



Continuous School Improvement Plan 2023/24

Hamilton Elementary, PASD



Principal: Gary Pringle

District Profile

The 2023-2024 school year is going to be an incredible year of learning for our students. Our goal is to have all students learning at high levels. We believe that positive relationships are the foundation of our work. We believe that relationships are built by working together to support our students. At the focus of our work is our commitment to equity. We are creating a school system that ensures systemic educational equity for each student, family, and staff member.

We are committed to our PASD Strategic Plan and to the following goals: **Teaching and Learning:** We believe that each student, when provided with effective instruction and services/supports that create relevant learning opportunities, will graduate. All students will graduate college, career, and life ready. **Social-Emotional Learning:** We believe in using equitable systems and supports to educate the whole child because this creates expert learners. Students who receive comprehensive SEL instruction demonstrate higher rates of post-high school success. **Facilities:** We believe each student learns better in a safe and secure building. The overall goals of capital improvements include modern safety and security upgrades, and modern teaching and learning environments. **Dynamic Communication:** We believe students learn best when staff, families, and the community are our partners. We want to develop and maintain communication systems that effectively connect these groups.

We are partnering with local providers and community groups to provide needed resources and supports. We will be using classroom and district-based assessments to identify the next level of instruction needed for each student. We will continue to create instructional learning times focused on standards and best practice. Best practices including Professional Learning Communities, and Multi-Tiered Systems of Support (MTSS) at every building to support academics, behavior, social-emotional learning, and attendance. These systems allow us to be not only proactive, but also to be responsive with our interventions and support to help all student be successful learners.

School Profile

Hamilton Elementary School is a neighborhood school with 356 students in Kindergarten through sixth grade (Free/Reduced 58%, 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 seven 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 State US News & World Report 2022.

| Reporting Schedule | School Submitted | Board Summary |
|--------------------|------------------|---------------|
| CSIP | 10/13/23 | 11/09/23 |
| Mid Year Review | 2/23/24 | 3/14/24 |
| Final | 6/21/24 | 6/21/24 |

Needs Assessment Completed on: 9.25.2023

Needs Assessed By: Hamilton Leadership Team: G. Pringle, J. Mills, D. Johnson, A. Adamich, S. Ritchie, R. Gundersen, K. Plakinger, S. Latzel, D. Roblin (parent/PTO)

PASD Strategic Plan Teaching and Learning (ELA):

1. Raise achievement levels for all students through practices that respect differences in student learning and as well as staff professional development and district hiring practice. 2. Working in Professional Learning Communities (PLCs) district staff will create and use building and district systems to support student learning.

Based on the 22-23 data, 2023-2024 Fall screenings, Fall DIBELS, and Spring SBA data: 80% of Kindergarteners will know 28/36 (32) letter sounds; 80% (32/41) of 1st graders will standard on their final DIBELS assessment; 80% (51) of 2nd graders will be will meet standard on their final DIBELS assessment; 3rd-6th: The number of Hamilton students meeting standard on ELA DIBELS on Spring assessment will improve by at least 10%. Student achievement data will reflect equitable growth for all student groups.

Subgroup Goal: Based on Spring SBA scores, the number F/R students who meet standard on SBA (ELA) will increase from 44% to 66%.

| Hamilton Fall-Winter 2023-2024 MAPS ELA % | | | | | | | |
|---|--------|--------|-----------|-----------|------|-------|----------|
| Grade | | | Intensive | Strategic | Core | Core+ | At Level |
| K | DIBELS | Fall | 64 | 19 | 8 | 8 | 16 |
| | | Winter | | | | | |
| 1 | DIBELS | Fall | 29 | 22 | 37 | 12 | 49 |
| | | Winter | | | | | |
| 2 | DIBELS | Fall | 43 | 17 | 21 | 19 | 40 |
| | | Winter | | | | | |
| | MAPS | Fall | 41 | 19 | 24 | 16 | 40 |
| | | Winter | | | | | |
| 3 | DIBELS | Fall | 15 | 9 | 47 | 29 | 66 |
| | | Winter | | | | | |
| | MAPS | Fall | 7 | 15 | 52 | 26 | 78 |
| | | Winter | | | | | |
| 4 | DIBELS | Fall | 27 | 25 | 31 | 17 | 48 |
| | | Winter | | | | | |
| | MAPS | Fall | 24 | 6 | 46 | 24 | 70 |
| | | Winter | | | | | |
| 5 | DIBELS | Fall | 16 | 22 | 39 | 22 | 61 |
| | | Winter | | | | | |
| | MAPS | Fall | 16 | 11 | 57 | 16 | 73 |
| | | Winter | | | | | |
| 6 | DIBELS | Fall | 31 | 21 | 30 | 18 | 48 |
| | | Winter | | | | | |
| | MAPS | Fall | 4 | 17 | 64 | 17 | 81 |
| | | Winter | | | | | |

