



Continuous School Improvement Plan 2022/23

Hamilton Elementary, PASD



Principal: Gary Pringle

District Profile

The 2022-2023 school year is off to a strong and positive start for the Port Angeles School District. Our goal is to ensure high levels of learning for all students. The Port Angeles School District continues to support our students, staff, and families as we come out of COVID times. We believe that strong relationships are the foundation of our work. We believe that relationships are built through positive interactions and working together to support our students.

We remain committed to our PASD Strategic Plan and to the following goals: **Powerful Teaching and Learning**. All students will graduate college, career, and life ready. We will implement systems of support to ensure equity and access for all students. **District Culture** Promote a safe, healthy, affirming, welcoming learning environment. **Family and Community Engagement** Create a system of open, accessible communication between staff, students, families and community. Build partnerships with community organizations to support student success. **Facilities** We will provide safe facilities which support powerful teaching and learning. We support maintaining existing infrastructure and enhancing district facilities with new construction as needed.

We are partnering with local providers and community groups to provide necessary resources and supports. We will be using classroom and district-based assessments to identify the next level of instruction for each student. We will continue to create instructional learning times focused on standards and best practice. Best practices include Multi-Tiered Systems of Support (MTSS) at every building to support academics, behavior and attendance. This system allows us to be not only proactive, but also to be responsive with our interventions in supporting all students.

School Profile

Hamilton Elementary School is a neighborhood school with 368 students in Kindergarten through sixth grade (Free/Reduced 61.2%, Special Education 18.9%, ELL 1%). Hamilton was constructed ca. 1954 with an additional wing built in 1978 using the “open school” concept.

Students enter school knowing that Hamilton is a place to learn. An adult can walk into any classroom and ask the students, “Why are you here?” The students will respond enthusiastically with, “To learn!” Our students come from diverse home situations and experiences. Some students experience homelessness and poverty and many come from a place of trauma. What makes Hamilton unique is that regardless of where a particular student comes from or what that student has experienced, we not only believe that every student can learn, we also believe and have the expectation that they will learn. We feel a sense of urgency to help our students succeed and will not lower our standards due to a student’s past experiences. As a result, our students succeed.

Hamilton has been the recipient of two Washington State awards and three national awards in the last six years. In 2015 Hamilton was awarded the OSPI Washington State Board of Education Washington Achievement Award and the Washington State ASCD Whole Child Award in 2017. In 2018 Hamilton earned the National Vision in Action ASCD Whole Child Award, and in 2019 Hamilton received the National ESEA Distinguished School Award for exceptional student performance and academic growth. Most recently, Hamilton was recognized as an Exemplary High Performing National Blue Ribbon School for 2020 and as a Best Elementary School of Washington US News & World Report 2022.

Reporting Schedule	School Submitted	Board Summary
CSIP	10/27/22	11/10/22
Mid Year Review	3/15/22	3/23/23
Final	6/23/23	6/30/23

Completed on: 11.2.22

Needs Assessed By: Needs Assessed By: Gary Pringle (Principal), Jennifer Mills (K), Danika Johnson (1st), Allison Adamich (2nd), Brook Anderson (3rd), Kelci Turner (4th), Becky Gundersen (5th), Kat Plakinger (6th), Gale Salavati (Sped), Stephanie Latzel (RTI), Rebecca Winters (Para), Devyn Roblan (PTO President/parent)

PASD Strategic Plan Focus Area #1; Powerful Teaching and Learning (ELA) Goals 1, 2

1. All students will graduate college, career, and life ready, with 21st century skills which include creativity, innovation, critical thinking, problem solving, communication, collaboration, and strong informational and media literacy 2.All staff model and teach 21st century knowledge and skills to improve rigorous student learning in a complex, ever-changing and interconnected world.

80% of Kindergarteners will know 24/26 (32) letter sounds; 60% (40) of 1st graders will meet standard on their final DIBELS assessment; 75% (47) of 2nd graders will meet standard on their final DIBELS assessment; 3rd-6th: Hamilton’s ELA SBA scores will exceed the state average by no less than 15%. Student achievement data will reflect equitable growth for all student groups.

