

**Port Angeles School District**

**Hamilton Elementary School**



Continuous  
School Improvement Plan  
2011-12

*October 24, 2011*

# 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 33.

## **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 submit to the superintendent a preliminary revision of your draft by August 31, 2011.

**The final plan is due to the superintendent by September 19, 2011.** Schools will report progress on January 9, 2012, April 9, 2012, and finally for the year on June 25, 2012.

## **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 19, 2011.

## **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:** We empower all Hamilton students to 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/MSP DATA

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

<b>Analysis Tool/ Measurement Device</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011 Goal</b>	<b>2011</b>	<b>2012 Goal</b>
<b>WASL/MSP Reading 3:</b> % of students at each level									
Level 1:		0.0%	3.9%	0.0%	0.0%	10.6%	<b>0.0%</b>	<b>2.2%</b>	<b>0.0%</b>
Level 2:		20.8%	13.2%	17.0%	11.1%	4.3%	<b>5.0%</b>	<b>10.9%</b>	<b>5.0%</b>
Level 3:		38.9%	48.7%	32.1%	33.3%	42.5%	<b>35.0%</b>	<b>37.0%</b>	<b>35.0%</b>
Level 4:		40.3%	34.2%	49.1%	55.6%	42.6%	<b>60.0%</b>	<b>50.0%</b>	<b>60.0%</b>
<b>WASL/MSP Reading 3:</b> % Meeting Standard:		69.8%	82.9%	81.1%	88.9%	85.1%	<b>95.0%</b>	<b>87.0%</b>	<b>95.0%</b>
% Not Meeting Standard:		30.2%	17.1%	18.9%	11.1%	14.9%	<b>5.0%</b>	<b>13%</b>	<b>5.0%</b>

<b>Analysis Tool/ Measurement Device</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011 Goal</b>	<b>2011</b>	<b>2012 Goal</b>
<b>WASL/MSP Math 3:</b> % of students at each level									
Level 1:		12.7%	10.4%	3.8%	4.4%	<b>17.0%</b>	<b>0.0%</b>	<b>2.2%</b>	<b>0.0%</b>
Level 2:		17.5%	15.6%	24.5%	6.7%	<b>12.8%</b>	<b>5.0%</b>	<b>26.7%</b>	<b>5.0%</b>
Level 3:		49.2%	48.1%	43.4%	33.3%	<b>25.5%</b>	<b>35.0%</b>	<b>44.4%</b>	<b>45.0%</b>
Level 4:		20.6%	26.0%	26.4%	55.6%	<b>44.7%</b>	<b>60.0%</b>	<b>26.7%</b>	<b>50.0%</b>
<b>WASL/MSP Math 3:</b> % Meeting Standard:		69.8%	74.0%	69.8%	88.9%	<b>70.2%</b>	<b>95.0%</b>	<b>71.1%</b>	<b>95.0%</b>
% Not Meeting Standard:		30.2%	26.0%	30.2%	11.0%	<b>29.8%</b>	<b>5.0%</b>	<b>28.9%</b>	<b>5.0%</b>

## WASL/MSP DATA

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

<b>Analysis Tool/ Measurement Device</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011 Goal</b>	<b>2011</b>	<b>2012 Goal</b>
<b>WASL/MSP Reading 4:</b> % of students at each level									
Level 1:	0.0%	0.0%	1.3%	0.0%	0.0%	0.0%	<b>0.0%</b>	<b>2.2%</b>	<b>0.0%</b>
Level 2:	14.3%	4.7%	17.1%	22.0%	15.0%	7.3%	<b>5.0%</b>	<b>15.2%</b>	<b>5.0%</b>
Level 3:	39.7%	50%	55.3%	34.0%	43.3%	48.8%	<b>45.0%</b>	<b>52.3%</b>	<b>35.0%</b>
Level 4:	46.0%	45.3%	26.3%	44.0%	35.0%	43.9%	<b>50.0%</b>	<b>23.9%</b>	<b>60.0%</b>
<b>WASL/MSP Reading 4:</b> % Meeting Standard:	85.7%	95.3%	81.6%	78.0%	81.7%	92.7%	<b>95.0%</b>	<b>82.6%</b>	<b>95.0%</b>
% Not Meeting Standard:	14.3%	4.7%	0.0%	22.0%	18.3%	7.3%	<b>5.0%</b>	<b>17.4%</b>	<b>5.0%</b>

<b>Analysis Tool/ Measurement Device</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011 Goal</b>	<b>2011</b>	<b>2012 Goal</b>
<b>WASL/MSP Writing 4:</b> % of students at each skill									
Conventions:	79.4%	79.0%	68.4%	76.0%	80.4%	90.5%	<b>90.0%</b>	<b>83.3%</b>	<b>90.0%</b>
Content, Organization, and Style:	50.8%	51.0%	64.5%	68.0%	62.5%	59.5%	<b>82.0%</b>	<b>69.0%</b>	<b>82.0%</b>
<b>WASL/MSP Writing 4:</b> % Meeting Standard:	54.0%	60.4%	63.2%	66.0%	61.0%	80.5%	<b>85.0%</b>	<b>67.4%</b>	<b>85.0%</b>
% Not Meeting Standard:	46.0%	39.6%	36.8%	34.0%	39.0%	19.5%	<b>15.0%</b>	<b>32.6%</b>	<b>15.0%</b>

## WASL/MSP DATA

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

<b>Analysis Tool/ Measurement Device</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011 Goal</b>	<b>2011</b>	<b>2012 Goal</b>
<b>WASL/MSP Math 4:</b> % of students at each level									
Level 1:	14.3%	12.9%	21.1%	14.3%	13.6%	12.2%	<b>0.0%</b>	<b>32.6%</b>	<b>0.0%</b>
Level 2:	23.8%	20.0%	15.8%	18.4%	30.5%	19.5%	<b>15.0%</b>	<b>15.2%</b>	<b>15.0%</b>
Level 3:	31.7%	35.7%	28.9%	18.4%	20.3%	41.5%	<b>30.0%</b>	<b>32.6%</b>	<b>30.0%</b>
Level 4:	30.2%	31.4%	32.9%	49.0%	33.9%	26.8%	<b>55.0%</b>	<b>19.6%</b>	<b>55.0%</b>
<b>WASL/MSP Math 4:</b> % Meeting Standard:	61.9%	67.1%	61.8%	67.3%	55.9%	68.3%	<b>85.0%</b>	<b>52.2%</b>	<b>85.0%</b>
% Not Meeting Standard:	38.1%	32.9%	38.2%	32.7%	44.1%	31.7%	<b>15.0%</b>	<b>47.8%</b>	<b>15.0%</b>

<b>Analysis Tool/ Measurement Device</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011 Goal</b>	<b>2011</b>	<b>2012 Goal</b>
<b>WASL/MSP Science 5:</b> % of students at each level									
Level 1:	7.5%	15.4%	19.1%	12.3%	16.4%	14.0%	<b>0.0%</b>	<b>11.1%</b>	<b>0.0%</b>
Level 2:	40.3%	50.8%	39.7%	29.8%	30.9%	57.0%	<b>40.0%</b>	<b>18.5%</b>	<b>20.0%</b>
Level 3:	46.3%	30.8%	32.4%	45.6%	45.5%	24.0%	<b>50%</b>	<b>38.9%</b>	<b>45%</b>
Level 4:	1.5%	3.1%	7.4%	10.5%	7.3%	5.0%	<b>10%</b>	<b>31.5%</b>	<b>35%</b>
<b>WASL/MSP Science 5:</b> % Meeting Standard:	48.5%	33.9%	39.7%	57.9%	52.7%	29.0%	<b>60%</b>	<b>70.4%</b>	<b>80%</b>
% Not Meeting Standard:	51.5%	66.1%	60.3%	42.1%	47.3%	71.0%	<b>40%</b>	<b>29.6%</b>	<b>20%</b>

## WASL/MSP DATA

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

<b>Analysis Tool/ Measurement Device</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011 Goal</b>	<b>2011</b>	<b>2012 Goal</b>
<b>WASL/MSP Reading 5:</b> % of students at each level									
Level 1:		1.6%	5.8%	3.6%	5.5%	5.3%	<b>0.0%</b>	<b>14.8%</b>	<b>0.0%</b>
Level 2:		14.5%	17.4%	23.2%	10.9%	19.3%	<b>5.0%</b>	<b>24.1%</b>	<b>5.0%</b>
Level 3:		46.8%	42.0%	35.7%	40.0%	31.6%	<b>50.0%</b>	<b>27.8%</b>	<b>50.0%</b>
Level 4:		37.1%	33.3%	35.7%	38.2%	40.4%	<b>45.0%</b>	<b>33.3%</b>	<b>45.0%</b>
<b>WASL/MSP Reading 5:</b> % Meeting Standard:		83.9%	75.4%	73.2%	83.6%	74.5%	<b>95.0%</b>	<b>61.1%</b>	<b>95.0%</b>
% Not Meeting Standard:		16.1%	24.6%	26.8%	16.4%	25.5%	<b>5.0%</b>	<b>38.9%</b>	<b>5.0%</b>

