willingness to Change	❖	❖	❖	❖

CHARACTERISTICS OF HIGH PERFORMING SCHOOLS

✓ Data Source: Center for Educational Effectiveness 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	2007	2009 Exp.	2009	2010 Exp.	Category	2007	2009 Exp.	2009	2010 Exp.
Clear & Shared Focus	77%	80%	85%	90%	Frequent Monitoring of Teaching and Learning	71%	74%	81%	86%
Effective School Leadership	73%	76%	73%	78%	Focused Professional Development	❖	❖	❖	❖
High Standards & Expectations	86%	89%	89%	94%	Curric., Instruct., and Assess. Aligned with Standards	❖	❖	❖	❖
High Levels of Collaboration and Communication	67%	70%	75%	80%	High Levels of Community & Parent Involvement	61%	64%	67%	77%
Supportive Learning Environment	71%	74%	74%	79%	Staff Willingness to Change	❖	❖	❖	❖

INTERNAL ACCOUNTABILITY SYSTEM DATA

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

Analysis Tool/ Measurement Device	Results for 2007-08					Results for 2008-09				
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	❖	❖	❖	❖
	1	❖	59%	64%	❖	1	❖	62%	93%	❖
	2	77%	81%	86%	❖	2	63%	82%	85%	❖
	3	67%	77%	❖	55%	3	87%	89%	❖	80%
	4	00%	85%	❖	59%	4	70%	83%	❖	68%
	5	82%	82%	❖	80%	5	89%	91%	❖	83%
6	76%	76%	❖	56%	6	73%	75%	❖	75%	
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	❖	❖	❖	100%	K	❖	❖	92%	❖
	1	❖	❖	❖	94%	1	❖	❖	❖	93%
	2	❖	❖	❖	68%	2	❖	❖	❖	80%
	3	❖	35%	71%	❖	3	❖	45%	67%	87%
	4	46%	26%	❖	❖	4	38%	21%	WASL	46%
	5	❖	46%	56%	❖	5	❖	49%	68%	44%
6	❖	37%	00%	❖	6	❖	40%		00%	
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	90%	90%	❖	❖	K	92%	100%	❖	❖
	1	90%	90%	85%	❖	1	100%	93%	93%	❖
	2	90%	90%	82%	❖	2	90%	90%	85%	❖
	3	84%	88%	80%	❖	3	86%	100%	76%	❖
	4	80%	82%	80%	❖	4	77%	77%	69%	❖
	5	78%	81%	73%	77%	5	67%	67%	63%	77%
6	71%	78%	76%	74%	6	71%			74%	

INTERNAL ACCOUNTABILITY SYSTEM DATA

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

Summary Student Internal Accountability System Performance Data to Date (<i>end-of-year data</i>)													
Internal Assessment Results for 2007-08 (EOY)							Internal Assessment Results for 2008-09 (EOY)						
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	60	91.17%	0	0	0	0	K	18	94.65%	0	0	0	0
1	19	93.86%	2	0	0	0	1	58.5	94.09%	1	0	0	6
2	29	94.11%	0	0	0	0	2	5.5	94.74%	8	0	0	0
3	15	93.62%	0	0	0	0	3	25.5	95.53%	6	0	0	2
4	16	94.77%	5	0	0	0	4	29	93.78%	16	1	0	3
5	51.5	95.05%	11	0	0	1	5	34	94.93%	8	0	0	6
6	25	92.54%	14	0	0	0	6	17.5	94.64%	14	0	0	2

Instructional Implications (including reference to applicable Action Plan): This chart shows an increased number of suspensions and also increased attendance. Hamilton has begun an enhanced student discipline plan that we expect will decrease the number of disciplinary incidents that lead to suspension. Also, we plan to continue honoring students who have perfect attendance in any given month. Efforts to prevent flu infections such as hand washing protocols and healthy behaviors will also be emphasized for attendance and public health. Finally, this table will show that Court Petitions were more liberally used as a tool to increase student attendance in 2008-2009. We plan to maintain this effort in the new school year.

DEMOGRAPHIC SCHOOL DATA

Directions: Fill in the blanks with the data sources given below. Only use data sources relevant to your grade level and which will assist you in focusing your plan.

Data Source	Information Provided By Data	Summary	
Attendance Report	Percent of students present per day (2008-2009).	94.62%	
Unexcused Absences	Total number of absences not excused (2008-2009).	126	
Discipline Report	Summary of discipline activity for the building (2008-2009).	Drugs/Alcohol: 0 Tobacco: 0 Weapons: 1 Fighting/Assaults: 20/0	Court Petitions: 19 Expulsions: 0 Short-term Suspensions: 53 Long-term Suspensions: 1
Free/Reduced Lunch Report	Percent of students where family income is below federally established poverty level (2008-2009).	46.7%	
Gender Report	Number of male and female students as reported by the 2008-2009 OSPI School Report Card	Males: 200 Females: 167	
Ethnicity Report	Percent of students by ethnic groups as reported by the 2008-2009 OSPI School Report Card	American Indian or Alaskan Native: 4.1% Asian or Pacific Islander: 3.3% Black: 2.2% Hispanic: 4.9% White: 81.7%	
Drop-Out Rate	Percent of students listed as drop-outs in the 2008-2009 OSPI School Report Card	N.A.	
Cohort Graduation Rate	Rate of students beginning the 9th grade who successfully complete graduation in four years as reported in the 2008-2009 OSPI School Report Card	N.A.	
Staff Report	Staff demographic data as reported in the 2008-2009 OSPI School Report Card	Headcount: 24 Overall Ratio: 16:1	Average Years of Exp: 12.6 Percent \geq a Master's Degree: 66.7%