Hamilton Fall 2022 DIBELS/MAPS ELA						
Grade		Intensive	Strategic	Core	Core+	At Level
K	DIBELS	61%	17%	10%	12%	22%
1st	DIBELS	57%	24%	12%	7%	19%
2nd	DIBELS	21%	17%	37%	25%	62%
	MAPS	39%	17%	12%	33%	45%
3rd	DIBELS	20%	15%	43%	23%	66%
	MAPS	21%	10%	38%	33%	71%
4th	DIBELS	17%	37%	39%	7%	46%
	MAPS	44%	20%	17%	20%	37%
5th	DIBELS	20%	27%	37%	16%	53%
	MAPS	28%	14%	45%	12%	57%
6th	DIBELS	32%	24%	28%	16%	44%
	MAPS	22%	23%	29%	27%	56%

Hamilton Spring 2022 SBA

	3 rd Grade		4 th Grade		5 th Grade			6 th Grade	
	ELA	Math	ELA	Math	ELA	Math	Science	ELA	Math
Hamilton	73	72	65	56	63	56	82	67	59
State	48	50	49	46	52	38	51	45	35
Hamilton vs State	+25	+22	+16	+10	+11	+18	+31	+22	+23

ELA Needs Assessment/Implications:

11.2.22: Overall, the Fall 2022 data from DIBELS and MAPS has improved from FALL 2021 data. This indicates that Hamilton is beginning to return to our pre-COVID assessment results. Currently, our greatest ELA area of need is 4th and 6th grades. SBA results were encouraging as Hamilton outperformed the state ELA SBA scores by an average of 18.5%.

SMARTIE Goal: Based on grade level summative assessments, in collaboration with all Hamilton stakeholders, Hamilton students will reach or exceed grade- level achievement goals: **80% of Kindergarteners will know 24/26 (32) letter sounds; 60% (40) of 1st graders will standard on their final DIBELS assessment; 75% (47) of 2nd graders will be will meet standard on their final DIBELS assessment; 3rd-6th: Hamilton’s ELA SBA scores will exceed the state average by no less than 15%.**; Student achievement data will reflect equitable distribution of growth for all student groups.

Activities	Measures	Resources
Describe 2 activities which also address student equity that will help achieve your goal above.	What short– and long-term data will you collect to measure the impact of student learning and outcomes for the specific students named in your SMARTIE goal?	What resources will be needed to implement this activity toward reaching the stated SMARTIE goal?
<p>Interventions; -RTI 4 time per week (small group and individual assistance); -Grade-band Grade-level Collaboration -Special Education/ELL services</p> <p>District Curriculum: Wit & Wisdom -Foundations -Geodes</p> <p>Additional Support: -Step Up to Writing, -David Matteson, -Handwriting Without Tears</p>	<p>Assessments: -DIBELS 3x per year -Daze -DRA -STAR -SBA 2x this year -MAPs 3x per year -Benchmark Writing Assessments -Report Card Attachment -Wit & Wisdom Assessment Tasks</p>	<p>Chromebooks District Curriculum Culturally Diverse Reading Materials & Visual Displays Para Support</p>

Lead/Staff	Time Frame	Funding
Who will be responsible for implementing, measuring and adjusting the activities?	What is the projected length of time for the activities?	What monies from coordination and integration will be utilized?
Reading Teacher Special Education Teacher Classroom Teachers Supporting Paras Principal	RTI: -Four day per week -Grade level RTI meeting once every 6 weeks -Sped: IEP dependent District Curriculum -Daily	Title LAP HPLAP

Evidence of Impact

Describe your results and progress so far in one or two sentences, i.e., what did you find in your data and what did it mean?

10.14.21: We normally have one para-educator assigned to 3/4th grade , and one para-educator assigned to 5/6. However, we have had to decrease some of that support time and provide more para 1:1 support as a result of the discontinuation of the District BD program . We currently have one 1:1 para position waiting to be filled which, once filled, may free up more building para time allowing us to provided needed ELA support for 4th grade. Teachers have been impressed with the overall engagement and effort of the majority of the students.