<b>Analysis Tool/ Measurement Device</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011 Goal</b>	<b>2011</b>	<b>2012 Goal</b>
<b>WASL/MSP Math 5:</b> % of students at each level									
Level 1:		20.0%	13.2%	7.0%	14.5%	<b>33.3%</b>	<b>5.0%</b>	<b>22.2%</b>	<b>5.0%</b>
Level 2:		29.1%	20.6%	22.8%	14.5%	<b>31.6%</b>	<b>15.0%</b>	<b>11.1%</b>	<b>15.0%</b>
Level 3:		29.1%	33.8%	33.3%	20.0%	<b>22.8%</b>	<b>40.0%</b>	<b>37.0%</b>	<b>40.0%</b>
Level 4:		21.8%	30.9%	35.1%	49.1%	<b>8.8%</b>	<b>40.0%</b>	<b>25.9%</b>	<b>40.0%</b>
<b>WASL/MSP Math 5:</b> % Meeting Standard:		50.9%	64.7%	70.2%	70.9%	<b>31.6%</b>	<b>80.0%</b>	<b>66.7%</b>	<b>80.0%</b>
% Not Meeting Standard:		49.1%	35.3%	29.8%	29.1%	<b>68.4%</b>	<b>20.0%</b>	<b>33.3%</b>	<b>20.0%</b>

## WASL/MSP DATA

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

Analysis Tool/ Measurement Device	2005	2006	2007	2008	2009	2010	2011 Goal	2011	2012 Goal
<b>WASL/MSP Reading 6:</b> % of students at each level									
Level 1:		0.7%	0.0%	6.0%	0.0%	12.3%	<b>0.0%</b>	<b>5.9%</b>	<b>0.0%</b>
Level 2:		20.9%	0.0%	24.0%	30.4%	22.8%	<b>10.0%</b>	<b>11.8%</b>	<b>10.0%</b>
Level 3:		56.9%	0.0%	44.0%	60.7%	52.7%	<b>40.0%</b>	<b>66.7%</b>	<b>40.0%</b>
Level 4:		19.6%	0.0%	22.0%	8.9%	12.3%	<b>50.0%</b>	<b>13.7%</b>	<b>50.0%</b>
<b>WASL/MSP Reading 6:</b> % Meeting Standard:		77.1%	0.0%	70.0%	69.6%	65.0%	<b>90.0%</b>	<b>80.4%</b>	<b>90.0%</b>
% Not Meeting Standard:		22.9%	0.0%	30.0%	30.4%	35.0%	<b>10.0%</b>	<b>19.6%</b>	<b>10.0%</b>

Analysis Tool/ Measurement Device	2005	2006	2007	2008	2009	2010	2011 Goal	2011	2012 Goal
<b>WASL/MSP Math 6:</b> % of students at each level									
Level 1:		13.7%	0.0%	16.0%	21.1%	24.1%	<b>0.0%</b>	<b>11.8%</b>	<b>5.0%</b>
Level 2:		28.8%	0.0%	28.0%	40.4%	25.9%	<b>20.0%</b>	<b>17.6%</b>	<b>15.0%</b>
Level 3:		32.0%	0.0%	32.0%	24.6%	27.5%	<b>35.0%</b>	<b>51.0%</b>	<b>40.0%</b>
Level 4:		24.8%	0.0%	24.0%	12.3%	22.4%	<b>35.0%</b>	<b>15.7%</b>	<b>40.0%</b>
<b>WASL/MSP Math 6:</b> % Meeting Standard:		56.9%	0.0%	56.0%	38.6%	50.0%	<b>65.0%</b>	<b>68.6%</b>	<b>80.0%</b>
% Not Meeting Standard:		43.1%	0.0%	44.0%	61.4%	50.0%	<b>35.0%</b>	<b>31.4%</b>	<b>20.0%</b>

## WASL/MSP 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
2007	72.4%	75.0%	n/a	91.6%	63.2%	n/a
2008	84.6%	71.2%	n/a	71.2%	76.9%	n/a
2009	86.7%	82.2%	n/a			n/a
2010	Comprehension 81.0%	Analysis 85.7%	Literary Text 88.1%	Informational Text 73.8%	XX	XX
2011 Exp	90.0%	90.0%	90.0%	80.0%	XX	XX
2011	86.7%	73.3%	95.6%	82.2%	XX	XX
2012 Exp	90.0%	90.0%	100.0%	85.0%	XX	XX

**Instructional Implications (including reference to applicable Action Plan** 50 percent of students overall exceeded standard at level 4. There is a very small (6.5%) gender gap in favor of female students. In addition to a strong instructional core, all students at this grade level will experience a second dose of instruction during a 3<sup>rd</sup> grade RTI block. Third graders will also participate in a variety of reading opportunities outside of RTI and the reading core. These include novel studies, buddy reading, Accelerated Reader, independent reading, library work, and reading across the curriculum. Action Plan 2.1, 2.2, 5.1

PART 2: DATA ANALYSIS

## WASL/MSP 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
2007	73.7%	73.7%	n/a	77.6%	60.5%	n/a
2008	73.5%	69.4%	n/a	71.4%	81.6%	n/a
2009	<b>80.4%</b>	<b>83.9%</b>				
2010	<b>Comprehension 85.4%</b>	<b>Analysis 85.4%</b>	<b>Literary Text 87.8%</b>	<b>Information Text 80.5%</b>	<b>XX</b>	<b>XX</b>
2011 Exp	<b>90.0%</b>	<b>90.0%</b>	<b>90.0%</b>	<b>90.0%</b>	<b>XX</b>	<b>XX</b>
2011	64.3%	66.7%	76.2%	71.4%	XX	XX
2012 Exp	<b>95.0%</b>	<b>95.0%</b>	<b>95.0%</b>	<b>95.0%</b>	<b>XX</b>	<b>XX</b>

**Instructional Implications (including reference to applicable Action Plan):** 82.6% of fourth grade students overall met the Reading standard. 23.9% of students exceeded standard by scoring at Level 4. Hamilton fourth graders scored at high levels across all strand areas. In addition to a strong instructional core with the newly adopted Journeys Reading Series, all students at this grade level will experience a second dose of instruction during a 4th grade RTI block. Fourth graders will also participate in a variety of reading opportunities outside of RTI and the core. These include novel studies, buddy reading, Accelerated Reader, independent reading, and reading across the curriculum. Action Plan [2.1, 2.2, 5.1](#)

## WASL/MSP 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
<b>2007</b>	60.3%	73.5%	n/a	67.6%	73.5%	n/a
<b>2008</b>	56.4%	63.6%	n/a	74.5%	76.4%	n/a
<b>2009</b>	<b>70.0%</b>	<b>76.0%</b>				
<b>2010</b>	<b>Comprehension 69.8%</b>	<b>Analysis 73.6%</b>	<b>Literary Text 75.5%</b>	<b>Informational Text 73.6%</b>	<b>XX</b>	<b>XX</b>
<b>2011 Exp</b>	<b>90.0%</b>	<b>90.0%</b>	<b>90.0%</b>	<b>90.0%</b>	<b>XX</b>	<b>XX</b>
<b>2011</b>	<b>68.0%</b>	<b>58.0%</b>	<b>58.0%</b>	<b>62.0%</b>	<b>XX</b>	<b>XX</b>
<b>2012 Exp</b>	<b>95.0%</b>	<b>95.0%</b>	<b>95.0%</b>	<b>95.0%</b>	<b>XX</b>	<b>XX</b>

**Instructional Implications (including reference to applicable Action Plan):** 61.1% of Hamilton fifth grade students met standard in Reading. Overall, 33.3% of students exceeded the standard and scored at Level 4. Struggling students at this grade level can be placed in a READ 180 classroom for replacement instruction. Spaces in this program are reserved for fifth and sixth grade students who have not demonstrated sufficient fluency and comprehension skill in earlier grades. Action Plan 2.1, 2.2, 5.1

## WASL/MSP 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	66.0%	53.2%	66.0%	63.8%	74.5%	63.8%
2009	<b>64.3%</b>	<b>57.1%</b>	<b>58.9%</b>			
2010	<b>Comprehension 70.6%</b>	<b>Analysis 49.0%</b>	<b>Literary Text 58.8%</b>	<b>Informational Text 58.8%</b>	<b>62.7%</b>	<b>XX</b>
2011 Exp	<b>90.0%</b>	<b>90.0%</b>	<b>90.0%</b>	<b>90.0%</b>	<b>XX</b>	<b>XX</b>
2011	<b>64.6%</b>	<b>68.8%</b>	<b>70.8%</b>	<b>68.8%</b>	<b>XX</b>	<b>XX</b>
2012 Exp	<b>90.0%</b>	<b>90.0%</b>	<b>90.0%</b>	<b>90.0%</b>	<b>XX</b>	<b>XX</b>

**Instructional Implications (including reference to applicable Action Plan):** 80.4% of students met standard at this grade level. Only 13.7% exceeded the standard at level 4.. Overall, students demonstrated the least success in the Analysis strand. Struggling students at this grade level can be placed in a READ 180 classroom in addition to adopted curriculum. Spaces in this program are reserved for fifth and sixth grade students who have not demonstrated sufficient fluency and comprehension skill in earlier grades. Action Plan 2.1, 2.2, 5.1

## WASL/MSP 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
2007	48.1%	59.7%	68.8%	64.9 %	72.7%	72.7%	59.7%	75.3%
2008	59.6%	61.5%	67.3%	61.5%	61.5%	73.1%	75.0%	69.2%
2009	84.4%					82.2%		
	<b>Measurement, Geo. Sense, Probability, Statistics</b>	<b>Problem Solving and Reasoning</b>	<b>Procedures and Concepts</b>	<b>Number and Algebraic Sense</b>				
2010	59.5%	69.0%	61.9%	76.2%	XX	XX	XX	XX
2011 Exp	75.0%	75.0%	75.0%	85.0%	XX	XX	XX	XX
2011	73.3%	60.0%	62.2%	66.7%	XX	XX	XX	XX
2012 Exp	75.0%	75.0%	75.0%	85.0%	XX	XX	XX	XX