AREAS OF STRENGTH AND IMPROVEMENT

Directions: Remember how important it is to review past trends or changes over time. In reference to the WASL, 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><u>Reading</u> 3rd Grade- All special education and ESL students met standard. 40.3% of students at Level 4. 4th Grade-35% of students at Level 4. 5th Grade- 38.2% of students at Level 4. (1.1)</p> <p><u>Writing</u> Hamilton 4th graders scored above their peers in the state and district in COS with 62.5%</p> <p><u>Math</u> 3rd Grade- 88.9% of students met standard. <i>No gender gap exists at this grade level.</i> Five of six Special Education students met standard. 5th Grade- 49.1% of students scored at Level 1. <i>This is a 14 point increase over the previous year.</i></p> <p><u>Science</u> Hamilton 5th graders maintained gains in all strand areas.</p> <p><u>Other</u> Average Daily Attendance increased from 93.59% to 94.62%. CEES Data: Staff- 75% see a Clear and Shared Focus and Effective Leadership; Parents-Overall high marks for Hamilton; Students- 85% see a Clear and Shared Focus</p>	<p><u>Reading</u> <i>Overall achievement declines as students move from 3rd to 6th grade. Female students outscore Male students overall.</i> 4th Grade- A 20.5% gender gap exists in favor of female students. 5th Grade- Two Level 1 students. 6th Grade- Two level 1 students. <i>21 students scored lower than the previous year.</i> (1.1)</p> <p><u>Writing</u> Hamilton Writing achievement overall dipped lower than the previous year to 62.1%. A significant gender gap exists- 30.6% in favor of female students.</p> <p><u>Math</u> 3rd Grade- 3.9% of students at Level 4. This is a 16 point decrease from the previous year. 6th Grade- 36.9% of students met standard. <i>This is an 18 point decrease from the previous year.</i> Number Sense at this grade level was successful with only 36.4% of students.</p> <p><u>Science</u> Overall Science achievement fell from 56.1% to 52.8%</p> <p><u>Other</u> Suspensions increased from 32 to 53. CEES Data: Staff- 44% sees High Expectations; Students- 64% see the community and parents involved in school.</p>

See Appendix A for additional notes on school strengths.

See Appendix A for additional notes on areas for improvement.

PART 4: STRATEGIC GOALS

STRATEGIC GOALS FOR 2008-09

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

GOAL	
GOAL 1	Students and adults are engaged in powerful learning experiences appropriate to each individual.
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.
GOAL 3	Parents and community partners support and enhance the education of children.

STRATEGIC OBJECTIVES FOR 2008-09

Directions: Please list the building level objectives, which correspond to district strategic plan goals in the following spaces. Please number objectives in relationship to goals (*e.g.* the first objective pertaining to Goal 1 would be identified as Objective 1.1; the fourth objective pertaining to Goal 2 would be identified as Objective 2.4, etc.). Please order the objectives in numerically ascending order.

OBJECTIVE	
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.
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.
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.
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.
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.

PART 5: STRATEGIC OBJECTIVES

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.
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.
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.
Objective 2.4	By June 2011, life skills will be included in curriculum to ensure that all students have marketable skills.
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.
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.

ACTION PLAN

Directions:

For your action plan, complete the following steps:

- Understand the objectives are derived from Data Analysis, Needs Assessment, and Major Goals (Parts 1-3).
- Clearly and succinctly describe the data analysis addressed by the particular action plan.
- Determine particular strategies for each objective that are supported by best practice research.
- Clearly and succinctly state the desired outcome as evidence of achievement.
- Identify specific actions that relate to each objective and identify requisite information.
- Note the completion of action items by checking the identified box.

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

OBJECTIVE 1.5 By 2004, the number of students graduating on time as measured by cohort promotion data beginning in 9th grade will increase by at least 2%.

DATA ANALYSIS	Currently, our School Report Card data shows we have an 80.2% cohort graduation rate.				
STRATEGY	We will lead parent, student conferences for the purpose of addressing student achievement goals and the barriers to reaching these for individual students.				
EVIDENCE OF ACHIEVEMENT	We will increase our cohort graduation rate to 82.2% by spring 2004.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Identify dates for conferences	Aug. 2004	Principal	SIT, Dept. Chairs	<input type="checkbox"/>	
Identify staff to hold conferences	Aug. 2004	Principal	SIT, Dept. Chairs	<input type="checkbox"/>	
Identify students to conference (9/10th)	Sep. 2004	SLCC	SIT, Dept. Chairs	<input type="checkbox"/>	
Hold conferences	Sep. 2004 – Jan. 2005	Identified Staff	SIT, Dept. Chairs	<input type="checkbox"/>	
Identify frequency of conf., annual?	Oct. 2004	SLCC	SIT, Dept. Chairs	<input type="checkbox"/>	

