



**Continuous School Improvement Plan
School Reporting Format and Schedule
Program Year 2008-09**

School Hamilton Elementary School
Principal Loren Engel

Reporting Schedule	School Submittal	Board Summary
<input type="checkbox"/> Report 1	1-12-09	2-09-09
<input type="checkbox"/> Report 2	4-13-09	5-4-09
<input checked="" type="checkbox"/> Report 3	6-19-09	7-13-09

Key Progress (incl. relevant internal accountability data references)

Objective 1.1: Spring DRA scores reflect increases in on-level achievement in both first and second grade. Additionally, data collected from KG classrooms indicates that students who have completed the all-day program will begin first grade well on the way to meeting first grade exit standards.

Objective 1.2: Spring Writing scores reflect increased levels of success- primarily around the Expository writing mode. Students are able to demonstrate increased proficiency via CBA projects and other research projects toward the end of the cycle.

Objective 1.3: End of year math scores for K and 1st grade show almost all students meeting standard. 2nd grade shows improvement over last year's scores as well. In end of year conferences teachers shared a higher level of comfort and understanding with both Bridges and McDougall-Litell. Curricula were taken farther and extended farther for students.

Objective 1.4: All K-6th grade teachers used the FOSS science kits. Kindergarten students were able to go more in-depth with their science learning given their additional time. Students in all grade levels have been writing observational data and conclusions with clarity. Expository writing prompts have become a relative strength.

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

Objective 1.1: Curriculum consistency was identified as an issue during our winter report. To address this barrier our Instructional Leadership Team (ILT) used the RTI planning process to identify screeners and progress monitoring tools that drive consistent classroom instructional inputs.

Objective 1.2: Time to conference with individual students was cited during our winter report. Classroom teachers have been very creative in addressing this issue. During end of year conferences strategies such as conferencing throughout the day, in small groups, and in differentiated time cycles were shared.

Objective 1.3: During the winter reporting cycle we reported that time to implement was a concern. 6th grade had just begun adding a second math period to their day. Since then first grade has also extended their math instructional time to meet expectations. All classrooms are including additional time for number corner activities.

Objective 1.4: End of kit assessments are not strong indicators of success at all grade levels. It is difficult to assess whether early kit experiences are being used effectively to tested standards in the intermediate grades. We have addressed this via our vertical team meetings and have other indicators in place to promote internal consistency of expectations.

Key Support Needs (incl. resource references related to barriers)	Key Adjustments To Action Plan (incl. performance data reference)
Objective 1.1: <u>Consistent</u> interventions are needed to identify how we will support students who struggle in each of the five core areas of reading. Our RTI plan includes interventions which will lead to greater consistency between levels and classrooms. (1.1)	Objective 1.1: Our action plan around reading has been adjusted to reflect planning and implementation of consistent progress-monitoring and data gathering tools between grade levels.
Objective 1.2: Classroom-based assessments indicate progress in COS for students. We anticipate WASL success at or above last year's levels.	Objective 1.2: Action plans will be written in August after review of 2009 WASL writing data.
Objective 1.3: Support needs around math are being met. Implementation has been successful and consistent through all grade levels.	Objective 1.3: Action plans for the 09-10 school year will be created after reviewing 2009 WASL data.
Objective 1.4: A grade level review of the science standards will be helpful once the new standards are approved. Kit assessments approach WASL expectations at times in the upper grades, but fail to give an accurate assessment of student progress towards GLE success in many cases. These need to be revised and updated to provide actionable information.	Objective 1.4: Action plans for the 09-10 school year will be created after reviewing 2009 WASL data. These plans will include science enrichment opportunities with the Olympic Park Institute funded by the Hamilton PTO.

Summary Student Internal Accountability System Performance Data to Date (2007-08 is end-of-year data; 2008-09 is year-to-date data)													
Internal Assessment Results for 2007-08 (EOY)							Internal Assessment Results for 2008-09 (YTD)						
Grade	Unexcused Absences	Avg. Daily Attendance	Suspensions		Expulsions	Court Petitions	Grade	Unexcused Absences	Avg. Daily Attendance	Suspensions		Expulsions	Court Petitions
			Short-Term	Long-Term						Short-Term	Long-Term		
K	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

Analysis Tool/ Measurement Device	Results for 2007-08					Results for 2007-08				
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%	42%	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%	72%	70%	74%	

⊕ indicates data will be included during a reporting period in the future; not planned for this report period. ❖ indicates data collection not anticipated; not part of district's 2008-09 assessment plan.