**Instructional Implications (including reference to applicable Action Plan** 71.1% of students met standard in 3<sup>rd</sup> grade math. 26.7 of 3<sup>rd</sup> grade students scored at Level 4 in this category. Scores improved in Measurement etc and Procedures while they declined in Problem Solving and Number/Algebraic Sense this means there will be a renewed focus in Concepts related to units of measurement; use of measurement n geometry; properties of geometric figures; data interpretation. Place value concepts; meaning of fractions; selecting appropriate computational method; understanding equality and symbolic representation of equations. All students will benefit from our school-wide continued emphasis on math facts. Action Plan 2.1, 2.2, 5.1

## WASL/MSP 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
<b>2007</b>	34.7%	48.0%	60.0%	62.7%	36.0%	57.3%	56.0%	38.7%
<b>2008</b>	65.3%	59.2%	79.6%	53.1%	38.8%	63.3%	57.1%	65.3%
<b>2009</b>	62.5%					80.4%		
	<b>Measurement, Geo. Sense, Probability, Statistics</b>	<b>Problem Solving and Reasoning</b>	<b>Procedures and Concepts</b>	<b>Number and Algebraic Sense</b>				
<b>2010</b>	<b>65.0%</b>	<b>70.0%</b>	<b>60.0%</b>	<b>60.0%</b>	<b>XX</b>	<b>XX</b>	<b>XX</b>	<b>XX</b>
<b>2011 Exp</b>	<b>75.0%</b>	<b>80.0%</b>	<b>70.0%</b>	<b>70.0%</b>	<b>XX</b>	<b>XX</b>	<b>XX</b>	<b>XX</b>
<b>2011</b>	<b>42.9%</b>	<b>57.1%</b>	<b>52.4%</b>	<b>54.8%</b>	<b>XX</b>	<b>XX</b>	<b>XX</b>	<b>XX</b>
<b>2012 Exp</b>	<b>75.0%</b>	<b>80.0%</b>	<b>70.0%</b>	<b>70.0%</b>	<b>XX</b>	<b>XX</b>	<b>XX</b>	<b>XX</b>

**Instructional Implications (including reference to applicable Action Plan):** 52.2% of students met standard. This is a decrease of nearly 16 points from the previous year. Only 19.6% of students scored at Level 4 compared to 26,8% in 2010, 33.9% in 2009, and 49% in 2008. Measurement, Geo. Sense, Probability, and Statistics is the lagging strand at 42.9%. All students will benefit from our school-wide emphasis on math facts. Additionally, 4<sup>th</sup> grade will be implementing walk-to-math type structure between the two fourth grade classes on a trial three month basis (three times a week for 20 minutes each session) with a focus on computation & number sense. Action Plan 2.1, 2.2, 5.1

## WASL/MSP 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
2007	58.2%	67.2%	61.2 %	44.8%	49.3%	56.7%	65.7%	56.7%
2008	69.6%	66.1%	51.8%	73.2%	69.6%	64.3%	67.9%	60.7%
2009	73.1%					76.9%		
	<b>Measurement, Geo. Sense, Probability, Statistics</b>	<b>Problem Solving and Reasoning</b>	<b>Procedures and Concepts</b>	<b>Number and Algebraic Sense</b>				
2010	21.2%	44.2%	30.8%	36.5%	XX	XX	XX	XX
2011 Ex	75.0%	80.0%	70.0%	70.0%	XX	XX	XX	XX
2011	63.0%	76.1%	52.2%	76.1%	XX	XX	XX	XX
2012 Exp	75.0%	80.0%	70.0%	80.0%	XX	XX	XX	XX

**Instructional Implications (including reference to applicable Action Plan):** 22.2 students scored at level 4, up 13.4 percent from last year’s 8.8%. Scores increased in all strand areas vs. the previous year. All students will benefit from our school-wide emphasis on math facts. Level 1 students remaining at Hamilton will be targeted for specific math tutoring with community volunteers. Action Plan [2.1](#), [2.2](#), [5.1](#)

## WASL/MSP 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
2007	62.4%	46.1%	65.2%	46.5%	58.5%	42.6%	54.3%	43.3%
2008	42.6%	70.2%	57.4%	72.3%	55.3%	61.7%	59.6%	38.3%
2009	36.4%					45.5%		
	<b>Measurement, Geo. Sense, Probability, Statistics</b>	<b>Problem Solving and Reasoning</b>	<b>Procedures and Concepts</b>	<b>Number and Algebraic Sense</b>				
2010	53.8%	50.0%	55.8%	48.1%	XX	XX	XX	XX
2011 Exp	75.0%	80.0%	70.0%	70.0%	XX	XX	XX	XX
2011	68.8%	58.0%	58.3%	60.4%	XX	XX	XX	XX
2012 Exp	80%	70%	70%	75%	XX	XX	XX	XX

**Instructional Implications (including reference to applicable Action Plan):** 68.6% of students met standard at this grade level. This is an increase of 18.6% over last year's score of only 50%. 11.8% of students scored at Level 1 which was a decrease of 12.3% at this grade level. Growth was shown in all four content areas. 15% in measurement/Geo. Sense/Probability/Statistics, 11.7% in Number and Algebraic Sense. Continued emphasis on Math facts in all grade levels with specific math tutoring by community volunteers for struggling students. Action Plan [2.1](#), [2.2](#), [5.1](#)

## WASL/MSP 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	Domains	
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%	n/a	n/a
2009 – Hamilton	43.1%	64.7%	47.1%	n/a	n/a
2010 – State	<b>36.9%</b>	<b>36.5%</b>	<b>35.3%</b>	n/a	n/a
2010 – Hamilton	<b>48.1%</b>	<b>20.4%</b>	<b>25.9%</b>	n/a	n/a
2011 – State	<b>52.0%</b>	<b>46.2%</b>	<b>58.1%</b>	<b>55.0%</b>	n/a
2011 – Hamilton	<b>69.4%</b>	<b>59.2%</b>	<b>79.6%</b>	<b>75.5%</b>	n/a
2012 - Exp	<b>80.0%</b>	<b>80.0%</b>	<b>80.0%</b>	<b>80.0%</b>	n/a

**Instructional Implications (including reference to applicable Action Plan** 70.4% of Hamilton students met the standard in Science, a dramatic increase of 41.4% . 31.5% of students exceeded the science standard. Hamilton students outscored the state significantly in the all strands. Our emphasis this year will continue to be on using test vocabulary consistently rather than FOSS terms. Students are demonstrating success on FOSS labs that is not transferring to MSP scores. Action Plan 2.1, 2.2,

## WASL/MSP 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						
	2007	2008	2009	2010	2011 Exp	2011	2012 Exp	2007	2008	2009	2010	2011 Exp	2011	2012 Exp
Male	83.3	70.6	85.2%	82.0%	95.0%	84.0%	95.0%	75.5%	58.8%	88.9%	76.5%	95.0%	75.0%	95.0%
Female	82.1	86.1	94.4%	86.0%	95.0%	90.5%	95.0%	71.4%	75.0%	88.9%	66.7%	95.0%	66.7%	95.0%

GENDER	GRADE 4 READING							GRADE 4 MATH						
	2007	2008	2009	2010	2011 Exp	2011	2012 Exp	2007	2008	2009	2010	2011 Exp	2011	2012 Exp
Male	75.7	75.9	70.4%	82.0%	95.0%	83.3%	95.0%	59.5%	75.0%	59.3%	70.0%	85.0%	55.6%	85.0%
Female	87.2	81.0	90.9%	95.0%	95.0%	82.1%	95.0%	64.1%	57.1%	53.1%	66.7%	85.0%	50.0%	85.0%

GENDER	GRADE 4 WRITING							GRADE 5 SCIENCE						
	2007	2008	2009	2010	2011 Exp	2011	2012 Exp	2007	2008	2009	2010	2011 Exp	2011	2012 Exp
Male	54.1	65.5	44.4%	68.0%	80.0%	55.6%	85.0%	25.0%	53.3%	57.6%	34.0%	80%	71.4%	80.0%
Female	71.8	66.7	75.0%	85.0%	80.0%	75.0%	85.0%	56.3%	63.0%	45.5%	16.0%	80%	69.2%	80.0%

GENDER	GRADE 5 READING							GRADE 5 MATH						
	2007	2008	2009	2010	2011 Exp	2011	2012 Exp	2007	2008	2009	2010	2011 Exp	2011	2012 Exp
Male	67.6	73.3	84.8%	64.0%	95.0%	60.7%	95.0%	55.0%	66.7%	75.8%	29.2%	80.0%	64.3%	80.0%
Female	84.4	73.1	81.8%	82.0%	95.0%	61.5%	95.0%	75.0%	74.1%	63.6%	35.5%	80.0%	69.2%	80.0%