PASD Strategic Plan Focus Area #1; Powerful Teaching and Learning (MATH) Goals 1, 2

1. All students will graduate college, career, and life ready, with 21st century skills which include creativity, innovation, critical thinking, problem solving, communication, collaboration, and strong informational and media literacy 2.All staff model and teach 21st century knowledge and skills to improve rigorous student learning in a complex, ever-changing and interconnected world.

80% (32) of Kindergarteners will identify 30/30 numbers in random order;
70% of all 1st (47) and 2nd (43) graders will meet or exceed the district standard of 70% in all Eureka module tests;
3rd-6th Grade MATH SBA scores will exceed the state average by no less than 15%.
Student achievement data will reflect equitable growth for all student groups.

Hamilton Fall 2022 MAPS Math						
Grade	1-20 th Percentile	21 st -40 th Percentile	41 st -60 th Percentile	61 st -80 th Percentile	80 th + Percentile	At Level
2 nd	7%	18%	15%	32%	28%	60%
3 rd	3%	18%	30%	35%	15%	50%
4 th	19%	10%	26%	24%	21%	45%
5 th	14%	22%	26%	14%	24%	38%
6 th	11%	15%	28%	31%	15%	46%

Hamilton Spring 2022 SBA

	3 rd Grade		4 th Grade		5 th Grade			6 th Grade	
	ELA	Math	ELA	Math	ELA	Math	Science	ELA	Math
Hamilton	73	72	65	56	63	56	82	67	59
State	48	50	49	46	52	38	51	45	35
Hamilton vs State	+25	+22	+16	+10	+11	+18	+31	+22	+23

MATH Needs Assessment/Implications:

11.2.22: As with ELA, our overall Math SBA results were encouraging as Hamilton outperformed the state Math SBA scores by an average of 18.2%. The Fall 2022 data from MAPS is consistent with Hamilton’s past MAPS FALL data. Currently, our greatest Math area of need is 5th grade indicating the need for additional support.

CSIP 2022/23 MATH

SMARTIE Goal: Based on grade level summative assessments, in collaboration with all Hamilton stakeholders, Hamilton students will reach or exceed grade-level achievement goals: **80% (32) of Kindergarteners will identify 30/30 numbers in random order; 70% of all 1st (47) and 2nd (43) graders will meet or exceed the district standard of 70% in all Eureka module tests; 3rd-6th Grade MATH SBA scores will exceed the state average by no less than 15%.** Student achievement data will reflect equitable growth for all student groups.

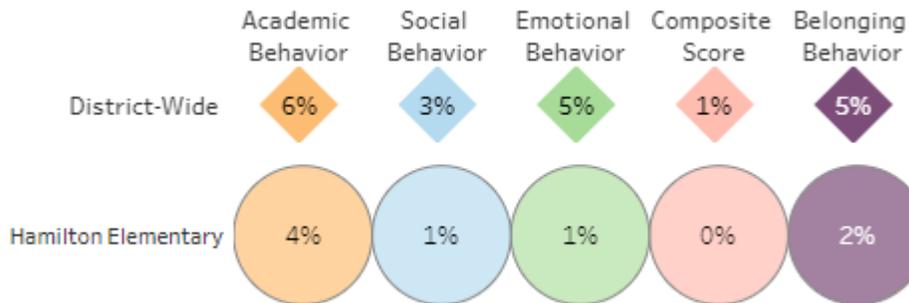
Activities	Measures	Resources
Describe 2 activities which also address student equity that will help achieve your goal above.	What short- and long-term data will you collect to measure the impact of student learning and outcomes for the specific students named in your SMARTIE goal?	What resources will be needed to implement this activity toward reaching the stated SMARTIE goal?
District Curriculum/Eureka PD After-school tutoring Grade Level Collaboration One-on-one and small group intervention/ Para support Online Resources	Eureka -Exit Tickets -End of Module Assessments SBA (Spring) MAPs 3x per year Kindergarten Report Card Attachment	Chromebooks Eureka Freckles Math (online) Moby Max (online) Zearn (online) Para Support
Lead/Staff	Time Frame	Funding
Who will be responsible for implementing, measuring and adjusting the activities?	What is the projected length of time for the activities?	What monies from coordination and integration will be utilized?
Classroom Teachers Special Education Teacher Supporting Paras Building Principal	District Curriculum -Daily	Title LAP HPLAP
Evidence of Impact		
Describe your results and progress so far in one or two sentences, i.e., what did you find in your data and what did it mean?		
<p>11.2.22: We normally have one para-educator assigned to 5/6. However, we have had to decrease some of that support time and provide more para 1:1 support as a result of our the discontinuation of the District BD program . We currently have one 1:1 para position waiting to be filled which, once filled, may free up more building para time allowing us to provided needed Math support for 5th grade. We are also planning on beginning after-school Math tutoring support for both 4th and 5th grades. Teachers have been impressed with the overall engagement and effort of the majority of the students.</p>		