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 WASL: 3 rd grade: 88.9%, 4 th : 81.7%, 5 th :83.6%, 6 th : 69.6%				
STRATEGY	We will use data from school wide screeners and district assessments to design interventions for all students (RTI). The core reading curriculum will be taught with fidelity at each grade level.				
EVIDENCE OF ACHIEVEMENT	Students in grade 3, 4, 5, and 6 will meet AYP levels on the 2010 WASL. Progress will be monitored on a regular basis within the RTI plan and following the district assessment calendar.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
	Yes			Comments	
Review, organize and prioritize our data as a school staff to identify strengths/challenges.	Aug. 2009 – Sep. 2009	All Staff	Principal	<input type="checkbox"/>	
Focus on informational text k-6th using student magazines and WASL stems along with monthly focus on comprehension strategies	Sep. 2009 – June 2010	All Staff	Principal	<input type="checkbox"/>	
Develop and implement an RTI plan school wide (benchmark assess., progress monitoring, regular meetings to review data/adjust instruction)	Sept. 2009-June 2010	All Staff	Principal	<input type="checkbox"/>	
Integrate Science vocabulary lists into word walls at all grade levels	Sept. 2009-May 2010	Classroom Teachers, Principal	Principal, ILT	<input type="checkbox"/>	

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 WASL: 61% at standard. 62.5% standard in COS, 80.4% standard in conventions. Spring 2009: 3rd writing: 80% , 30.6% 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	75% of students in 4 th grade will meet standard on the 2010 WASL. 82% of students will meet standard in COS on the 2010 WASL. Spring 2010: 80% of 3 rd grade students at standard on EOY writing assessment, close gender gap to 0%				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
	Yes	Comments			
Continue strong fidelity of Caulkins/Fletcher writing program implementation.	Sep. 2009 – June 2010	Principal, All Staff	Principal, ILT	<input type="checkbox"/>	
Use Writing prompts in on-demand settings once per trimester.	Oct. 2009- June 2010	Grade Level Teams	Principal, ILT	<input type="checkbox"/>	
Use monthly “ Looking Ahead in Writing ” as created by writing adoption specialists to assist in planning for writing instruction.	Sep. 2009– June 2010	All Teachers	Principal, ILT	<input type="checkbox"/>	
Identify School-wide book study and use new learning to guide instruction.	Jan. 2010-February 2010	All Staff	ILT, Principal	<input type="checkbox"/>	
				<input type="checkbox"/>	

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 2009 WASL: 3 rd : 88.9%, 4 th : 55.9%, 5 th : 70.9%, 6 th : 38.6%. EOY K at standard: 100%, 1st at standard 95%, EOY 2nd at standard: 95%				
STRATEGY	Identify and use best instructional math strategies to support ongoing implementation of math curriculum				
EVIDENCE OF ACHIEVEMENT	Students in grade 3, 4, 5, and 6 will meet AYP levels on the 2010 WASL EOY 1st 100%, EOY 2nd 100%.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Implement <i>Bridges</i> curriculum with fidelity. Support with regular grade-level meeting collaborative time.	Aug. 2009 – June 2010	Principal, All Staff	Principal, Site Team	<input type="checkbox"/>	
Use adoption specialists to support individual implementation of <i>Bridges</i> and McDougall-Litell math programs.	Oct. 2009 – June 2010	PDC, Principal, Selected Staff	Principal, Site Team, PDC, Adoption Specialists	<input type="checkbox"/>	
Use a strand-level screening tool to inform math instruction in the same way that DRA does for reading instruction.	Nov. 2009 – April 2010	Principal, Adoption Specialists, PDC, Intermediate Teachers	Principal, Site Team, Intermediate Teachers	<input type="checkbox"/>	
Review new math standards as grade level team and share information with parents.	Sep. 2009 – January 2010	Certificated staff, Adoption Specialists?	Principal	<input type="checkbox"/>	
Use the <i>Bridges</i> “Quick Facts” model to support individual and school-wide number sense goals.	Oct. 2009 – June 2010	Principal, All Staff, PTO	Principal, Site Team, PTO	<input type="checkbox"/>	

ACTION PLAN

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

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.

DATA ANALYSIS	52.7% of 5th grade students met standard on 2009 Science WASL				
STRATEGY	All staff will teach assigned Foss Science kits as indicated by the district/building schedule.				
EVIDENCE OF ACHIEVEMENT	Students in grade 5 will meet AYP standards on the 2009 Science WASL.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
	Yes	Comments			
Implement FOSS Science Kits with fidelity. This includes using and reporting all end-of-kit assessments for 2007-08.	Sept. 2009 – June 2010	Principal, Joe Glatz, Classroom Teachers	Principal, Site Team, Joe Glatz	<input type="checkbox"/>	
Use Science content as non-fiction writing prompts whenever practical/possible	Sept. 2009- June 2010	Classroom Teachers, Principal	Principal, ILT	<input type="checkbox"/>	
Integrate Science vocabulary lists into word walls at all grade levels	Sept. 2009-May 2010	Classroom Teachers, Principal	Principal, ILT	<input type="checkbox"/>	
Building science leader will support teachers with their instruction of FOSS Science Kits.	Sept. 2009 – June 2010	Joe Glatz	Principal	<input type="checkbox"/>	
Teachers will follow the district science plan, using the science notebook strategy as outlined in the plan.	Sept. 2009– June 2010	All Teachers	Principal	<input type="checkbox"/>	