GENDER	GRADE 6 READING							GRADE 6 MATH						
	2007	2008	2009	2010	2011 Exp	2011	2012 Exp	2007	2008	2009	2010	2011 Exp	2011	2012 Exp
Male	0.0%	57.7	67.9%	81.0%	90.0%	59.1%	95.0%	0.0%	42.3%	42.9%	51.5%	80.0%	63.6%	80.0%
Female	0.0%	83.3	71.4%	69.0%	90.0%	96.6%	95.0%	0.0%	70.8%	34.5%	46.1%	80.0%	72.4%	80.0%

## 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					
	2010			2011			2010			2011		
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	45	95%	43	<b>34</b>	<b>90%</b>	<b>31</b>	45	95%	43	<b>34</b>	<b>85%</b>	<b>29</b>
American Indian	1	95%	n<10	<b>1</b>	<b>90%</b>	n<10	1	95%	n<10	<b>1</b>	<b>85%</b>	n<10
Asian/Pacific Islander	0	95%	n<10	<b>4</b>	<b>90%</b>	n<10	0	95%	n<10	<b>4</b>	<b>85%</b>	n<10
Black	0	95%	n<10	<b>0</b>	<b>90%</b>	n<10	0	95%	n<10	<b>0</b>	<b>85%</b>	n<10
Hispanic	2	95%	n<10	<b>1</b>	<b>90%</b>	n<10	2	95%	n<10	<b>1</b>	<b>85%</b>	n<10
White	41	95%	39	<b>23</b>	<b>90%</b>	<b>21</b>	41	95%	39	<b>23</b>	<b>85%</b>	<b>20</b>
Male	16	95%	15	<b>13</b>	<b>90%</b>	<b>12</b>	16	95%	15	<b>13</b>	<b>85%</b>	<b>11</b>
Female	29	95%	27	<b>21</b>	<b>90%</b>	<b>19</b>	29	95%	27	<b>21</b>	<b>85%</b>	<b>18</b>
Disabled	7	95%	n<10	<b>6</b>	<b>90%</b>	n<10	7	95%	n<10	<b>6</b>	<b>85%</b>	n<10
LEP	1	95%	n<10	<b>1</b>	<b>90%</b>	n<10	1	95%	n<10	<b>1</b>	<b>85%</b>	n<10
Low SES	32	95%	30	<b>26</b>	<b>90%</b>	<b>23</b>	32	95%	30	<b>26</b>	<b>85%</b>	<b>22</b>

## 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					
	2010			2011			2010			2011		
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	40	90%	36	<b>38</b>	<b>90%</b>	<b>34</b>	40	75%	30	<b>38</b>	<b>85%</b>	<b>32</b>
American Indian	0	90%	n<10	<b>0</b>	<b>90%</b>	n<10	0	75%	n<10	<b>0</b>	<b>85%</b>	n<10
Asian/Pacific Islander	0	90%	n<10	<b>2</b>	<b>90%</b>	n<10	0	75%	n<10	<b>2</b>	<b>85%</b>	n<10
Black	1	90%	n<10	<b>0</b>	<b>90%</b>	n<10	1	75%	n<10	<b>0</b>	<b>85%</b>	n<10
Hispanic	4	90%	n<10	<b>3</b>	<b>90%</b>	n<10	4	75%	n<10	<b>3</b>	<b>85%</b>	n<10
White	35	90%	31	<b>27</b>	<b>90%</b>	<b>24</b>	35	75%	26	<b>27</b>	<b>85%</b>	<b>23</b>
Male	21	90%	19	<b>21</b>	<b>90%</b>	<b>19</b>	21	75%	16	<b>21</b>	<b>85%</b>	<b>18</b>
Female	19	90%	17	<b>17</b>	<b>90%</b>	<b>15</b>	19	75%	14	<b>17</b>	<b>85%</b>	<b>14</b>
Disabled	6	90%	n<10	<b>9</b>	<b>90%</b>	n<10	6	75%	n<10	<b>9</b>	<b>85%</b>	n<10
LEP	0	90%	n<10	<b>0</b>	<b>90%</b>	n<10	0	75%	n<10	<b>0</b>	<b>85%</b>	n<10
Low SES	17	90%	15	<b>32</b>	<b>90%</b>	<b>29</b>	17	75%	13	<b>32</b>	<b>85%</b>	<b>27</b>

## 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					
	2010			2011			2010			2011		
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	58	90%	52	41	90%	37	58	80%	46	41	85%	35
American Indian	3	90%	n<10	1	90%	n<10	3	80%	n<10	1	85%	n<10
Asian/Pacific Islander	3	90%	n<10	1	90%	n<10	3	80%	n<10	1	85%	n<10
Black	0	90%	n<10	0	90%	n<10	0	80%	n<10	0	85%	n<10
Hispanic	4	90%	n<10	0	90%	n<10	4	80%	n<10	0	85%	n<10
White	46	90%	41	37	90%	33	46	80%	37	37	85%	31
Male	24	90%	22	16	90%	14	24	80%	19	16	85%	14
Female	34	90%	31	25	90%	22	34	80%	27	25	85%	21
Disabled	7	90%	n<10	3	90%	n<10	7	80%	n<10	3	85%	n<10
LEP	0	90%	n<10	0	90%	n<10	0	80%	n<10	0	85%	n<10
Low SES	31	90%	28	28	90%	25	31	80%	25	28	85%	24

## 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					
	2010			2011			2010			2011		
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	56	80%	45	39	90%	35	56	60%	34	39	85%	33
American Indian	2	80%	n<10	0	90%	n<10	2	60%	n<10	0	85%	n<10
Asian/Pacific Islander	1	80%	n<10	0	90%	n<10	1	60%	n<10	0	85%	n<10
Black	1	80%	n<10	1	90%	n<10	1	60%	n<10	1	85%	n<10
Hispanic	1	80%	n<10	0	90%	n<10	1	60%	n<10	0	85%	n<10
White	50	80%	40	35	90%	32	50	60%	30	35	85%	30
Male	34	80%	27	20	90%	18	34	60%	20	20	85%	17
Female	22	80%	18	19	90%	17	22	60%	13	19	85%	16
Disabled	8	80%	n<10	9	90%	n<10	8	60%	n<10	9	85%	n<10
LEP	0	80%	n<10	0	90%	n<10	0	60%	n<10	0	85%	n<10
Low SES	30	80%	24	26	90%	23	30	60%	18	26	85%	22

## 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	2007	2009	2010	2011 Exp	2011	2012 Exp		2007	2009	2010	2011 Exp	2011	2012 Exp
Clear & Shared Focus	83%	75%	64%	75%	X	75%	Frequent Monitoring of Teaching and Learning	82%	49%	43%	60%	X	75%
Effective School Leadership	93%	75%	60%	75%	X	75%	Focused Professional Development	49%	45%	36%	55%	X	75%
High Standards & Expectations	63%	44%	56%	65%	X	75%	Curric., Instruct., and Assess. Aligned with Standards	70%	66%	62%	70%	X	75%
High Levels of Collaboration and Communication	62%	47%	42%	60%	X	75%	High Levels of Community & Parent Involvement	59%	51%	47%	55%	X	75%
Supportive Learning Environment	83%	73%	72%	75%	X	75%	Staff Willingness to Change	72%	61%	69%	75%	X	75%

## 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	2010	2011 Exp	2011	2012 Exp	Category	2007	2009	2010	2011 Exp	2011	2012 Exp
Clear & Shared Focus	82%	79%	75%	80%	X	80%	Frequent Monitoring of Teaching and Learning	80%	83%	72%	80%	X	80%
Effective School Leadership	83%	83%	79%	85%	X	85%	Focused Professional Development	❖	❖	❖	❖	❖	❖
High Standards & Expectations	88%	91%	85%	90%	X	90%	Curric., Instruct., and Assess. Aligned with Standards	❖	❖	74%	❖	X	80%
High Levels of Collaboration and Communication	86%	84%	79%	85%	X	85%	High Levels of Community & Parent Involvement	79%	84%	74%	80%	X	80%
Supportive Learning Environment	82%	84%	74%	80%	X	80%	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	2010	2011 Exp	2011	2012 Exp	Category	2007	2009	2010	2011 Exp	2011	2012 Exp
Clear & Shared Focus	77%	85%	73%	80%	X	80%	Frequent Monitoring of Teaching and Learning	71%	81%	65%	75%	X	75%
Effective School Leadership	73%	73%	64%	70%	X	70%	Focused Professional Development	❖	❖	❖	❖	❖	❖
High Standards & Expectations	86%	89%	84%	90%	X	90%	Curric. Instruct. and Assess. Aligned with Standards	❖	❖	❖	❖	❖	❖
High Levels of Collaboration and Communication	67%	75%	62%	70%	X	70%	High Levels of Community & Parent Involvement	61%	67%	58%	67%	X	67%
Supportive Learning Environment	71%	74%	58%	70%	X	70%	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 2010-11					Results for 2011-12				
<b>Developmental Reading Assessment (DRA) Fall, Winter, Spring District Reading Winter Benchmark (percent of students at standard)</b>	<b>Reading</b>					<b>Reading</b>				
	Grade	Fall DRA	Winter DRA	Spring DRA	District Benchmark	Grade	Fall DRA	Winter DRA	Spring DRA	District Benchmark
	K	❖	❖	❖	❖	K	❖	❖	❖	❖
	1	❖	49%	98%	❖	1	❖			❖
	2	72%	79%	87%	❖	2				❖
	3	91%	87%	MSP	❖	3			MSP	❖
	4	31%	47%	MSP	❖	4			MSP	❖
	5	78%	78%	MSP	❖	5			MSP	❖
6	88%	88%	MSP	❖	6			MSP	❖	
<b>District Writing Benchmarks Fall, Winter, Spring (percent of students at standard)</b>	<b>Writing</b>				<b>Math</b>	<b>Writing</b>				<b>Math</b>
	Grade	Fall	Winter	Spring	District Benchmark	Grade	Fall	Winter	Spring	District Benchmark
	K	❖	❖	❖	100%	K	❖	❖	❖	
	1	❖	❖	❖	68%	1	❖	❖	❖	
	2	❖	❖	❖	89%	2	❖	❖	❖	
	3	❖	73%	75%	68%	3	❖			
	4	61%	51%	MSP	49%	4			MSP	
	5	❖	65%	65%	65%	5	❖			
6	❖	90%	81%	55%	6	❖				
<b>District Science Kit Assessments (FOSS Kits) (percent of students at standard)</b>	<b>Science</b>					<b>Science</b>				
	Grade	Physical Science	Life Science	Earth Science	Scientific Reasoning	Grade	Physical Science	Life Science	Earth Science	Scientific Reasoning
	K	100%	❖	❖	❖	K		❖	❖	❖
	1	100%	100%	100%	❖	1				❖
	2	76%	93%	88%	❖	2				❖
	3	74%	78%	71%	❖	3				❖
	4	71%	69%	73%	❖	4				❖
	5	65%	56%	83%	❖	5				❖
6	58%	68%	77%	❖	6				❖	

