



**Continuous School Improvement Plan
School Reporting Format and Schedule
Program Year 2009-10**

School Hamilton Elementary School
Principal Loren Engel

Reporting Schedule	School Submittal	Board Summary
<input checked="" type="checkbox"/> Report 1	1-05-10	1-11-10
<input type="checkbox"/> Report 2	4-12-10	4-19-10
<input type="checkbox"/> Report 3	6-21-10	6-28-10

Key Progress (incl. relevant internal accountability data references)

Objective 1.1: Fall DRA scores indicating a% of students at standard: **2nd- 88%; 3rd- 95%; 4th- 75%; 5th- 94%; 6th- 92%**. Additionally, all students have been screened using DIBELS to indicate relative strengths and also areas of instructional emphasis. These results have been used to initially group students for instruction in September and to regroup in January.

Objective 1.2:
60% of 4th grade students were able to meet standard this fall as opposed to only 38% last year. Students at all levels are following district writing curriculum with fidelity. Students in grades 3-6 are writing working regularly in “on-demand” prompts to gain confidence with outside prompts.

Objective 1.3:
3rd- 5th grade teachers participated in district-wide PD on updated WA math standards and the upcoming MSP. Staff are confident in pacing with Bridges/number corner activities. 6th grade staff have are adding instructional time to each day to increase at-school support for struggling students.

Objective 1.4: Fall kit assessments indicating a % of students meeting standard: **1st- 100%; 2nd- 90%; 3rd- 81%; 4th- 75%; 5th- 58%; 6th- 80%**. Kits have been implemented at all scheduled grade levels with fidelity. Teachers are consistently using journaling as a comprehension strategy. Also, science vocabulary is being integrated into other vocabulary strategies in each classroom.

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

Objective 1.1: With a new set of interventions scheduling has been our largest barrier. We began our RTI implementation with K-2 interventions that had previously existed in our schedule. From mid-September until mid-October we added intervention time for grades 3-6 systematically. Early schedules were hampered by not enough specialist time. This issue has been resolved.

Objective 1.2: In planning for the current school year we identified two main barriers to writing success. The first was student comfort in on-demand settings. We are placing students in these settings with regularity for practice. (1.2) Secondly, consistency of planning within each classroom and grade level was identified. Monthly “Looking Aheads” have assisted in this area.

Objective 1.3: The transition from 5th to 6th grade math expectations continues to be a difficult one for students. Staff have compensated by adding additional supported practice time in both classrooms. Math fact support is an ongoing need at several levels. We are enlisting outside support to assist students from Coast Guard and area church volunteers.

Objective 1.4: System lacks a formal induction to specific science kit instructional strategies. We are supplementing with local support from grade level colleagues as well as our building science leader. End of kit assessments do not correlate to WASL/MSP success.

Key Support Needs (incl. resource references related to barriers)	Key Adjustments To Action Plan (incl. performance data reference)
Objective 1.1 Early RTI schedules were hampered by not enough specialist time being allocated to Hamilton. We have resolved this issue by adding 1 day of PE specialist time to our schedule. We have reallocated flexible human resources from other program areas in order to continue serving students in as small of groups as possible.	Objective 1.1: Key adjustments have included the addition of 1 day of PE specialist time to our schedule. Also, we have temporarily re-allocated personnel from other programs to serve students in small groups- even if those resources were only available for one or two weeks at a time.
Objective 1.2: Other schools in district are using Writing Classroom-Based Measurements (CBM) to gather specific data on student writing achievement in order to improve instruction. How can we use this towards greater targeting of student needs?	Objective 1.2: No adjustments at this time.
Objective 1.3 Math supports for students are not as readily available as those in place for literacy. How can we accomplish this?	Objective 1.3: No adjustments at this time.
Objective 1.4: End of kit assessments must be revised to so that results relate to WASL success. There is a strong need for district assistance with systematically training new teachers in expectations and strategies for our science program in general and each kit in particular.	Objective 1.4: We have adjusted to the training need by supplementing with local support from grade level colleagues as well as our building science leader. Other than this objective has been implemented as described in our plan.