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 2008-2009 school year was 94.62%, up from 93.59% .				
STRATEGY	Frequent communication with parents about supporting consistent attendance for their child. Use of Why Try at each level ; implementing strategies as appropriate to grade level. Monthly student incentives.				
EVIDENCE OF ACHIEVEMENT	Hamilton average daily attendance for 2009-2010 school year will be 95.0%				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Show hand-washing video in every classroom twice per year. Support healthy hand washing practices	Sep. 2009 and Jan. 2010	Classroom Teachers	Site Team, School Nurse	<input type="checkbox"/>	
Monitor attendance regularly. Intervene with regular communications from office where appropriate.	Sept. 2009 – June 2010- Meeting Weekly	Principal, Secretaries	Site Team	<input type="checkbox"/>	
Share CDC/County Health information on Swine Flu preparedness regularly	August 2009 through flu season	Principal, All Staff, Lily Thomson	Site Team, Principal	<input type="checkbox"/>	
Continue monthly recognition at assembly of perfect attendance. Reward with backpack tags.	Sept. 2009 – June 2010	Julie Smith, Jeani Hill, Loren Engel	Site Team, Principal	<input type="checkbox"/>	

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 2009 shows that 44% of staff feel are High Expectations in our school				
STRATEGY	Communicate clearly where High Expectations are present in planning and execution; Confront the negative perception directly.				
EVIDENCE OF ACHIEVEMENT	Increase 2009 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
Formally call out examples of “High Expectations” with all staff and parent groups at regular meetings.	Oct. 2009 – May 2010	Principal, Site Team, Grade Level Teams	Site Team	<input type="checkbox"/>	
Cite examples within student discipline data that demonstrate high expectations within our school community.	Sept. 2009- June 2010	Principal, Site Team	Site Team, HM ad-hoc Discipline Committee	<input type="checkbox"/>	
Use RTI progress monitoring to regularly refine groups and strategies used with all levels of students.	Oct. 2009- June 2010	All Staff	Principal, Site Team	<input type="checkbox"/>	
Review and monitor updated State Math and Science expectations	Oct. 2009- June 2010	Grade Level Teams, Principal	Site Team	<input type="checkbox"/>	
Call the question- Where are we not demonstrating “High Expectations” in our school? What are our next steps to change this?	Oct. 2009- Jan. 2009	Site Team; ILT; Principal	All Staff	<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 2.1 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	2009 CEES survey on focused professional development shows 45% 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 2010 CEES survey for focused professional development.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Develop initial plan for using early release time. Include all modes of participation as per staff feedback.	Aug. 2009 – Sep. 2009	Principal	Site Team, All Staff	<input type="checkbox"/>	
ILT will collaborate with principal to create and review Tuesday collaboration schedule that targets CSIP action plans.	Sept. /Oct. 2009	ILT	Principal	<input type="checkbox"/>	
Specialists (preschool, speech, music, physical education) will collaborate one Tuesday a month (2 nd Tuesday as needed). District grade level meetings at least once a year.	Oct. 2009 – June 2010	Specialists, teachers	Principal, Assistant Superintendent, Elementary Principals	<input type="checkbox"/>	
Staff Collaborative Activities will be documented in a grade-level notebook to ensure accountability towards CSIP goals.	Oct. 2009- June 2010	Certificated Staff	Principal	<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 2.1 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					
STRATEGY					
EVIDENCE OF ACHIEVEMENT					
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments

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. Families continue to use social networking as a communication tool.				
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			
Staff self assessment of professional development needs in technology. Teachers assess students to ID technology strengths and needs.	Oct. 2009	Tech. coordinator	Principal/Site team	<input type="checkbox"/>	
Professional Dev. will be offered one time per trimester, and as needed to respond to teacher needs/requests.	Oct. 2009-June 2010	Tech. coordinator	Principal/Site team	<input type="checkbox"/>	
Develop a social networking communication path using phones for parents, staff, and patrons to access.	October 2009- November 2009	Principal, AmeriCorp Members; Community Members?	Site Team, Office Staff	<input type="checkbox"/>	
All students will use tech as a tool. (Accelerated Reader, Word, PowerPoint, Excel, Type to Learn)	Oct. 2009-June 2010	Classroom teachers, tech coordinator	Site team	<input type="checkbox"/>	
School web site will be updated weekly/monthly with pertinent and timely information	Sept. 2009-June 2010	Office Staff, Tina Smith-O'Hara	Principal/Site team	<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 2.4 By June 2011, life skills will be included in curriculum to ensure that all students have marketable skills.

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	
	Yes	Comments			
Continue instruction of Life Skills curriculum at 6 th grade level	Oct. 2009-April 2010	6 th grade teachers/	Principal	<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 one having tiered interventions in the area of reading for 2009-2010 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 WASL areas for 2009-2010 in grades 3 rd -6 th . 2009 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
Using a reading screener an assessment team will do the fall benchmark screening.	Sept. 2009	Building assessment team	Teachers, ILT, Principal	<input checked="" type="checkbox"/>	Completed by Sept. 15
Instructional team meets. to create building plan and next steps /assessment plans created for each group	Sept. 2009	Grade level teams, ILT	ILT, Principal	<input type="checkbox"/>	
Progress monitoring completed; results used to move students to different tiers	Oct. 2009-June 2010	Teachers, ILT	ILT, Principal	<input type="checkbox"/>	
Calendar collaboration time on 3 rd Tuesday for staff to look at data, monitor progress using folders and determine next instructional focuses	Oct. 2009-May 2010	Principal, ILT	Teachers	<input type="checkbox"/>	
Determine/schedule professional development needed to build further understanding/skills of RTI work.	Oct. 2009-Nov. 2009	Principal, ILT	Principal, ILT	<input type="checkbox"/>	