## 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 2010-11 (EOY)							Internal Assessment Results for 2011-12 (To Date)						
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	28.0	93.55%	3	0	0	0	K						
1	11.0	94.53%	1	0	0	1	1						
2	5.0	94.95%	1	0	0	0	2						
3	4.0	94.24%	0	0	0	1	3						
4	9.0	94.83%	3	0	0	1	4						
5	14.0	93.45%	6	0	0	2	5						
6	26.5	94.03%	13	0	0	2	6						

**Instructional Implications (including reference to applicable Action Plan):** Hamilton is developing a school wide comprehensive student progressive discipline for inappropriate behavior. This system includes the tracking of student behavior as well as communication with parents and staff about each student. Additionally we will continue our current student tracking and communication of attendance on a daily basis and employ the court based truancy system as needed.

## 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 (2010-11).	94.18%	
Unexcused Absences	Total number of absences not excused (2010-11).	45	
Discipline Report	Summary of discipline activity for the building (2010-11).	Drugs/Alcohol: 0 Tobacco: 0 Weapons: 0 Fighting/Assaults: 9	Court Petitions: 7 Expulsions: 0 Short-term Suspensions: 27 Long-term Suspensions: 0
Free/Reduced Lunch Report	Percent of students where family income is below federally established poverty level (2010-1).	60.5%	
Gender Report	Number of male and female students as reported by the 2010-11 OSPI School Report Card	Males: 50.7% Females: 49.3%	
Ethnicity Report	Percent of students by ethnic groups as reported by the 2010-11 OSPI School Report Card	American Indian or Alaskan Native: 3.8% Asian or Pacific Islander: 0.6% Black: 0.9% Hispanic: 8.7% White: 77.6%	
Drop-Out Rate	Percent of students listed as drop-outs in the 2010-11 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 2010-11 OSPI School Report Card	N/A	
Staff Report	Staff demographic data as reported in the 2010-11 OSPI School Report Card	Headcount: 23 Overall Ratio:15.3/1	Average Years of Exp: 15.1 Percent ≥ a Master's Degree:78.3%

## AREAS OF STRENGTH AND IMPROVEMENT

**Directions:** Remember how important it is to review past trends or changes over time. In reference to the MSP, analyze changes between Levels 1-4. Consider students who are not meeting standard; students who are at but not above standard; and students who are exceeding standard and determine which group of students needs what type of assistance. Based on individual subtest data or other data you have collected, determine the specific areas of strength and areas for improvement for your students.

AREAS OF STRENGTH	AREAS FOR IMPROVEMENT
<p>3<sup>rd</sup> Literary text was the greatest Reading strength in 3rd grade (95.6%)</p> <p>4<sup>th</sup> Literary texts was the greatest Reading strength in 4th grade (76.2%)</p> <p>5<sup>th</sup> Science MSP score increased from 46% in 2010 to 70.4% in 2011</p> <p>6<sup>th</sup> Class of 2017 cohort math scores have increased each of last three years 2009 38.6%, 2010 50%, 2011 68.6%</p> <p>6<sup>th</sup> grade MSP reading score improved in 2011 by 15.5% from 2010 (80.4% to 64.9%)</p>	<p>3<sup>rd</sup> Male students outperformed female students by 8.3% points math (75% to 66.7%)</p> <p>4<sup>th</sup> In reading, fewer students met standard overall in 2011 82.6% vs. 92.7% in 2010 In writing, female students outperformed male students by 19.4% points (55.6% to 75%)</p> <p>5<sup>th</sup> In Reading, the 5<sup>th</sup> grade cohort score fell 31.6% from their score as 4<sup>th</sup> graders (92.7% to 61.1%)</p> <p>6<sup>th</sup> Female students outperformed male students by 37.5% points in reading (96.6% to 59.1%)</p>

See Appendix A for additional notes on school strengths.

See Appendix A for additional notes on areas for improvement.

## STRATEGIC GOALS FOR 2011-12

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

GOAL	
GOAL 1	<b>Organizational Culture:</b> All participants in our organization exhibit enthusiasm, feel valued, and find joy in their commitment to student learning and achievement.
GOAL 2	<b>Student Achievement:</b> All students will graduate and be prepared to live up to their potential and have the tools to pursue their aspirations.
GOAL 3	<b>Resources:</b> To have the resources (time, talent & treasure) necessary to meet district student achievement goals.
GOAL 4	<b>Adaptability:</b> To be adaptable in our support of student achievement.
GOAL 5	<b>Community:</b> To have community support for the value of education in the midst of community changes and to have education as The Priority in The Port Angeles community.

## STRATEGIC OBJECTIVES FOR 2011-12

**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	Create a culture of trust among staff, students, and community.
Objective 1.2	Create an efficient and effective communication system where the decision-making process is transparent and all stakeholders are well informed.
Objective 1.3	Have 100% of students in Grades 7 – 12 engaged in extracurricular activities.
Objective 2.1	All students receive engaging, informative instruction throughout the system as demonstrated by student/parent data.
Objective 2.2	All students will receive the necessary support to successfully matriculate through the system.

PART 5: STRATEGIC OBJECTIVES

Objective 2.3	Reinstate all day kindergarten as soon as fiscally sustainable.
Objective 3.1	Create a more efficient and equitable resource distribution system.
Objective 3.2	Create an infrastructure that supports student learning.
Objective 4.1	Create a data-driven adaptable education system.
Objective 5.1	Leverage community resources and expertise to further the education of all students.

## 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%.

<b>DATA ANALYSIS</b>	Currently, our School Report Card data shows we have an 80.2% cohort graduation rate.				
<b>STRATEGY</b>	We will lead parent, student conferences for the purpose of addressing student achievement goals and the barriers to reaching these for individual students.				
<b>EVIDENCE OF ACHIEVEMENT</b>	We will increase our cohort graduation rate to 82.2% by spring 2004.				
<b>ACTION</b>	<b>START &amp; END DATES</b>	<b>PERSONS RESPONSIBLE</b>	<b>REVIEWED BY</b>	<b>COMPLETED</b>	
				<b>Yes</b>	<b>Comments</b>
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

<b>GOAL 1</b>	<b>Organizational Culture:</b> All participants in our organization exhibit enthusiasm, feel valued, and find joy in their commitment to student learning and achievement.
<b>OBJECTIVE 1.1</b>	Create a culture of trust among staff, students, and community.

<b>DATA ANALYSIS</b>	According to the last Center for Educational Effectiveness Survey (CEES) staff indicated support for the following categories: High Levels of Collaboration and Communication 42%, Supportive Learning Environment 72%, Staff Willingness to Change 69%				
<b>STRATEGY</b>	Increase school wide interaction and positive relationship building practices				
<b>EVIDENCE OF ACHIEVEMENT</b>	We will see an increase in positive staff responses in categories, High Levels of Collaboration and Communication, Supportive Learning Environment, Staff Willingness to Change				
<b>ACTION</b>	<b>START &amp; END DATES</b>	<b>PERSONS RESPONSIBLE</b>	<b>REVIEWED BY</b>	<b>COMPLETED</b>	
				<b>Yes</b>	<b>Comments</b>
Decisions are made on-site, with the participation of teachers (ILT, Site, SAT, Staff Meetings).	Sept 2011-June 2012	Principal, All Staff	Principal, School Teams	<input type="checkbox"/>	
Staff are open to students’ suggestions; students have opportunities to participate in decision-making (Student Council, Class meetings).	Oct 2011-June 2012	Principal, staff, students	Principal, Staff	<input type="checkbox"/>	
Results of assessments are promptly communicated to students and parents.	Sept 2011-June 2012	Staff	Principal, Staff, ILT	<input type="checkbox"/>	
Achievements and performance of both staff and students are rewarded and praised.	Sept 2011-June 2012	Principal, staff	Principal, Staff	<input type="checkbox"/>	
Provide multiple and varied opportunities to participate in extracurricular activities (After school enrichment, Discovery days)	Oct 2011-June 2012	Principal, Staff, PTO, Community	Principal, ILT, Site Team	<input type="checkbox"/>	
Foster a close working relationship between Hamilton Staff and the PTO	Sept 2011-June 2012	Principal, Staff, PTO	Principal	<input type="checkbox"/>	

## ACTION PLAN

<b>GOAL 1</b>	<b>Organizational Culture:</b> All participants in our organization exhibit enthusiasm, feel valued, and find joy in their commitment to student learning and achievement.
<b>OBJECTIVE 1.2</b>	Create an efficient and effective communication system where the decision-making process is transparent and all stakeholders are well informed.