Summary Analysis of Collaboration Time/Professional Development Activities during Report Period (reference related action plans)	
<ul style="list-style-type: none"> • Technology training led by Wyndi, George, and Loren: Outlook, File Management, Fast Alert, and OESD Video Library • “Why Try?” Lesson introduction led by Barb Lyons • EES data for 2009 reviewed with staff and plans begun for 09-10 CSIP (2.1) • “What Really Matters in Response to Intervention” study- All Staff • Our monthly cycle of Tuesday collaborative time has included staff meeting time, vertical teaming time, specific student-related issues, and topics generated by each grade level team 	<p>Hamilton consistently uses our collaborative opportunities to assess achievement and learning opportunities for students. This past winter we have worked collaboratively in a variety of contexts towards this end. In grade level teams, RTI and site teams, para educator teams, and vertical structures we work towards the best learning outcomes for our students.</p> <p>In our planning for the coming year we will focus collaborative time on RTI intervention planning as well as “Why Try?” implementation.</p>
Summary Analysis of Parent & Student Engagement Activities during Report Period (reference related action plan data)	
<ul style="list-style-type: none"> • Hamilton hosts “The Incredible Years” parenting class in collaboration with First Steps and Readiness to Learn. (3.1) • Monthly recognition for positive character traits through Project Wisdom. • Family Movie Night in collaboration with the Hamilton PTO. • Student Council leadership opportunities including: Setting up and running a book fair, reporting to PTO officers, and other school service. • Pencils of Power and twice-monthly Principal’s Pretzel Parties to honor quality student work and quality choices. • KG Orientation for new families- 2nd orientation for Head Start Families (3.1) • Concerts for Strings, Band, KG, and 4th/5th grade. (3.1) 	<p>It is important for families and their children to recognize Hamilton as their school rather than merely a building they attend. Students are recognized regularly for acts of service, positive behaviors, and for reaching achievement goals via Project Wisdom™ messages and school gatherings. Parents experience Hamilton as a learning center through not only parent conferences, concerts, and activities for students. This past winter we have included specific learning opportunities for adults by hosting parenting classes in partnership with local agencies. We successfully create a welcoming and participatory school environment through these formal events, but also through daily personalized interactions with students and patrons.</p>
Summary Analysis of Response to Intervention (RTI) Pilot Activities during Report Period (reference related action plan data)	
<ul style="list-style-type: none"> • Identification and construction of a “Hamilton Data Dashboard” to use both as screeners and progress monitoring tools. <ul style="list-style-type: none"> ○ Inclusion of data gathering and monitoring tools already in place • With significant staff input we presented our plans to staff at a June 18 meeting. Consensus was gained on most key points. <ul style="list-style-type: none"> ○ Plan set to begin in August 	<p>The dominant topic of our Instructional Leadership Team has been RTI. Our team met monthly through March and nearly weekly since. We have created a plan for all three phases of RTI- Universal Screening, Progress Monitoring, and Intervention- which we are prepared to implement in September.</p>