Summary Student Internal Accountability System Performance Data to Date (2008-09 is end-of-year data; 2009-10 is year-to-date data)													
Internal Assessment Results for 2008-09 (EOY)							Internal Assessment Results for 2009-10 (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	18	94.65%	0	0	0	0	K	18	94.14%	1	0	0	2
1	58.5	94.09%	1	0	0	6	1	9.5	93.3%	2	0	0	3
2	5.5	94.74%	8	0	0	0	2	5	93.96%	1	0	0	0
3	25.5	95.53%	6	0	0	2	3	5.5	94.40%	0	0	0	1
4	29	93.78%	16	1	0	3	4	5	95.51%	2	0	0	0
5	34	94.93%	8	0	0	6	5	8	93.31%	2	0	0	0
6	17.5	94.64%	14	0	0	2	6	8	93.89%	1	0	0	0

Analysis Tool/ Measurement Device	Results for 2008-09					Results for 2009-10				
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	❖	62%	93%	❖	1	❖	❖	❖	❖
	2	63%	82%	85%	❖	2	88%	❖	❖	❖
	3	87%	89%	❖	80%	3	95%	❖	❖	❖
	4	70%	83%	❖	68%	4	65%	❖	❖	❖
	5	89%	91%	❖	83%	5	94%	❖	❖	❖
6	73%	75%	❖	75%	6	92%	❖	❖	❖	
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	❖	❖	92%	❖	K	❖	❖	❖	❖
	1	❖	❖	❖	93%	1	❖	❖	❖	❖
	2	❖	❖	❖	80%	2	❖	❖	❖	❖
	3	❖	45%	67%	87%	3	❖	❖	❖	❖
	4	38%	21%	WASL	46%	4	60%	❖	❖	❖
	5	❖	49%	68%	44%	5	❖	❖	❖	❖
6	❖	40%	42%	00%	6	❖	❖	❖	❖	
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	92%	100%	❖	❖	K	❖	❖	❖	❖
	1	100%	93%	93%	❖	1	❖	100%	❖	❖
	2	90%	90%	85%	❖	2	❖	❖	90%	❖
	3	86%	100%	76%	❖	3	❖	❖	81%	❖
	4	77%	77%	69%	❖	4	❖	❖	75%	❖
	5	67%	67%	63%	77%	5	❖	❖	58%	❖
6	71%	72%	70%	74%	6	80%	❖	❖	❖	

⊕ 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 2009-10 assessment plan.

Summary Analysis of <i>Collaboration Time/Professional Development Activities</i> during Report Period (reference related action plans)	
<ul style="list-style-type: none"> • 3rd-5th grade teachers attended training on updated math standards and the MSP for math in October. (1.2) • Grade level teams meeting bi-monthly to review RTI data and next instructional steps for students. (1.1, 1.6, 2.8) • Tuesday collaborative time focused on four distinct tasks/themes from our CSIP: Staff Meeting/Communication, a grade level instructional focus, RTI planning/progress monitoring, and a discipline plan check and review. • Two staff participating in RTI implementation workgroup at Olympia ESD. (1.4) 	<p>Collaborative time is our critical link between good planning and effective implementation. Our collaborative time this year has focused on creating and maintaining systems and conditions that allow for student needs to be met in real-time. Examples of this include student discipline systems that both encourage positive choices and extinguish problematic ones. We meet regularly to monitor our progress and to make adjustments. Another example is our RTI implementation work. This requires regular monitoring of student achievement data in order to make just the right decision for instructing individual students. Both of these examples reflect how our CSIP is a living document at Hamilton School.</p>
Summary Analysis of <i>Parent & Student Engagement Activities</i> during Report Period (reference related action plan data)	
<ul style="list-style-type: none"> • Back to School Nights for 1st-6th classrooms held in September. Kindergarten Orientation held in September. Back to School evening for KG scheduled in January. (3.1) • 88% of students represented at November conferences. (3.1) • Hamilton PTO sponsored trail reclamation project on campus in October. • Student Council elections and bi-monthly meetings (3.1) • Student Council interviewed on KONP in December. (3.1) • Monthly Hamilton assemblies to recognize students and classrooms. (3.1) • Two pilot “Parent Cafes” to encourage sharing and school participation (3.1) 	<p>It is important for families and their children to recognize Hamilton as their school community rather than merely the building where they attend. Student opportunities for engagement and recognition include our monthly assemblies. Kids are recognized for their attendance, improvement, achievement, and for demonstrating positive and productive behaviors. This past fall students have been able to engage in democracy via our student council. Elected representatives hold “town hall” meetings for input in their classrooms. Many students represented our school in the community through our Winter Choir in December. Parents have had multiple access points to school via Parent Cafes, PTO meetings, conferences, and Back-To-School nights at Hamilton.</p>
Summary Analysis of <i>Response to Intervention (RTI) Pilot Activities</i> during Report Period (reference related action plan data)	
<ul style="list-style-type: none"> • DIBELS used as a consistent screener/progress monitor at all grade levels. (1.1, 2.8) • First all-school screening completed in November. (1.1, 2.8) • Team meeting monthly with district colleagues to inform work and share practices. (2.8, 1.1) • Grade level team meetings monthly to adjust instruction. All RTI adults meeting bi-weekly to adjust instruction. (1.1, 2.8) • Materials purchased to support RTI at grades 4, 5, 6. (1.1) Read 180 in place as a replacement curriculum for 5th and 6th daily. • Two staff participating in RTI implementation workgroup at Olympia ESD. 	<p>Much of our energy, planning, and time has gone into a successful implementation of RTI practices at Hamilton during the first months of the year. Students at all grade levels have been grouped for skill instruction. For the first time our services have included our oldest students rather than just the primary grades. Through creative scheduling, many adults in our school are participating in small group instruction. Examples include 6th grade teachers working with 3rd grade groups and a music teacher working with 4th grade reading students. Throughout our implementation we have cultivated practices that allow for continuous adaptation to meet the learning needs of students.</p>