2022-2023 SBA Scores

| | Ham | PASD | State | |
|-----|-----------|------|-------|------------|
| 3rd | 69 | 51 | 48 | +21 |
| 4th | 50 | 43 | 49 | +1 |
| 5th | 76 | 52 | 53 | +23 |
| 6th | 64 | 55 | 47 | +17 |

ELA Needs Assessment/Implications:

10.13.23: SBA scores (with the exception of 4th) are continuing to return to pre-Covid years. We normally have one para-educator assigned to 3/4th grades, and one para-educator assigned to 2nd/3rd grades. However, we have had to decrease some of that support time and provide more para 1:1 support in our Developmental Kindergarten/1st grade, Kindergarten, and 5th grade. We currently have one R1 para position and one R2 para position waiting to be filled which, once filled, may free up more building para time allowing us to provide needed ELA support for 4th/5th grade. Teachers have been impressed with the overall engagement and effort of the majority of the students.

CSIP 2023/24ELA

Based on fall screenings, fall DIBELS, and Spring SBA data: 80% of Kindergarteners will know 28/36 (32) letter sounds; 80% (32/41) of 1st graders will standard on their final DIBELS assessment; 80% (51) of 2nd graders will be will meet standard on their final DIBELS assessment; 3rd-6th: The number of Hamilton students meeting standard on ELA DIBELS Spring assessment will improve by at least 10%. Student achievement data will reflect equitable growth for all student groups.

Subgroup Goal: Based on Spring SBA scores, the number F/R students who meet standard on SBA (ELA) will increase from 44% to 66%.

| Activities (strategies/best practices) | Evaluation Data | MTSS |
|---|---|---|
| Describe the activities –Then use the key below to indicate which equity goal (#) is being supported by your work. | 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? | How are the activities/measures connected to building MTSS work? (tiers, RTI, PBIS, etc.) |
| Interventions; (Equity Goals 1,2,3,4) -RTI 4 time per week (small group and individual assistance); -Grade-band Grade-level Collaboration -Special Education/ELL services -Student Assistant Team Meetings -Small group and individual assistance High quality instruction of District Curriculum (Equity Goals 1,2, 3,4) Wit & Wisdom -Foundations -Geodes Additional Support: -Step Up to Writing District and Building Level PLCs (1,2, 3,4) | Assessments: -Foundations -DIBELS 3x per year -Daze -SBA 2x this year -MAPs 3x per year -Benchmark Writing Assessments -Report Card Attachment -Wit & Wisdom Assessment Tasks | Effective instruction of all students Early Intervention Multi-tiered model of instruction Collaboration Monitoring progress Data based decision making Use of assessment to drive instruction Implement with fidelity Research based, valid interventions. Curriculum, and interventions |
| Lead/Staff | Time Frame | Resources/Funding Amounts |
| Who will be responsible for implementing, measuring and adjusting the activities? | What is the projected length of time for the activities? | What resource/funding coordination and integration will be utilized? |
| Reading Teacher Special Education Teacher Classroom Teachers Supporting Paras Principal District Level Teams | RTI: -Four day per week -Grade level RTI meeting once every 6 weeks -Sped: IEP dependent -Daily District Curriculum | Chromebooks District Curriculum Culturally Diverse Reading Materials & Visual Displays Para Support Title I LAP HPLAP |

PASD Equity Goals (Actions)

Review the activities listed above indicating how they are connected to our equity goals. (The # in () corresponds to the equity goal below.)

The PASD is responsible for creating a school system that ensures systemic educational equity for each student, family, and staff member.

1. Identify and mitigate the negative presence of bias, prejudice, racism, and inequity.
2. Commit to raising achievement levels for all students by ensuring educational equity.
3. Use clear and unbiased accountability methods and metrics to enhance the understanding of academic achievement by students, families, and our community.
4. Provide multiple pathways to success and support high academic achievement to meet the needs of a diverse student body and community. Recognize that staff diversity contributes to the successful growth, development, and academic outcome of all students.

PASD Strategic Plan Teaching and Learning (math)

1. Raise achievement levels for all students through practices that respect differences in student learning and as well as staff professional development and district hiring practice. 2. Working in Professional Learning Communities (PLCs) district staff will create and use building and district systems to support student learning.

Based on 2022-2023 data, Fall MAPs screenings and Spring SBA data: 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 MAPS at level scores will improve by and average of 5-10%. Student achievement data will reflect equitable growth for all student groups.