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

ACTION PLAN

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

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

DATA ANALYSIS	Hamilton reading achievement is beginning to peak at grades 3 and 4 and decline in 5 and 6. Reading gains made in earlier grades are not sustained into intermediate grades. Achievement remains high in all grades.				
STRATEGY	Continued training and adjustments to Hawk Plan and Title I program, continuing program that achieves positive results. Personalize strategies for unsuccessful students.				
EVIDENCE OF ACHIEVEMENT	Return to 90%+ success rate at all four tested levels. Increased number of students at level 4 in all tested grade levels. Sustained success in intermediate grades on WASL reading.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Examine achievement data for trends and tendencies. Identify opportunities for growth in lower areas, specifically in informational text.	Apr. 2008 – Sept. 2008	Principal, Site Team, LST, All Staff	Site Team	<input checked="" type="checkbox"/>	
“Hawk Plan” model to change to K-1 focus from grades 1-2 focus in October/November rather than January.	Oct. 2008 – June 2009	LST, Principal, Primary Teachers	Site Team, Principal, Primary Teachers, LST	<input checked="" type="checkbox"/>	
Focus on informational text: forms and features across all grade levels. Use <i>Seattle Times</i> , <i>Nat’l Geographic</i> and home-grown visual data.	Sept. 2007 – June 2008	All Staff	Principal, Site Team, All Staff	<input checked="" type="checkbox"/>	
Acquire and use leveled reading texts for grades 5 and 6 in the same ways as primary. Use primary teachers in vertical teams as a resource.	Jan. 2008 – Jun. 2009.	Primary Teachers; Principal; Classroom Teachers	Principal, Site Team, LST	<input checked="" type="checkbox"/>	
Mainstream special education students into regular education opportunities where appropriate.	Aug. 2008 – June 2009	Case Managers; Classroom Teachers	IEP Teams, Site Team, Principal	<input checked="" type="checkbox"/>	
Use Title I parent outreach dollars and grant resources to extend learning opportunities for grades 4-6.	Jan. 2008 – June 2009	Intermediate Teachers, LST, Grant Partners	Site Team, Principal, Intermediate Teachers	<input checked="" type="checkbox"/>	Extended services offered since Jan.

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	76% of grade 4 students met the writing standard last spring- extending gains from the previous year. Male achievement is rising; female achievement declining slightly in grade 4.				
STRATEGY	“Stay the course” in implementation of Caulkins/Fletcher writing programs. Emphasize grade 6 implementation. Use science and math content to extend expository opportunities.				
EVIDENCE OF ACHIEVEMENT	80% or greater meeting standard in writing. Full implementation of a common curriculum in all grades. Greater achievement in math and science communications strands.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Continue strong fidelity of Caulkins/Fletcher writing program implementation. Extend to grade 6.	Sept. 2008 – June 2009	Principal, All Staff, Grade 6 Literacy Instructor	Principal, Site Team	<input checked="" type="checkbox"/>	
Skew writing instruction toward expository, matching informational text focus needs in reading, communication strands in science and math.	Oct. 2008 – June 2009	Principal, All Staff	Principal, Site Team	<input checked="" type="checkbox"/>	
Use monthly “Looking Ahead in Writing” created by writing adoption specialists to assist in planning for writing instruction.	Sept. 2008 – June 2009	All Teachers	Principal, Site Team	<input checked="" type="checkbox"/>	
Identify and implement school-wide book study: <i>What Matters Most in Response to Intervention</i>	Jan. 2008 – Feb. 2009	All Staff	Principal, Site Team	<input checked="" type="checkbox"/>	May/June implementation
Enhance opportunities for extended response and expository writing in grade 6. Ensure collaborative opportunities within grade 6 team.	Sept. 2008 – June 2009	Grade 6 Team; Principal	Principal, Site Team	<input checked="" 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	<i>Bridges</i> and <i>McDougal-Littell</i> implementation raised achievement levels in first year. The number sense strand is an overall weak area of student learning.				
STRATEGY	Implement <i>Bridges</i> and <i>McDougal-Littell</i> with fidelity. Support this internally with collaborative time and externally with adoption specialists. Create public ways of tracking and honoring math facts achievement.				
EVIDENCE OF ACHIEVEMENT	Begin a positive trend of increasing math achievement. Increase in number sense strand achievement in all tested grade levels.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
	Yes			Comments	
Implement <i>Bridges</i> curriculum with near 100% fidelity. Support with regular grade-level meeting collaborative time.	Aug. 2008 – June 2009	Principal, All Staff	Principal, Site Team	<input checked="" type="checkbox"/>	Year end conferences confirmed
Use adoption specialists to support individual learning in both <i>Bridges</i> and <i>McDougal Littell</i> math programs.	Oct. 2008 – June 2009	Principal, All Staff	Principal, Site Team, Adoption Specialists	<input checked="" type="checkbox"/>	
Use a strand-level screening tool to inform math instruction in the same way that DRA [®] does for reading instruction (<i>MAPS</i> or <i>Math Alert</i>).	Apr. 2008 – Aug. 2009	Principal, Adoption Specialists, PDC, Intermediate Teachers	Principal, Site Team, Intermediate Teachers	<input type="checkbox"/>	Next RTI step
Use grouping strategies to target specific deficits in 5th and 6th grade classrooms. Coast Guard and grade 6 teachers implement.	Oct. 2008 – June 2009	Principal, 5th, 6th Teachers	Principal, Site Team	<input checked="" type="checkbox"/>	Yes- USCG not part of implementation.
Use the <i>Bridges</i> “Quick Facts” model to support individual and school-wide number sense goals. Support with Hawk adoption.	Oct. 2008 – June 2009	Principal, All Staff, PTO	Principal, Site Team, PTO	<input checked="" 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	Breakthrough success in grade 5 WASL Science achievement: 57.9% of students met standard in 2008. This is 18 points higher (a 31% gain!) from the previous year.				
STRATEGY	Vertical team meetings to share grade 5 science strategies up and down Hamilton grade levels.				
EVIDENCE OF ACHIEVEMENT	Continued increases in overall WASL science and in individual strand data.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
	Yes			Comments	
Implement FOSS Science Kits with near 100% fidelity. This includes using and reporting all end-of-kit assessments for 2007-08.	Sept. 2008 – June 2009	Principal, Joe Glatz, Classroom Teachers	Principal, Site Team, Joe Glatz	<input checked="" type="checkbox"/>	
Use science content to leverage gains in reading (informational text) and writing (expository).	Sept. 2008 – June 2009	Principal, Joe Glatz, Classroom Teachers	Principal, Site Team, Joe Glatz	<input checked="" type="checkbox"/>	
Provide FOSS and kit-specific training opportunities for newer staff and special education case managers.	Dec. 2008 – May 2009	Principal, Case Managers	Principal, Site Team	<input checked="" type="checkbox"/>	
Team with Clallam 4-H program and YMCA to provide enrichment opportunities in science for grade 4-6 students.	Oct. 2008 – June 2009	Principal, Intermediate Staff, Gunnar Thomason, 4-H, YMCA staff	Principal, Site Team, Gunnar Thomason,	<input checked="" type="checkbox"/>	
Vertical team meetings to share grade 5 strategies, implement in all Hamilton grade levels.	Sept. 2008 – Dec. 2008 (may be extended through winter/spring)	Grade 5 Teachers; Principal; Classroom Teachers	Principal, Site Team	<input checked="" type="checkbox"/>	Began September 23