CSIP 2022/23 STUDENT WELLBEING

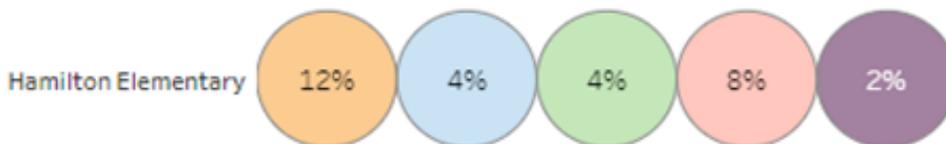
PASD Strategic Plan Focus Area #2; District Culture Goals 1 & 2

- 1) To maintain, or decrease, our current student referral/suspension ratio (44-55 referrals/under 10 suspensions per school year)
- 2) To score lower than the district average in the five categories (Academic Behavior, Social Behavior, Emotional Behavior, Composite Score, Belonging Behavior) of the 2022 Fall ESS Student Universal Wellness Screener and to lower our percentages in the five categories from Spring 2022 to Fall 2022

Fall 2022 ESS Student Universal Wellness Screener



Spring 2022 ESS Student Universal Wellness Screener



Fall 2022 Referral/Suspensions

2022-2023		
*As of 11.2.2022		
Grade	Referrals	Suspensions
K	0	0
1	0	0
2	0	0
3	4	0
4	3	1
5	0	0
6	4	0
Total	11	1

SWB Needs Assessment/Implications:

As of 11.2.2021 Hamilton students have received 11 referrals and 1 suspension. Hamilton's Fall 2022 ESS results were lower than the district in all five categories and were lower than Hamilton's Spring 2022 ESS results in four categories and maintained 2% in the "Belonging Category". Hamilton continues to celebrate student success with assemblies and student recognition (Hawk Heroes, Super Citizens, Pencil of Power...etc.). Our counselor provides weekly lessons at all grades (Character Strong, Kelso's Choices), friendship groups, one-on-one counseling. We also have re-implemented Buddy Readers, 6th grade Assembly Helpers, and Recess Buddies...which help students build relationships, develop responsibilities, and make connections to the school.

CSIP 2022/23 STUDENT WELLBEING

SMARTIE GOAL: Hamilton will continue to develop/maintain The Hamilton Way. Our goals are:

- 1) **To maintain, or decrease, our current student referral/suspension ratio (44-55 referrals/under 10 suspensions per school year)**
- 2) **To score lower than the district average in the five categories (Academic, Social Behavior, Emotional Behavior, Composite Score, Belonging Behavior) of the 2022 Fall ESS Student Universal Wellness Screener and to lower our percentages in the five categories from Fall 2022 to Spring 2023**