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. 84% of respondents indicate high levels of communication and collaboration with Hamilton Elementary.				
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
Partner with Hamilton Parent Group for events to bring parents and community to our school. Maintain PTO processes and participation.	Sep. 2006 – June 2008	Principal, Ann Mitchell	Site Team, PTO participants	<input type="checkbox"/>	
Winter Enrichment Block, Reading Strategy Nights, Science Nights, Math Nights, Book Swaps, PTO family nights, parenting classes	Oct. 2009 – June 2010	Teaching Staff	Site Team	<input type="checkbox"/>	
Partner with Coast Guard Station Port Angeles and Park View Villas to provide tutors/mentors targeted toward struggling math students.	Oct. 2007 – June 2009	Principal, USCG Petty Officer Cortright, Intermediate Teachers	Site Team, Principal, Intermediate Teachers	<input type="checkbox"/>	
Develop a social networking communication path using phones for parents, staff, and patrons to access.	October 2009- November 2009	Principal, AmeriCorp Members; Community Members?	Site Team, Office Staff	<input type="checkbox"/>	
Site team is representative of parents and community members.	Oct. 2009 – Nov. 2009	Principal	Site Team	<input type="checkbox"/>	

STUDENT TUTORIAL/ENRICHMENT STRATEGIES SUMMARY

Directions: Briefly summarize your school's strategies for student remediation and enrichment. Remember, summer school is no longer an option for 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.

Hamilton staff will be providing enrichment activities and student remediation at all levels. This year we are implementing a Response to Intervention (RTI) system which will provide varying levels of support to all students based on need. As reading is a gateway skill to improving all academic areas, we have identified Reading as our RTI focus.

We have the luxury of following several local models of effective RTI programs. In their footsteps, our RTI approach includes the following:

- 1) The Hamilton Instructional Leadership Team (ILT) which will monitor our efforts and guide progress.
- 2) School-wide universal screening of all students. This will include screenings in the fall (completed), winter, and spring.
- 3) Grade level teams using timely data to create flexible instructional groups with a clearly defined instructional focus.
- 4) Intensified progress-monitoring of students most in need of intervention.
- 5) Results monitored and instruction adjusted using Tuesday collaboration time.
- 6) Parents informed of progress during each reporting cycle.
- 7) 5th and 6th grade students who have not met WASL standard will have student learning plans created to address challenges and also to identify additional learning support.

Hamilton will host a series of enrichment workshops and courses during January and February. During the coldest and darkest time of the school year we will open our doors to children for after school opportunities. These will be made available as community partners are available. We have tentative commitments to include knitting and chess activities. We are interested in providing language and culture classes as well.

We also partner with the Hamilton PTO and the Port Angeles Education Foundation to provide a number of enrichment activities to our school. These are scheduled to include: 1) Science workshops with the Olympic Park Institute, 2) Performances by organizations such as the Book-It Theatre company and Tears of Joy Puppet Theatre. Additionally, our staff, parents, and community partner to provide opportunities such as Attendance Incentives, The Million Word Challenge, storytelling sessions, math and reading nights, a bike safety course, the worm bin composting project, and family nights at school.

TITLE I SCHOOL-WIDE PLAN SUMMARY

Directions: Briefly summarize your school’s strategy for implementing a Title I School-wide Plan. The summary must reference the ten components’ presence in other parts of the Continuous School Improvement Plan, and describe elements of the plan not addressed other parts. This summary should clearly describe a comprehensive approach embedded in strategies.

Comprehensive Needs Assessment (1): See CSIP Part 2, Data Analysis.	Professional Development Activities (4): See CSIP Part 9, Professional Development Resource Summary.	Teachers Included in Assessment Decisions (8): See CSIP Part 4, Objectives 2.1 and 2.2 Action Plans.
School-wide Reform Strategies (2): See CSIP Part 11, Continuous School Improvement Plan Summary.	Strategies to Increase Parent Involvement (6): See CSIP Part 6, Objective 3.1 Action Plan(s).	Provide Assistance to Students Experiencing Difficulty (9): See CSIP Part 7, Student Tutorial/Enrichment Strategies Summary.
Instruction by Highly Qualified Staff (3) and Attract High-Quality, Highly Qualified Teachers (5): All of the teachers at Hamilton Elementary School were highly qualified under the provisions of the federal No Child Left Behind Act during 2005-06, 2006-07, and are highly qualified during 2007-08. The Port Angeles School District developed and implemented a recruiting plan to attract highly qualified, high quality teachers to Port Angeles schools. All of the paraeducators supported by Title I funds at Hamilton Elementary School are highly qualified under the provisions of the federal No Child Left Behind Act.		
Transition Plans for Preschool and Between Grade Levels (7): Hamilton school partners with our on-campus Head Start program to transition families into our Kindergarten. Staff visit family meetings each spring and help to sponsor a pre-Kindergarten camp with the Readiness to Learn program to smooth the change. Kindergarten students, as well as most other grade levels, are invited to “move-in” to their classroom the Friday before school begins. Each spring we sponsor a “move-up” day where students meet with next year’s teacher. Fifth grade students have the opportunity to serve as tour guides or to meet with their Kindergarten teacher before moving on to middle school.		
Coordination and Integration of Federal, State, and Local Services (10): Students at Hamilton are served with a seamless array of services. The Title I program usually serves as an entry or exit to more formal special education services. On at least a weekly basis, case managers and Title I staff meet to discuss students of concern. The results of these meetings are often adjustments to how students can be best served.		
Funding Source	Amount	How Funds Support SWP
State LAP	\$0,000	Staff to support level 1 and 2 students, student learning plans.
Fed. Dept. of Ed	\$0,000	
Title IA	\$0,000	Staff to support student at risk of not meeting standards.
Title IIA	\$0,000	Teacher and principal professional development
Title IIB	\$0,000	
Title IV	\$0,000	
Title V	\$0,000	Basic education funds used in combination wit Title I/LAP to support academic interventions.
Other	\$0,000	Readiness to Learn; coordination assists students and families in grades K-1.