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	Daily student attendance for 2007-08: 93.37%; More unexcused absences in the past year than in previous years.				
STRATEGY	Publicly and regularly share attendance expectations with families. Aggressively pursue interventions with families; weekly meeting with attendance officer to monitor; team with school nurse for parent conferences.				
EVIDENCE OF ACHIEVEMENT	Increased student average daily attendance to goal of 94.5%.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Create daily attendance bulletin board to promote data interpretation goals as well as to display daily attendance data.	Sept. 2008 – June 2009	Principal, Secretaries	Site Team	<input checked="" type="checkbox"/>	Created and updated daily
Show hand-washing video in every classroom twice per year. Support healthy hand washing practices.	Sept. 2008 Jan. 2009	Classroom Teachers	Site Team, School Nurse	<input checked="" type="checkbox"/>	
Monitor attendance regularly. Intervene with regular communications from office where appropriate. Increase parent contacts.	Sept. 2008 – June 2009 (meeting weekly)	Principal, Secretaries	Site Team, Attendance Officer	<input checked="" type="checkbox"/>	
Team with school nurse to conference with families who are experiencing unproductive attendance patterns.	Oct. 2008 – June 2009	Principal, School Nurse	Site Team	<input checked="" type="checkbox"/>	
Report on attendance progress during CSIP reporting cycle.	Jan. 2009 Mar. 2009 June 2009	Principal	Site Team	<input checked="" type="checkbox"/>	Daily percentage increased to over 94%