Activities	Measures	Resources
Describe 2 activities which also address student equity that will help achieve your goal above.	What short- and long-term data will you collect to measure the impact of student learning and outcomes for the specific students named in your SMARTIE goal?	What resources will be needed to implement this activity toward reaching the stated SMARTIE goal?
<p>Hamilton Elementary will review school discipline policy, forms and data to ensure equitable and positive discipline practices.</p> <p>Counselor and classroom teacher supported Character Strong/ Kelso's Choices lessons to promote healthy social and emotional well-rounded students.</p> <p>Parent/Teacher Conferences to meet with families to discuss the successes of supports or further needs. Thus enhancing the partnership based on respect and a shared goal of academic success.</p> <p>Hamilton Elementary School will continue to emphasize: PBIS, positive student recognitions (good behavior phone calls home/Positive Postcards/perfect attendance rewards, Super Citizen Awards); positive teacher team-building/collaboration activities (Golden Laurel competition, staff luncheons, birthday celebrations).</p>	<p>Monthly referral data reviews</p> <p>ESS Student Universal Wellness Screener</p>	<p>Kelso's Choices</p> <p>Character Strong Lessons</p>
Lead/Staff	Time Frame	Funding
Who will be responsible for implementing, measuring and adjusting the activities?	What is the projected length of time for the activities?	What monies from coordination and integration will be utilized?
<p>Classroom Teachers</p> <p>Specialists</p> <p>Supporting Paras</p> <p>Building Principal</p>	2022-2023 school year	Building Budget
Evidence of Impact		
Describe your results and progress so far in one or two sentences, i.e., what did you find in your data and what did it mean?		
<p>As of 11.2.2022 1) Hamilton is on track to reach part 1 of its Student Well Being Goal. Thus far, Hamilton students have received 11 referrals and 1 suspension. If we maintain the ratio of 1:4.4 referrals and 1 suspension, we are projected to have 41 referrals with 5 suspensions by the end of the year, thus meeting our goal. 2) Hamilton achieved part 2 of its Student Well Being Goal by scoring lower than the district average in the five categories (Academic, Social Behavior, Emotional Behavior, Composite Score, Belonging Behavior) of the 2022 Fall ESS Student Universal Wellness Screener and by lowering our percentages on the screener from Spring 2022 to Fall 2022 in four of five categories.</p>		

CSIP 2022/23 FAMILY AND COMMUNITY

PASD Strategic Plan Focus Area #3; Family and Community Engagement Goals 1, 2, 3

1. Create and promote a system that facilitates open and accessible communication between family, staff, students, and community 2. Provide opportunities for families to support student learning 3. Support student success and family engagement by building partnerships with community organizations

By the end of the 2022-2023 school year:

- 1) The number of Hamilton students with chronic unexcused attendance will not exceed 10% (37 students) by June 2023
- 2) 95% of Hamilton families will attend November Parent/Teacher Conferences

Hamilton Chronic/Excessive Absence			
Grade	Chronic 10-14	Excessive 15+	Total
K	2	0	2
1	2	0	2
2	0	0	0
3	0	0	0
4	0	0	0
5	1	0	1
6	0	0	0
Total	5	0	5
*As of 11.2.22			

Hamilton Parent Teacher Conference Fall 2022		
Grade	# Attend # Total	Percentage
K	53/56	95%
1	63/67	94%
2	60/61	98%
3	39/40	98%
4	43/44	98%
5	49/49	100%
6	44/53	83%
Total	351/370	95%
*As of 11.4.22		

F & CE Needs Assessment/Implications:

11.4.22: Overall, we have seen an improvement in attendance this year, and we generally have had good communication with parents. There were a few students who had a rocky start to the school year, however we were able to have our counselor and Family Navigator make connections and attendance started to improve. Hamilton was able to meet its goal of 95% participation in Parent/Teacher conferences.