<b>DATA ANALYSIS</b>	According to the last Center for Educational Effectiveness Survey (CEES) staff/parents indicated support for the following categories: Clear & Shared Focus 64/75%, High Levels of Collaboration and Communication 42/79%, Supportive Learning Environment 72/74% , Community & Parent Involvement 47/74%				
<b>STRATEGY</b>	During the 2011-2012 school year, Hamilton Elementary School will maintain parental and community contact through technology, print, and personal communication.				
<b>EVIDENCE OF ACHIEVEMENT</b>	We will see an increase in staff/parent support in categories: Clear & Shared Focus, High Levels of Collaboration and Communication, Supportive Learning Environment, Community & Parent Involvement				
<b>ACTION</b>	<b>START &amp; END DATES</b>	<b>PERSONS RESPONSIBLE</b>	<b>REVIEWED BY</b>	<b>COMPLETED</b>	
				<b>Yes</b>	<b>Comments</b>
Parent Teacher Conference/Monthly Progress Reports/Open House, and Newsletters	Sept 2011- June 2012	Principal, Staff	Principal, Staff	<input type="checkbox"/>	
Student Recognitions: Good behavior phone calls home/Positive Postcards/Perfect Attendance Rewards, Super Citizen Awards	Sept 2011- June 2012	Principal, Staff	Principal, Staff	<input type="checkbox"/>	
Provide training on utilizing Skyward email to provide two way communication process	Fall 2011	Principal, IT department	Principal	<input type="checkbox"/>	
Maintain parent involvement in the decision making process of the school (ILT, Site Team)	Sept 2011-2012	Principal	Principal	<input type="checkbox"/>	

## ACTION PLAN

<b>GOAL 2</b>	<b>Student Achievement:</b> All students will graduate and be prepared to live up to their potential and have the tools to pursue their aspirations.
<b>OBJECTIVE 2.1</b>	All students receive engaging, informative instruction throughout the system as demonstrated by student/parent data.

<b>DATA ANALYSIS</b>	<i>Reading:</i> 87% of 3 <sup>rd</sup> graders, 82.6% of 4 <sup>th</sup> graders, 61.6% of 5 <sup>th</sup> graders, and 80.4% of 6 <sup>th</sup> graders met standard on the 2011 MSP				
<b>STRATEGY</b>	We will use data from school-wide screeners and district assessments to design interventions for all students (RTI). 6 <sup>th</sup> grade students will be grouped in homerooms for reading instructions via the “Purdue” model.				
<b>EVIDENCE OF ACHIEVEMENT</b>	Students in grades 3-6 will meet AYP levels on the 2012 MSP.				
<b>ACTION</b>	<b>START &amp; END DATES</b>	<b>PERSONS RESPONSIBLE</b>	<b>REVIEWED BY</b>	<b>COMPLETED</b>	
				<b>Yes</b>	<b>Comments</b>
Monitor and focus on strong implementation of adopted curriculum.	September 2011-June 2012	All Staff, LST	Principal	<input type="checkbox"/>	
Hamilton will participate in an Accelerated Reader incentive program to promote fluency & overall literacy achievement.	September 2011-June 2012	All Staff	All Staff	<input type="checkbox"/>	
Continue to implement RTI plan school wide (benchmark assessment, progress monitoring, regular meetings to renew data to adjust instruc-	September 2011-June 2012	All Staff	All Staff	<input type="checkbox"/>	
Continue to use MSP stems along with monthly focus on comprehension strategies	September 2011-June 2012	All Staff	All Staff	<input type="checkbox"/>	
6 <sup>th</sup> grade students will receive instruction in their homeroom	September 2011-June 2012	Principal, 6 <sup>th</sup> Grade Teachers	Principal, 6 <sup>th</sup> Grade Teachers	<input type="checkbox"/>	

## ACTION PLAN

<b>GOAL 2</b>	<b>Student Achievement:</b> All students will graduate and be prepared to live up to their potential and have the tools to pursue their aspirations.
<b>OBJECTIVE 2.1</b>	All students receive engaging, informative instruction throughout the system as demonstrated by student/parent data.

<b>DATA ANALYSIS</b>	Writing: 4 <sup>th</sup> Writing MSP: 69% at standard.				
<b>STRATEGY</b>	Continue to identify and use best instructional writing practices with grades 3 <sup>rd</sup> -6 <sup>th</sup> using writing CBMs to identify struggling students and to track fluency progress				
<b>EVIDENCE OF ACHIEVEMENT</b>	80% of students in 4 <sup>th</sup> grade will meet standard on the 2012 MSP.				
<b>ACTION</b>	<b>START &amp; END DATES</b>	<b>PERSONS RESPONSIBLE</b>	<b>REVIEWED BY</b>	<b>COMPLETED</b>	
				<b>Yes</b>	<b>Comments</b>
Implement integrated HM Reading curriculum	September 2011-May 2012	Principal, All Staff	Principal, ILT	<input type="checkbox"/>	
Maintain monthly recognition of student writing via Pencils of Power	September 2011-May 2012	Principal, Michelle Weber, Classroom Teachers	ILT	<input type="checkbox"/>	
Implement integrated HM Language Arts curriculum	September 2011-May 2012	Principal, All Staff, 6 <sup>th</sup> grade Literacy Instructor	Principal, ILT	<input type="checkbox"/>	
Use Writing prompts in on-demand settings once per trimester	October 2011-June 2012	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	September 2011-May 2012	All Teachers	Principal, ILT	<input type="checkbox"/>	

## ACTION PLAN

<b>GOAL 2</b>	<b>Student Achievement:</b> All students will graduate and be prepared to live up to their potential and have the tools to pursue their aspirations.
<b>OBJECTIVE 2.1</b>	All students receive engaging, informative instruction throughout the system as demonstrated by student/parent data.

<b>DATA ANALYSIS</b>	Math: 71.1% of 3 <sup>rd</sup> graders, 52.2% of 4 <sup>th</sup> graders, 66.7% of 5 <sup>th</sup> graders, and 68.6% of 6 <sup>th</sup> graders met standard on the 2011 MSP				
<b>STRATEGY</b>	Continue to implement comprehensive math facts program. 6 <sup>th</sup> grade students will be grouped in home-rooms for math instruction via the “Purdue” model				
<b>EVIDENCE OF ACHIEVEMENT</b>	Students in grade 3-6 will meet AYP levels on the 2012 MSP				
<b>ACTION</b>	<b>START &amp; END DATES</b>	<b>PERSONS RESPONSIBLE</b>	<b>REVIEWED BY</b>	<b>COMPLETED</b>	
				<b>Yes</b>	<b>Comments</b>
Hamilton will implement an intentional math facts practice time in each classroom	September 2011- June 2012	Classroom Teachers	Principal, classroom teacher	<input type="checkbox"/>	
Community members will be asked to support math facts practice through tutoring	October 2011- June 2012	Principal, Classroom Teachers	Principal	<input type="checkbox"/>	
Teachers will work to define/explore the type of math problems that fall under the “procedures/concepts”	September 2011 – November 2011	Teachers	Principal, Classroom Teacher	<input type="checkbox"/>	
Staff will continue to faithfully utilize the district adopted math curriculum	September 2011- June 2012	Classroom Teachers	Principal, ILT	<input type="checkbox"/>	

## ACTION PLAN

**GOAL 2**      **Student Achievement:** All students will graduate and be prepared to live up to their potential and have the tools to pursue their aspirations.

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

<b>DATA ANALYSIS</b>	Science: 70.4% of 5 <sup>th</sup> grade students met standard on 2011 Science MSP				
<b>STRATEGY</b>	All staff will continue to teach assigned Foss Science kits as indicated by the district/building schedule. Specific procedural vocabulary will be taught at all grade levels. Consultation with state Science consultant. State vocabulary for grade level				
<b>EVIDENCE OF ACHIEVEMENT</b>	Students in 5 <sup>th</sup> grade will meet AYP standards on the 2012 Science MSP				
<b>ACTION</b>	<b>START &amp; END DATES</b>	<b>PERSONS RESPONSIBLE</b>	<b>REVIEWED BY</b>	<b>COMPLETED</b>	
	<b>Yes</b>	<b>Comments</b>			
Continued emphasis on using MSP vocabulary consistently rather than FOSS terms. Use re-worked assessments to meet standard	September 2011- June 1012	3-5 classroom teachers, Coco Carlson	Principal, Grade Level teams, District Science Committee	<input type="checkbox"/>	
Confer with state science consultant on strategies and best practices in Science instruction three times throughout the year	October 2011-May 2012	Principal, 5 <sup>th</sup> teachers, Coco Carlson	Principal, ILT	<input type="checkbox"/>	
Emphasize persistence to task-prepare students for 1-day creation of scenario-similar to prep for Writing MSP	October 2011-May 2012	Classroom Teachers	Principal, ILT	<input type="checkbox"/>	
				<input type="checkbox"/>	

## ACTION PLAN

**GOAL 2**      **Student Achievement:** All students will graduate and be prepared to live up to their potential and have the tools to pursue their aspirations.