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	Hamilton demonstrates significant improvement in student discipline data and positive adult perception data as measured by the EES. Staff perceptions remain high in all areas except for “High Expectations”.				
STRATEGY	Continue to call out examples of “High Expectations.” Encourage stability and recognition of student/staff/community achievement. Plan and calendar staff development activities.				
EVIDENCE OF ACHIEVEMENT	Growth in perception data from all constituencies as measured by EES. Increase in perception of “High Expectations” by staff and public. Staff feels valued and supported.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED Yes Comments	
Lead and plan for regular social/fitness activities for elementary employees.	Oct. 2008 – May 2009	Elementary Principals	Principal, Social Committee	<input type="checkbox"/>	Deferred to fall 2009
Collect perceptions data; biennial EES survey and review regularly for trends.	Mar. 2009	Principal	All Staff, Site Team	<input checked="" type="checkbox"/>	Completed April 2009
Formally call out examples of “High Expectations” with all staff and parent groups at regular meetings.	Oct. 2005 – May 2008	Principal, Site Team, Grade Level Teams	Site Team	<input checked="" type="checkbox"/>	
Maintain an updated calendar of events and staff development activities for staff.	Aug. 2008 – June 2009	Principal, Site Team, Office Staff	Site Team	<input checked="" type="checkbox"/>	
Work with teacher, para-educator, PTO, and secretary leadership to monitor staff and community overall satisfaction.	Aug. 2008 – June 2009	Principal, PTO Leadership; Employee Association Representatives	Site Team, Principal	<input checked="" 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	HM survey data suggests that we believe that collaborative time is a valuable resource but does not necessarily affect instructional practice.				
STRATEGY	Formalize the following: Planning specific agendas, reporting out, and connecting to the next meeting. Fold all regular meetings into Tuesdays.				
EVIDENCE OF ACHIEVEMENT	Staff has frequent and regular opportunities to work together toward increased student achievement. Survey data reflects that time is well-used and has an impact on instructional practice and student achievement.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Develop initial plan for using early release time. Include scheduled tasks, grade level priorities, and vertical options per staff feedback.	Aug. 2008 – Sept. 2008	Principal	Site Team, All Staff	<input checked="" type="checkbox"/>	
Collaborative time plan to focus on science instruction and specific student issues using work samples.	Sept. 2008 – June 2009	Grade Level Teams; Principal	Site Team, All Staff	<input checked="" type="checkbox"/>	
Vertical team meetings to share science and literacy strategies- implement in all Hamilton grade levels.	Sept. 2008 – Dec. 2008 (may be extended through winter/spring)	Grade 5 Teachers; Principal; Classroom Teachers	Principal, Site Team	<input checked="" type="checkbox"/>	Began September 23
Coordinate grade level meetings to allow specialists and grade level teams to collaborate across the district.	Aug. 2008	Elementary Principals, Linda Williams	Site Team, Specialists	<input checked="" type="checkbox"/>	
Use early release time Tuesdays to meet training and collaboration needs of each individual and grade level.	Sept. 2005 – June 2009	Grade Levels, Grade Level Captains, Principal	Principal, Site Team	<input checked="" 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	Staff development has met the needs of adult learning. It has not consistently been planned and calendared early in the year to have maximum impact on student success.				
STRATEGY	Involve subgroups of staff to determine priorities and calendar plans for the school year. Calendar plans early in the year to avoid conflicts and to maximize participation.				
EVIDENCE OF ACHIEVEMENT	Strong participation and achievement gains in targeted areas. Multiple groupings of staff will be used.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
	Yes	Comments			
Vertical team meetings to share grade 5 strategies, implement in all Hamilton grade levels.	Sept. 2008 – Dec. 2008 (may be extended through winter/spring)	Grade 5 Teachers; Principal; Classroom Teachers	Principal, Site Team	<input checked="" type="checkbox"/>	Began September 23
Small learning communities will be made up of grade level, instructional, and site teams which will give input to design prof. development.	Aug. 2008 – Oct. 2008	All Staff	Principal	<input checked="" type="checkbox"/>	
Vertical team meetings to share primary level strategies, implement in all Hamilton grade levels.	Sept. 2008 – Dec. 2008 (may be extended through winter/spring)	Primary Teachers; Principal; Classroom Teachers	Principal, Site Team	<input checked="" type="checkbox"/>	
Goal conferences with teaching staff, para educator staff, and office staff to plan and set priorities for the school year.	Aug. 2008 – Oct. 2008	Principal	Principal, Association Leadership	<input checked="" type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	