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

PART 6: ACTION PLAN

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 checked="" 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 checked="" 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 checked="" type="checkbox"/>	Implemented K-6
Integrate Science vocabulary lists into word walls at all grade levels	Sept. 2009-May 2010	Classroom Teachers, Principal	Principal, ILT	<input checked="" type="checkbox"/>	Focus of Dec. Col-laborative Time

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 checked="" type="checkbox"/>	
Use Writing prompts in on-demand settings once per trimester.	Oct. 2009- June 2010	Grade Level Teams	Principal, ILT	<input checked="" 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 checked="" type="checkbox"/>	Delivered at beginning of each month
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 checked="" 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 checked="" type="checkbox"/>	Supporting three classrooms in fall
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 checked="" type="checkbox"/>	Completed in October
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 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	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 2009-2010.	Sept. 2009 – June 2010	Principal, Joe Glatz, Classroom Teachers	Principal, Site Team, Joe Glatz	<input checked="" 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 checked="" type="checkbox"/>	Focus of Dec. collaborative time.
Building science leader will support teachers with their instruction of FOSS Science Kits.	Sept. 2009 – June 2010	Joe Glatz	Principal	<input checked="" 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 checked="" 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 checked="" type="checkbox"/>	
Monitor attendance regularly. Intervene with regular communications from office where appropriate.	Sept. 2009 – June 2010- Meeting Weekly	Principal, Secretaries	Site Team	<input checked="" 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 checked="" 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 checked="" 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 checked="" type="checkbox"/>	Group meeting monthly
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 checked="" type="checkbox"/>	
Review and monitor updated State Math and Science expectations	Oct. 2009- June 2010	Grade Level Teams, Principal	Site Team	<input checked="" 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 checked="" type="checkbox"/>	Reflected in CSIP Plans

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 checked="" 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 checked="" 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 checked="" 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 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					
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 checked="" type="checkbox"/>	Twitter site live in Nov. 2009
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 checked="" 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 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 2.4 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 checked="" type="checkbox"/>	Scheduled for April-June 2010

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 checked="" type="checkbox"/>	
Progress monitoring completed; results used to move students to different tiers	Oct. 2009-June 2010	Teachers, ILT	ILT, Principal	<input checked="" 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 checked="" 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. 2009 – June 2010	Principal, Cheryl Martin	Site Team, PTO participants	<input checked="" 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 checked="" type="checkbox"/>	New partnership w/Presbyterian Church
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 checked="" type="checkbox"/>	Twitter site live in Nov. 2009
Site team is representative of parents and community members.	Oct. 2009 – Nov. 2009	Principal	Site Team	<input type="checkbox"/>	

PART 8: SCHOOL PROFESSIONAL DEVELOPMENT RESOURCE SUMMARY

SCHOOL PROFESSIONAL DEVELOPMENT RESOURCE SUMMARY

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

Budgeted Amount	Professional Development Activity	Description of Participating Staff	<input checked="" type="checkbox"/>
\$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 checked="" type="checkbox"/>
\$300	Olympia ESD RTI Professional Development Cadre	Gloria Bond, Lisa McCoy	<input checked="" type="checkbox"/>
\$398	Love and Logic Day Seminar	Linda Flotto, Terrie Richmond	<input checked="" type="checkbox"/>
@\$700	Release time for goal-setting, RTI, and small reading group observation	All staff; select staff (during fall and winter assessment cycles)	<input checked="" 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"/>

\$2,496 School Staff Development Allocation

✓ Source: School Budget Allocation