**OBJECTIVE 2.2** All students will receive the necessary support to successfully matriculate through the system.

<b>DATA ANALYSIS</b>	Reading: 13% of 3 <sup>rd</sup> graders, 17.4% of 4 <sup>th</sup> graders, 38.9% of 5 <sup>th</sup> graders, and 19.6% of 6 <sup>th</sup> graders scored below standard on the 2011 MSP				
<b>STRATEGY</b>	Students achieving below standard will be indentified and receive additional support in reading				
<b>EVIDENCE OF ACHIEVEMENT</b>	The number of students scoring at levels 1 and 2 on the MSP will decrease				
<b>ACTION</b>	<b>START &amp; END DATES</b>	<b>PERSONS RESPONSIBLE</b>	<b>REVIEWED BY</b>	<b>COMPLETED</b>	
				<b>Yes</b>	<b>Comments</b>
All students receive the core HM Journeys/McDougal Li-tell program	Sept 2011-June 2012	Teachers	Teachers, ILT, Principal	<input type="checkbox"/>	
Tier 2 & Tier 3 students receive additional small group reading support	Sept 2011-June 2012	Teachers, Gloria Bond, Spec. Ed.,	Teachers, ILT, Principal	<input type="checkbox"/>	
School-wide Accelerated reader rewards program	Sept 2011-June 2012	Teachers	Teachers, ILT, Principal	<input type="checkbox"/>	
Tier 3 students receive scientifically based programs including Read 180, Corrective Reading, Read naturally, Read Well, and Rewards	Sept 2011-June 2012	Teachers, Title I reading, Sped specialist	Teachers, ILT, Principal,	<input type="checkbox"/>	
Tier 2 students receive additional support with the differentiated reading materials in HM Journeys	Sept 2011-June 2012	Teachers	Principal, Teachers	<input type="checkbox"/>	
Staff will receive additional training in Small-Group Instruction from either our reading teacher or from <u>Guided Reading for Grades 3-6</u> from the PAEA	Fall 2011	Gloria Bond, Teachers	Principal	<input type="checkbox"/>	

## ACTION PLAN

**GOAL 2**      **Student Achievement:** All students will graduate and be prepared to live up to their potential and have the tools to pursue their aspirations.

**OBJECTIVE 2.2** All students will receive the necessary support to successfully matriculate through the system.

<b>DATA ANALYSIS</b>	<i>Writing: 32.6% of 4<sup>th</sup> graders scored below standard on the 2011 MSP</i>				
<b>STRATEGY</b>	Students achieving below standard will be indentified and receive additional support in writing				
<b>EVIDENCE OF ACHIEVEMENT</b>	The number of students scoring at levels 1 and 2 on the MSP will decreases				
<b>ACTION</b>	<b>START &amp; END DATES</b>	<b>PERSONS RESPONSIBLE</b>	<b>REVIEWED BY</b>	<b>COMPLETED</b>	
	<b>Yes</b>	<b>Comments</b>			
Students will receive 1:1 or 1:2 tutoring by community/peer (Buddy Writers) volunteers	October 2011- May 2012	Teachers, Volunteers, Buddy Writers	Teachers	<input type="checkbox"/>	
Students will receive core/additional instruction through the HM Journeys program	September 2011 – June 2012	Teachers	Principal, ILT	<input type="checkbox"/>	
Students will receive public recognition for improved/quality writing with the Pencils of Power program	October 2011- May 2012	Teachers, Mrs. Weber, Principal	Mrs. Weber, Principal	<input type="checkbox"/>	
Additional support may be provided to students through the SAT	September 2011 – June 2012	Teachers, SAT	Principal, SAT	<input type="checkbox"/>	

## ACTION PLAN

**GOAL 2**      **Student Achievement:** All students will graduate and be prepared to live up to their potential and have the tools to pursue their aspirations.

**OBJECTIVE 2.2** All students will receive the necessary support to successfully matriculate through the system.

<b>DATA ANALYSIS</b>	Math: 28.9% of 3 <sup>rd</sup> graders, 32.6% of 4 <sup>th</sup> graders, 33.3% of 5 <sup>th</sup> graders, and 31.4% of 6 <sup>th</sup> graders scored below standard on the 2011 MSP				
<b>STRATEGY</b>	Students achieving below standard will be indentified and receive additional support in the area of Math				
<b>EVIDENCE OF ACHIEVEMENT</b>	The number of students scoring at levels 1 and 2 on the MSP will decrease				
<b>ACTION</b>	<b>START &amp; END DATES</b>	<b>PERSONS RESPONSIBLE</b>	<b>REVIEWED BY</b>	<b>COMPLETED</b>	
				<b>Yes</b>	<b>Comments</b>
All students will receive core instruction using the Bridges curriculum	September 2011- June 2012	Teachers	Teachers, Principal, ILT	<input type="checkbox"/>	
Students will receive small group tutoring from Presbyterian Church Volunteers & Students will utilize Flashmaster for math fact practice	October 2011 –May 2012	Teachers, Volunteers	Teachers, Principal, ILT	<input type="checkbox"/>	
Students will receive additional support through the use of Daily Math and Accelerated Math	September 2011- June 2012	Teachers	Principal, ILT	<input type="checkbox"/>	
Technology support will be utilized through the use of math programs/sites such as multiplication.com and mathfactcafe.com	September 2011- June 2012	Teachers	Principal	<input type="checkbox"/>	
Additional support may be provided to students through the SAT	September 2011 – June 2012	Teachers, SAT	Principal, SAT	<input type="checkbox"/>	

## ACTION PLAN

**GOAL 2**      **Student Achievement:** All students will graduate and be prepared to live up to their potential and have the tools to pursue their aspirations.

**OBJECTIVE 2.2** All students will receive the necessary support to successfully matriculate through the system.

<b>DATA ANALYSIS</b>	<i>Science: 29.6% of 5<sup>th</sup> graders scored below standard on the 2011 MSP</i>				
<b>STRATEGY</b>	Students achieving below standard will be indentified and receive additional support in the area of Science				
<b>EVIDENCE OF ACHIEVEMENT</b>	The number of students scoring at levels 1 and 2 on the Science MSP will decreases to 20%				
<b>ACTION</b>	<b>START &amp; END DATES</b>	<b>PERSONS RESPONSIBLE</b>	<b>REVIEWED BY</b>	<b>COMPLETED</b>	
				<b>Yes</b>	<b>Comments</b>
New Science assessments will be de- signed/implemented which will be more aligned with the MSP	October 2011- May 2012	Mr. Glatz, Science Committee	Science Committee	<input type="checkbox"/>	
MSP forms will be used by all classroom teach- ers using the FOSS kits to better prepare ALL students for the MSP in May	September 2011 – May 2012	Teachers	ILT, Principal	<input type="checkbox"/>	
There will be additional Professional Develop- ment with Coco Carlson	Nov 2011, Feb 2012, April 2012	Principal, ILT	Principal, ILT	<input type="checkbox"/>	
Possible enrichment field trips: Port Townsend Marine Life Center	October 2011 – 2012	Teachers	Principal	<input type="checkbox"/>	
Additional support may be provided to students through the SAT	September 2011 – June 2012	Teachers, SAT	Principal, SAT	<input type="checkbox"/>	

## ACTION PLAN

**GOAL 3**      **Resources:** To have the resources (time, talent & treasure) necessary to meet district student achievement goals.

**OBJECTIVE 3.2** Create an infrastructure that supports student learning.

<b>DATA ANALYSIS</b>	Elementary Reorganization Task Force				
<b>STRATEGY</b>	The Task Force will hold seven meetings to discuss and research various options/strategies.				
<b>EVIDENCE OF ACHIEVEMENT</b>	A recommendation will be sent to the Port Angeles School Board in December				
<b>ACTION</b>	<b>START &amp; END DATES</b>	<b>PERSONS RESPONSIBLE</b>	<b>REVIEWED BY</b>	<b>COMPLETED</b> Yes      Comments	
Gary Pringle, Trent Pomeroy, and Pauline Marvin will participate on the Reorganization Task Force	September 2011 - December 2012	Gary Pringle, Trent Pomeroy, and Pauline Marvin	Dr. Pryne	<input type="checkbox"/>	
To keep the staff of Hamilton Elementary School well informed of the discussions, decisions of the Reorganization Task Force, minutes will be sent to the staff in a timely manner.	September 2011 - December 2012	Reorganization Task Force	Principal	<input type="checkbox"/>	
				<input type="checkbox"/>	

## ACTION PLAN

**GOAL 5**      **Community:** To have community support for the value of education in the midst of community changes and to have education as the Priority in the Port Angeles Community.

**OBJECTIVE 5.1:** Leverage community resources and expertise to further the education of all students.

<b>DATA ANALYSIS</b>	Many Hamilton families/students require additional support that can be provided by the community				
<b>STRATEGY</b>	Community resources and expertise will provide support in assisting Hamilton families and students				
<b>EVIDENCE OF ACHIEVEMENT</b>	An increasing number of Hamilton students will be supported				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Those Hamilton families in need of community services will be referred to the appropriate agency and/or be provided with a packet listing Port Angeles Community Resources	September 2011 – June 2012	Office Staff	Principal	<input type="checkbox"/>	
Presbyterian Church provides volunteers (Math Facts, Reading, Painting Facilities, Saturday Lunches, painting building)	July 2011- July 2012	Staff, Volunteers	Principal	<input type="checkbox"/>	
PA education foundation will provide support in assisting Hamilton students/families in need	October 2011 – June 2012	Office Staff	Principal	<input type="checkbox"/>	
The Port Angeles Storytellers will provided one or more volunteers	Fall 2011	Staff	Principal	<input type="checkbox"/>	
AmeriCorps will provide volunteers to support both reading and math	September 2011 – June 2012	Staff, Volunteers	Principal	<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 continuing 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.