PART 9: 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"/>
\$295	“Good to Great in the Social Sectors” study	All Staff	<input checked="" type="checkbox"/>
\$300	“Never Work Harder Than Your Students” study	Self- Identified Certificated Staff	<input type="checkbox"/>
\$300	Olympia ESD RTI Professional Development Cadre	Gloria Bond, Others?	<input type="checkbox"/>
\$398	Love and Logic Day Seminar	Linda Flotto, Terrie Richmond, Others?	<input type="checkbox"/>
@\$700	Release time for goal-setting, RTI, and small reading group observation	All staff; select staff	<input type="checkbox"/>
\$500?	ESD/Other seminar on use of replacement curricula with intensive students (May be Read Well, etc.)	Case manager, select teachers	<input type="checkbox"/>

PART 9: SCHOOL PROFESSIONAL DEVELOPMENT RESOURCE SUMMARY

Budgeted Amount	Professional Development Activity	Description of Participating Staff	<input checked="" type="checkbox"/>
\$300	Local/Regional travel and release time for RTI observation	ILT; Select Staff	<input type="checkbox"/>
\$300	Para Educator release time/extra time for training in reading group instruction	Para Educator staff	<input type="checkbox"/>
\$300	Para Educator release time/extra time for training in specific special education needs/topics (CPI, etc.)	Special Education Para Educators/RBD and other	<input type="checkbox"/>
\$500	Additional certificated staff priorities	Certificated staff	<input type="checkbox"/>
\$300	Additional classified staff priorities	Para Educators, secretaries	<input type="checkbox"/>
\$700?	Release time to complete assessment calendar	Certificated classroom teachers	<input type="checkbox"/>
\$0			<input type="checkbox"/>

\$2,496 School Staff Development Allocation

✓ Source: School Budget Allocation

TECHNOLOGY SUMMARY

3-YEAR BUILDING-LEVEL TECHNOLOGY AND LEARNING IMPLEMENTATION PLAN						
Name of School: Hamilton				Grades (Example: Elem / MS / HS): Elem		
School Improvement Goal (taken from your building's School Improvement Plan): 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						
Technology and Learning Strategy: Implement technology tools that enhance instruction and provide learning opportunities for students						
Rationale (Research): Technology should be used in context of learning about other curriculum.						
School Year	Activity	Person(s) Responsible	Hardware (HW), Software (SW), & Tech Support (TS) Needs	Professional Development (PD) Needs	Purchase / Budget / Potential Funding Source(s)	Evaluation Strategies and/or Tools
Year 1: 2007-2008	Implement Technology Skills Curriculum Across Grade Span	Principal, Site Team, Teachers		TBD		Assessments to be Determined
	Update and Improve Web Site	Principal, Site Team, Teachers	TS – Web Support	Parent Training	TBD	Number of Hits
	Pilot Use of Handheld Devices to Gather Student Data and Download to Grade Report System.	SIT IT	HW - Devices	Training in use of Devices	9 @ \$750 - \$6,750 Gates Funds Building Funds	Number of Teachers Accessing Student Information
Year 2: 2008-2009	Develop and Implement a Funded Technology Replacement Schedule & Plan	FV SIT IT FV Staff		PD on New Technologies	Work on Tech. Levy	All Building Technology Updated by 2011
	Explore Further use of Video Technology	Principal IT	TS	Training on Use and Potential Use	Building Funds Tech. Levy	Number of Teachers Using Technology
	Fully Implement Handheld Devices	SIT IT	HW - Devices	Training in use of Devices	9 @ \$750 - \$6,750 Gates Funds Building Funds	Number of Teachers Accessing Student Information
Year 3: 2009-2010	Building Infrastructure Upgrade	IT Maint.	HW – Cabling, Transformer, Wiring	NA	\$75,000 ERate Maintenance	Increased Capability for use of Tech.
	Explore Voice Amplification System	SIT IT Principal	HW	Use of System	Unknown	

SIP Team Leader Completing This Form: Loren Engel Date: 11/16/06

Other SIP Team Participants: Steve Pazan, Scott Brodhun

SUMMARY

Directions: Briefly summarize, in paragraph form, your Continuous School Improvement (CSIP). *Describe the key components of the instructional program of the school and how the recommended strategies detailed in each action plan will improve school organization, instruction, and student learning. Specifically, what components will meet the needs of special populations?* In the table below, list your reading math, and other school objectives. Your summary description and chart will be used for dissemination purposes – website, annual school performance report, school board, etc.

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.