CSIP 2022/23 FAMILY AND COMMUNITY

SMARTIE GOAL: At the end of the 2022-2023 school year: 1) The number of Hamilton students with chronic unexcused attendance will not exceed 10% (37 students) by June 2023, as measured by Skyward attendance data. making a purposeful effort to “Teach Attendance” (virtual assemblies, and announcements). Communicating early with families who have had previous chronic attendance issues, as well as continued check-ins. Student attendance data will reflect equitable distribution of outcomes for all student groups. 2) 95% of Hamilton families will attend Parent/Teacher Conferences

Activities	Measures	Resources
Describe 2 activities which also address student equity that will help achieve your goal above.	What short- and long-term data will you collect to measure the impact of student learning and outcomes for the specific students named in your SMARTIE goal?	What resources will be needed to implement this activity toward reaching the stated SMARTIE goal?
<p>Continue to implementing strategies which have proved impactful at Hamilton (create a positive school climate, reward and recognize individuals and classes for improved attendance, and make a target list of low-attending students)</p> <p>Making a purposeful effort to “Teach Attendance” (virtual assemblies, announcements)</p> <p>Communicating early with families who have had previous chronic attendance issues, as well as continued check-ins</p>	<p>Monthly attendance data check-ins</p> <p>Percentage of families attending Parent/Teacher Conferences in the first week of November</p>	Family Navigator
Lead/Staff	Time Frame	Funding
Who will be responsible for implementing, measuring and adjusting the activities?	What is the projected length of time for the activities?	What monies from coordination and integration will be utilized?
<p>Building Principal</p> <p>Classroom Teachers</p> <p>Attendance Secretary</p> <p>Counselor</p>	2022-2023 school year	Building Budget
Evidence of Impact		
Describe your results and progress so far in one or two sentences, i.e., what did you find in your data and what did it mean?		
<p>11.2.22: Attendance is not as problematic as the last two years (COVID Protocols), but we are seeing an increase in families taking pr/wellness days (we are averaging .98 per day vs .69 per day last year). A continuing positive result is we have seen a greater increase in parent communication. At this point, 11.2.2022, we have three students who are chronically absent based on total absences, but 0 chronically absent students based on unexcused absences. Hamilton had 95% attendance at our November Parent/Teacher Conferences, thus achieving our goal of 95% participation.</p>		

Additional Implications:

11.2.22: Overall, Hamilton is well on its way to recovering from the effects of COVID protocols and distance learning. We are seeing a return of students engaging in their learning and taking ownership in both academics and behavior. Some of the behavior that was troublesome last year has dissipated, and those few students who are making poor decisions are discovering that their classmates are choosing not to participate. As a result, students who are new to Hamilton are quickly assimilating into “The Hamilton Way”.

ELA
pgs. 2&3

Mid-Year Review 3/15/2023: In a few sentences assess your original goal. Are you on track? What adjustments need to be made? Make concise updates in the action grid as needed. Preface updates with the date of the mid-year review and make them a different (legible) color.

End of Year Assessment 6/23/2023: How did you do? Keep it simple and concise.

Math
pgs. 4&5

Mid-Year Review 3/15/2023: In a few sentences assess your original goal. Are you on track? What adjustments need to be made? Make concise updates in the action grid as needed. Preface updates with the date of the mid-year review and make them a different (legible) color.

End of Year Assessment 6/23/2023: How did you do? Keep it simple and concise.

Student W. B. pgs. 6&7

Mid-Year Review 3/15/2023: In a few sentences assess your original goal. Are you on track? What adjustments need to be made? Make concise updates in the action grid as needed. Preface updates with the date of the mid-year review and make them a different (legible) color.

End of Year Assessment 6/23/2023: How did you do? Keep it simple and concise.

Family & Comm. pgs. 8&9

Mid-Year Review 3/15/2023: In a few sentences assess your original goal. Are you on track? What adjustments need to be made? Make concise updates in the action grid as needed. Preface updates with the date of the mid-year review and make them a different (legible) color.

End of Year Assessment 6/23/2023: How did you do? Keep it simple and concise.

Preliminary Planning for Next School Year: Adjust and briefly restate your SMARTIE goals, reinterpret, or rewrite as necessary. Incorporate adjustments as needed using comments and observations from the Mid-Year review and End of Year Assessments