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.

This year Hamilton will experiment with a Discovery Day/Week enrichment program in which students will be able to “register” for an art/problem solving activity taught by a staff member.

AmeriCorps volunteers will hold an after-school Homework Club twice a week starting in October. Additionally, they will help to coordinate an after-school enrichment program.

We also partner with the Hamilton PTO and the Port Angeles Education Foundation to provide a number of enrichment activities to our school. These may include: Science workshops with the Olympic Park Institute, March Math Madness, storytelling sessions, math and reading nights, a bike safety course, Presbyterian Church volunteers math tutoring/enrichment, Gentle Paws reading dogs, master gardeners, Sparky Week (fire station) , 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.																											
School-wide Reform Strategies (2): See CSIP Part 11, Continuous School Improvement Plan Summary.	Strategies to Increase Parent Involvement (6): See CSIP Part 6,).	Provide Assistance to Students Experiencing Difficulty (9): See CSIP Part 7, Student Tutorial/Enrichment Strategies Summary.																											
<p>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.</p>																													
<p>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. Sixth grade students have the opportunity to serve as tour guides or to meet with their Kindergarten teacher before moving on to middle school.</p>																													
<p>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.</p>																													
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 20%;">Funding Source</th> <th style="width: 20%;">Amount</th> <th style="width: 60%;">How Funds Support SWP</th> </tr> </thead> <tbody> <tr> <td>State LAP</td> <td style="text-align: center;">\$0,000</td> <td></td> </tr> <tr> <td>Fed. Dept. of Ed</td> <td style="text-align: center;">\$0,000</td> <td></td> </tr> <tr> <td>Title IA</td> <td style="text-align: center;">\$0,000</td> <td></td> </tr> <tr> <td>Title IIA</td> <td style="text-align: center;">\$0,000</td> <td></td> </tr> <tr> <td>Title IIB</td> <td style="text-align: center;">\$0,000</td> <td></td> </tr> <tr> <td>Title IV</td> <td style="text-align: center;">\$0,000</td> <td></td> </tr> <tr> <td>Title V</td> <td style="text-align: center;">\$0,000</td> <td></td> </tr> <tr> <td>Other</td> <td style="text-align: center;">\$0,000</td> <td></td> </tr> </tbody> </table>			Funding Source	Amount	How Funds Support SWP	State LAP	\$0,000		Fed. Dept. of Ed	\$0,000		Title IA	\$0,000		Title IIA	\$0,000		Title IIB	\$0,000		Title IV	\$0,000		Title V	\$0,000		Other	\$0,000	
Funding Source	Amount	How Funds Support SWP																											
State LAP	\$0,000																												
Fed. Dept. of Ed	\$0,000																												
Title IA	\$0,000																												
Title IIA	\$0,000																												
Title IIB	\$0,000																												
Title IV	\$0,000																												
Title V	\$0,000																												
Other	\$0,000																												

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"/>
\$1200	Guest teacher release time for DRA and ARI assessment	DRA & ARI Administration	<input checked="" type="checkbox"/>
\$400	Guest teacher/paras for small reading group instruction	Teachers and Para-educators (as needed)	<input type="checkbox"/>
\$200-\$800	One or more school sets of books for PDM Classroom Instruction that Works The Highly Engaged Classroom Parents on Your Side Resource Materials Workbook	Teachers	<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>

## TECHNOLOGY SUMMARY

3-YEAR BUILDING-LEVEL TECHNOLOGY AND LEARNING IMPLEMENTATION PLAN						
<b>Name of School: Hamilton</b>				<b>Grades (Example: Elem / MS / HS): Elem</b>		
<b>School Improvement Goal (taken from your building's School Improvement Plan):</b> 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						
<b>Technology and Learning Strategy:</b> Implement technology tools that enhance instruction and provide learning opportunities for students						
<b>Rationale (Research):</b> 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
<b>Year 1: 2007-2008</b>	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
<b>Year 2: 2008-2009</b>	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
<b>Year 3: 2009-2010</b>	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 “That all Hamilton students are empowered 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: 3<sup>rd</sup>: 87.0%, 4<sup>th</sup>: 82.6%, 5<sup>th</sup>: 61.6%, 6<sup>th</sup>: 80.4% met standard on the reading MSP.** We will continue to utilize an RTI (Response to Intervention) model school wide. This model aligns resources to support learners with scientifically based programs that are frequently monitored to document progress and guide next steps of instruction. It provides early and timely intervention for struggling students. This component will help us to have more special education students be successful as measured by the MSP. 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 MSP stem questions to further student understanding of informational text. Additionally, the school’s Problem of Practice will focus on the Reading strand Analysis as it has been our weakest strand area for the last two years. Fourth grade will be implementing a walk-to-read program.
- **Writing: 69.0% of 4<sup>th</sup> graders met standard on the writing MSP.** All teachers will continue to use best instructional writing practices i.e. adopted curriculum, anchor charts, review and use of WASL/MSP released items,
- **Math: 3<sup>rd</sup>: 71.7%, 4<sup>th</sup>: 52.20%, 5<sup>th</sup>: 66.7%, 6<sup>th</sup>: 68.6% on the math MSP.** Teachers are in the fifth year of a math adoption. Fidelity of implementation will be monitored closely. A continued emphasis will be placed on basic facts at all grade levels. Community volunteers, along with AmeriCorps, will support this effort.
- **Science: 70.4% of 5<sup>th</sup> graders met standard on the science MSP.** Teachers will continue to use the FOSS science kits and follow the district assessment schedule. Our plan is to confer with a state Science advisor three times this year on how to adapt our FOSS kits and assessments to meet current MSP demands. Students will develop experimental reports within one day as tested on MSP. (action plan 1.4)
- **Hamilton**, with the support of AmeriCorps and the Hamilton PTO, will begin to provide an **after-school homework club** to provide students the opportunity to receive additional help while completing their assignments. Along with the homework club, we will begin to develop an **after-school enrichment day** to provide support for those students who desire additional learning opportunities.

<b>Reading Objectives</b>	An increasing number of students in grades 3-6 will meet AYP levels on the 2012 MSP. (3 <sup>rd</sup> 95%, 4 <sup>th</sup> 95%, 5 <sup>th</sup> 95%, 6 <sup>th</sup> 90%)	The number of students scoring at levels 1 and 2 on the MSP will decrease to (3 <sup>rd</sup> 5%, 4 <sup>th</sup> 5%, 5 <sup>th</sup> 5%, 6 <sup>th</sup> 10%)
<b>Writing Objectives</b>	80% of students in 4 <sup>th</sup> grade will meet standard on the 2012 MSP.	The number of students scoring at levels 1 and 2 on the MSP will decrease to 20%
<b>Math Objectives</b>	An increasing number of students in grade 3-6 will meet AYP levels on the 2012 MSP (3 <sup>rd</sup> 95%, 4 <sup>th</sup> 85%, 5 <sup>th</sup> 80%, 6 <sup>th</sup> 80%)	The number of students scoring at levels 1 and 2 on the MSP will decrease to (3 <sup>rd</sup> 5%, 4 <sup>th</sup> 15%, 5 <sup>th</sup> 20%, 6 <sup>th</sup> 20%)
<b>Science Objectives</b>	80% of students in 5 <sup>th</sup> grade will meet AYP standards on the 2012 Science MSP	The number of students scoring at levels 1 and 2 on the MSP will decrease to 20%

## SIGN-OFF SHEET

**Directions:** Ask identified stakeholders at your site to sign off on this CSIP, indicating their participation and support for the current CSIP, their role, and their continued participation in the coordination and monitoring of the plan. Examples of roles may include, but are not limited to, parent, certificated staff, classified staff, student, principal, etc. Please print and submit this page in hard copy.

ROLE	PRINTED NAME	SIGNATURE
Principal	Gary Pringle	
1 <sup>st</sup> Grade Teacher	Lisa McCoy	
2 <sup>nd</sup> Grade Teacher	Kathy Schmidt	
3 <sup>rd</sup> Grade Teacher	Brook Anderson	
4 <sup>th</sup> Grade Teacher	Helen Bunch	
5 <sup>th</sup> Grade Teacher	George Kheriaty	
6 <sup>th</sup> Grade Teacher	Jeff Lunt	
Learning Support Teacher	Gloria Bond	
Special Education Teacher	Gailen Steichen	
Parent	Janet Parker	
School Board President	Lonnie Linn	<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 2011-12**

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. in the library prior to one of our PTO meetings (date as yet to be determined).
  
- 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.

## PART 13: APPENDICES

- 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.

## PART 13: APPENDICES

- 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.

PART 13: APPENDICES

- 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 \_\_\_\_\_ and will be in effect for the period of the 2011-12 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 \_\_\_\_\_.

\_\_\_\_\_  
(Signature of Title I Authorized Representative)

\_\_\_\_\_  
(Date)

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