ACTION PLAN

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

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

DATA ANALYSIS	Hamilton’s Student Assistance Team (SAT) has functioned as an RTI-type ideas group. Special education referrals and placements are among the lowest in Port Angeles. Achievement remains strong.				
STRATEGY	Formalize processes around identification and remediation of students not at standard.				
EVIDENCE OF ACHIEVEMENT	Hamilton will achieve Adequate Yearly Progress in all applicable WASL areas for 2008-09 in grades 3-6. 2009 end-of-year data will show a decrease in percent of students identified as intensive and strategic.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
	Yes	Comments			
Calendar collaboration time for staff to look at data and determine next steps as well as provide professional development to build skill set.	Oct. 2008 – June 2009	Principal, Instructional Team	Teachers	<input checked="" type="checkbox"/>	
Use a strand-level screening tool to inform math instruction in the same way that DR [®] A does for reading instruction (MAPS or <i>Math Alert</i>).	Apr. 2008 – Aug. 2009	Principal, Adoption Specialists, Intermediate Teachers	Principal, Instructional Leadership Team, Intermediate Teachers	<input type="checkbox"/>	Next RTI step.
Instructional Leadership Team meets with trainer to review school plan and next steps. Identify student instructional groups for each tier. Assessment plans created for each group.	Nov. 2008	Grade Level Teams, Instructional Team	Instructional Team and Principal	<input checked="" type="checkbox"/>	
				<input type="checkbox"/>	
				<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. 86% 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.	Sept. 2006 – June 2008	Principal, Ann Mitchell	Site Team, PTO participants	<input checked="" type="checkbox"/>	
Partner with Farmer’s Insurance to provide after school activities for students.	Aug. 2008 – Jan. 2009	Principal, Farmer’s Insurance (Dana Huss-er)	Site Team, Principal	<input checked="" type="checkbox"/>	
Partner with Coast Guard Station Port Angeles 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"/>	Not Implemented
Team with Clallam 4-H program to provide enrichment opportunities in science for grade 4-6 students.	Sept. 2007 – June 2009	Principal, Intermediate Staff, Gunnar Thomason, 4-H	Principal, Site Team, Gunnar Thomason	<input checked="" type="checkbox"/>	
Seek partnership opportunities with Park View Villa site near Hamilton School.	July 2008 – June 2009	Principal, PVV Activities Coordinator	Principal, Site Team	<input checked="" type="checkbox"/>	

PART 8: SCHOOL PROFESSIONAL DEVELOPMENT RESOURCE SUMMARY

SCHOOL PROFESSIONAL DEVELOPMENT RESOURCE SUMMARY

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

Budgeted Amount	Professional Development Activity	Description of Participating Staff	<input checked="" type="checkbox"/>
\$910	Study Materials for <i>What Really Matters in Response to Intervention and Never Work Harder Than Your Students</i> Includes Classified staff time for participation.	Primary Staff, Intermediate Staff, Classified Staff	<input checked="" type="checkbox"/>
\$300	Classified goal-setting. Includes participation opportunities in Winter/Spring Para-Educator Conference in Bremerton	Para-educators, Office Professionals	<input checked="" type="checkbox"/>
\$1,450	Hamilton ILT Priorities To date, these include RTI site visits, Comprehension/Reading Workshop opportunities; and Science kit training and support for newer staff	Certificated Staff, Classified Partially Complete	<input checked="" type="checkbox"/>
\$700	“Why Try?” Training for additional staff	Barb Lyons, Gunnar Thomason	<input checked="" type="checkbox"/>
\$900	Crisis Prevention Institute Training for RBD staff	Cost up to \$900 to reserve space at CPI training- staff will become training certified and bring training back to local programs.	<input checked="" type="checkbox"/>
\$0			<input type="checkbox"/>

\$2,624 School Staff Development Allocation

✓ Source: School Budget Allocation