- **Reading: 3rd: 88.9%, 4th: 81.7%, 5th: 83.6%, 6th: 69.6% met standard on the reading WASL.** We will implement an 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. (Action plans 1.1 and 2.8) It provides early and timely intervention for struggling students. This component will help us to have more special education students be successful as measured by the WASL. Additionally, all teachers will continue to use the Houghton Mifflin Core reading program with an emphasis on comprehension strategies, vocabulary and grammar. Classrooms will continue to use non-fiction magazines along with WASL stem questions to further student understanding of informational text.
- **Writing: 61.0% of 4th graders met standard on the writing WASL** COS (content, organization, style) is an area of focus. All teachers will continue to use best instructional writing practices i.e. adopted curriculum, anchor charts, review and use of WASL released items,
- **Math: 3rd:88.9%,4th: 55.9%, 5th: 70.9%, 6th: 38.6% on the math WASL** Teachers are in the third year of a math adoption. Fidelity of implementation will be monitored closely. New math standards will be implemented this year and shared with parent/students. A renewed emphasis will be placed on basic facts at several grade levels.
- **Science: 52.7% of 5th graders met standard on the science WASL.** Teachers will continue to use the FOSS science kits and follow the district assessment schedule. The science notebook strategy will continue in all classrooms as a way for students to communicate their thinking.(action plan 1.4)
- Focused professional development in all content areas will continue to be provided to staff as called out in the action plans. (action plans 1.1, 1.2 , 2.1, 2.8)

Reading Objectives	Increase reading scores in grades 3-6 to meet AYP levels on the 2010 WASL	Increase Level 4 achievement to 45% or more at each tested grade level.	Grade 6 Reading achievement matches other grade levels
Writing Objectives	Increase 4 th grade 2010 WASL scores to 85% meeting standard	Increase COS strand success to more than 80% of students.	Decrease gender gap in Writing
Math Objectives	Increase math scores in grades 3-6 to meet AYP levels on the 2010 WASL	Increase Level 4 achievement to 35% or more at each tested grade level.	Grade 6 Math achievement matches other grade levels
Science Objectives	Increase science scores in 5 th grade to meet AYP levels on the 2010 WASL	Increase Level 4 student achievement to more than 10% of students	

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	Loren Engel	
2 nd Grade Teacher	Jan Collins	
Special Education Teacher	Gailen Steichen	
Learning Support Teacher	Gloria Bond	
6 th Grade Teacher	Jeff Lunt	
5 th Grade Teacher	George Kheriaty	
1 st Grade Teacher	Lisa McCoy	
Special Education Teacher	Barb Lyons	
SLP	Linda Williams	
Parent	Cheryl Martin	
School Board President	Steve Baxter	<i>Board Approved Date:</i> _____

APPENDICES

Directions: Attach as appendices school-specific surveys, evaluations, assessments, self-study documents, or other information that will be descriptive and supportive of your plan.

Hamilton Parent Involvement Plan/ Procedures 2007-08

Hamilton is committed to the goal of providing quality education for every child in this district. To this end, we want to establish partnerships with parents and with the community. Everyone gains if Hamilton and home work together to promote high achievement by our children. Neither home nor Hamilton can do the job alone. Parents play an extremely important role as children's first teachers. Support for their children and for the school is critical to children's success at every step along the way. Hamilton recognizes that some students may need the extra assistance available through the Title I program to reach the state's high academic standards. Hamilton intends to include parents in all aspects of the school's Title I program. The goal is a school-home partnership that will help all students to succeed.

PART I-SCHOOL PARENTAL INVOLVEMENT PLAN/ PROCEDURES REQUIRED COMPONENTS

- A. Hamilton will jointly develop/revise with parents the school parental involvement plan/ procedures and distribute it to parents of participating children and make available the parent involvement plan/ procedures to the local community.
 - Staff and parents serve on site based team
 - Title I Brochure/Family Involvement policy brochure
 - Classroom and school newsletters

- B. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved.
 - Annual meeting will be held November 29, 2007, 6:00 p.m. in the library prior to the PTO meeting.

- C. Offer flexible meetings, such as meetings in the morning or evening, and provide, with funds provided under this part, transportation, child care, or home visits, as such services related to parental involvement.
 - Title I staff is available before and after school to meet with parents.
 - Student Assistance Team meetings after school and mornings to accommodate parent's schedules.
 - Home visits scheduled upon request.

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- D. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of the school plan under Section 1112, school-wide under Section 1114, and the process of the school review and improvement under Section 1116.
- Parents serve on site-based team at Hamilton Elementary.
 - PTO meetings are advertised in classrooms, school newsletters and the reader board.
- E. Provide parents of participating children—
- a. Timely information about programs under this part.
 - b. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.
 - c. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practically possible.
 - Student Assistant Team meetings are set to involve staff and parents to help students.
 - Title I staff is available during conferences.
- F. If school wide program plan is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the district.
- Hamilton CSIP is continuous and evolving.
 - CSIP is updated annually to address student learning and school goals.
- G. Hamilton will inform parents and parental organizations of the purpose and existence of the Parental Information and Resources Center (PIRC) in Washington.
- Information will be available to all parents at parent meetings, conferences, and the school office.

PART II-REQUIRED SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

As a component of the school-level parental involvement plan/ procedures, each school shall jointly develop with parents for all children served under this part, a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement.

- Conduct a parent/teacher conference in elementary schools, annually (at a minimum), during which the compact shall be discussed as the compact relates to the individual child's achievement.
- Provide frequent reports to parents on their child's progress.
- Provide parents with reasonable access to staff, opportunities to volunteer and participate in their child's class and observation of classroom activities.
 - Title I staff is involved in a reading tutorial program that involves parents and community volunteers.
 - Compacts outlining involvement and responsibility between parents, students, and staff are available at open house and conferences.
 - Student progress is given by trimester report cards and periodic progress reports with additional reports available per parent request.

PART 13: APPENDICES

- Pencils of Power recognizes exceptional student writing.
- Monthly Project Wisdom awards.
- Teacher newsletters sent home weekly.

BUILDING CAPACITY REQUIREMENTS FOR INVOLVEMENT

To ensure effective involvement of parents and to support a partnership among the schools involved parents, and the community to improve student academic achievement, each school and district under this part.

- a. Shall provide assistance to the parents of children served by the school or district, as appropriate, in understanding such topics as the state's academic content standards and state student academic achievement standards. State and district assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children.
 - Open houses by grade level.
 - Student learning plans.
 - Monthly school newsletters.
 - Weekly classroom newsletters.
 - Family reading night.
- b. Shall provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement.
 - Family Reading Night.
 - Parenting with Love & Logic.
 - Readiness to Learn.
 - Connection with First Step Family Support Center.
- c. Shall educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.
 - Staff Meetings.
 - District staff development.
- d. Shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Readiness to Learn, any home instruction programs for preschoolers, First Step, First Teacher, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.
 - Support offered to Head Start on Hamilton campus.

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- Meetings with Developmental Preschool, part of Hamilton Elementary.
 - Meetings with Readiness to Learn Program.
 - Hamilton will provide a preschool/parent interview in the spring for entering kindergarten student that will be attending in the fall.
- e. Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language parents can understand.
- November conferences.
 - Title I meetings.
 - Site-based team meetings.
 - Title I information letter/brochure.
- f. Shall provide such other reasonable support for parental involvement activities under this part as parents may request.
- PTO events.
 - Volunteering opportunities in classrooms and school wide.
- g. May involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training.
- h. May provide necessary literacy training from funds received under this part if the district has exhausted all other reasonably available sources of funding for such training.
- i. May pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions.
- j. May train parents to enhance the involvement of other parents.
- k. May arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation.
- l. May adopt and implement model approaches to improving parental involvement.

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- m. May establish a district parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section.
- n. May develop appropriate roles for community-based organizations and businesses in parent involvement activities.

PART III-ACCESSIBILITY REQUIREMENTS

In carrying out the parental involvement requirements districts and schools, to the extent practicable, shall provide full opportunities for the participation of parents with children with limited English proficiency, parents with children with disabilities, and parents of migratory children, including providing information and school reports in a format and, to the extent practicable, in a language such parents can understand.

- Special education.
- English Language Learners Programs.
- Translators as needed.
- Phone conferences.
- ELL teacher available.

PART IV-ADOPTION

This Hamilton Parental Involvement Plan/ Procedures has been developed/ revised jointly with, and agreed upon with, parents of children participating in Title I program, as evidenced by meeting minutes. The Parent Involvement Plan/ Procedures were developed/revised by Hamilton on 11/29/07 and will be in effect for the period of the 2007-08 school year. The school will distribute this Parent Involvement Plan/ Procedures to all parents of participating Title I children and make it available to the community on or before 09/26/07.

(Signature of Title I Authorized Representative)

(Date)

These parents were involved with the development of this document: Michelle Angevine.

NCOSP Teacher Leader Action Plan for Hamilton

GOAL	ACTIVITY/ACTIONS	TIMELINE	RESOURCES	OUTCOMES
As TL I will meet with my principal monthly and create a list of needs to improve administration support, communication and improve student learning.	<ul style="list-style-type: none"> • Create list of our needs for principal – revise throughout year • Attend monthly meeting with building principal 	<ul style="list-style-type: none"> • Initial list Aug. • Revisit throughout the year • Sept-June 	<ul style="list-style-type: none"> • Time • Time 	
As TL I will present science note booking at an Administration meeting to help reach a common understanding of science curriculum and expectations for what administrators should observe in the third and fourth grade	<ul style="list-style-type: none"> • Attend admin meeting Nov. 2006 to present 3-4 lesson and note booking 	<ul style="list-style-type: none"> • plan early November 2006 • present November 2006 	<ul style="list-style-type: none"> • Mini lesson from science curriculum / note books for admin • 3rd & 4th grade note book examples 	
As TL I will meet with other TLs to discuss the GLE gaps in the science curriculum and provide recommendations and resources to Mrs. Reid and at grade level	<ul style="list-style-type: none"> • correlate GLE’s and science curriculum at elementary level • Gather resources to fill in gaps at elementary level & make a list of recommendations on how to fill gaps 	<ul style="list-style-type: none"> • September 2006-June 2007 • September 2006 –June 2007 	<ul style="list-style-type: none"> • Curriculum from all FOSS kits for our district and GLEs • SMATE • AIMS • Federal way kits 	
As TL I will attend WSTA/WORD Science Literacy Conference in Spokane, WA	<ul style="list-style-type: none"> • Attend note booking workshops and other science and literacy class to bring back to staff/grade level 			