Subgroup Goal: Based on Spring SBA scores, the number F/R students who meet standard on SBA (MATH) will increase from 69% to 75%.

| Hamilton Fall-Winter 2023-2024 MAPS Math | | | | | | | | 2022-2023 SBA Scores | | | | |
|--|------|--------|-----------|-----------|------|-------|----------|----------------------|-----|------|-------|-----|
| Grade | | | Intensive | Strategic | Core | Core+ | At Level | | Ham | PASD | STATE | |
| 2 | MAPS | Fall | 18 | 19 | 55 | 8 | 63 | 3rd | 81 | 56 | 50 | +31 |
| | | Winter | | | | | | | | | | |
| 3 | MAPS | Fall | 6 | 24 | 49 | 21 | 70 | 4th | 60 | 48 | 48 | +12 |
| | | Winter | | | | | | | | | | |
| 4 | MAPS | Fall | 20 | 12 | 58 | 10 | 68 | 5th | 66 | 39 | 41 | +25 |
| | | Winter | | | | | | | | | | |
| 5 | MAPS | Fall | 16 | 22 | 46 | 16 | 62 | 6th | 50 | 47 | 37 | +13 |
| | | Winter | | | | | | | | | | |
| 6 | MAPS | Fall | 11 | 35 | 39 | 15 | 54 | | | | | |
| | | Winter | | | | | | | | | | |

| 2022-2023 SBA Science | | | | |
|-----------------------|-----|------|-------|-----|
| | Ham | PASD | State | |
| 5th | 67 | 54 | 51 | +31 |

MATH Needs Assessment/Implications:

10.13.23: As with ELA, our overall Math SBA results were encouraging as Hamilton outperformed the state Math SBA scores by an average of 20.25%, while 5th grade Science exceeded the State scores by 31% The Fall 2023 data from MAPS is consistent with Hamilton's past MAPS FALL data.

SMARTIE Goal:

Based on fall screenings and Spring SBA data: 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/SCIENCE SBA scores will exceed the state average by no less than 15%-20%. Student achievement data will reflect equitable growth for all student groups.

Subgroup Goal: Based on Spring SBA scores, the number F/R students who meet standard on SBA (MATH) will increase from 69% to 75%.

| Activities (strategies/best practices) | Evaluation Data | MTSS |
|--|--|---|
| Describe the activities –Then use the key below to indicate which equity goal (#) is being supported by your work. | 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? | How are the activities/measures connected to building MTSS work? (tiers, RTI, PBIS, etc.) |
| High quality instruction of District Curriculum (Equity Goals 1,2, 3,4) -District Curriculum/Eureka PD Interventions; (Equity Goals 1,2,3,4) -Building/District Grade Level PLC -One-on-one and small group intervention/Para support -Special Education/ELL services -Student Assistance Team Meetings (SAT) -Online Resources | Eureka -Exit Tickets -End of Module Assessments SBA (Spring) MAPs 3x per year Kindergarten Report Card Attachment | Effective instruction of all students Early Intervention Multi-tiered model of instruction Collaboration Monitoring progress Data based decision making Use of assessment to drive instruction Implement with fidelity Research based, valid interventions. Curriculum, and interventions |
| Lead/Staff | Time Frame | Resources/Funding Amounts |
| Who will be responsible for implementing, measuring and adjusting the activities? | What is the projected length of time for the activities? | What resource/funding coordination and integration will be utilized? |
| Classroom Teachers Special Education Teacher Supporting Paras Building Principal District Level Teams | District Curriculum -Daily | Chromebooks Eureka Happy Numbers Zearn (online) Para Support Title, LAP, HPLAP |

PASD Equity Goals (Actions)

Review the activities listed above indicating how they are connected to our equity goals. (The # in () corresponds to the equity goal below.)

The PASD is responsible for creating a school system that ensures systemic educational equity for each student, family, and staff member.

1. Identify and mitigate the negative presence of bias, prejudice, racism, and inequity.
2. Commit to raising achievement levels for all students by ensuring educational equity.
3. Use clear and unbiased accountability methods and metrics to enhance the understanding of academic achievement by students, families, and our community.
4. Provide multiple pathways to success and support high academic achievement to meet the needs of a diverse student body and community. Recognize that staff diversity contributes to the successful growth, development, and academic outcome of all students.

CSIP 23/24 SEL

PASD Strategic Plan Social-Emotional Learning

1. Powerful instruction is created through incorporating social-emotional learning into academic learning throughout the school day as well as specific lessons to build SEL skills.

Based on Hamilton's last twelve years of referral/suspension data we will : 1) Maintain, or decrease, our current student referral/suspension ratio (44-55 referrals/under 10 suspensions per school year) 2) Score lower than the district average in the five categories (Academic, Social Behavior, Emotional Behavior, Composite Score, Belonging Behavior) of the 2023 Fall ESS Student Universal Wellness Screener and to lower our percentages in the five categories from Fall 2023 to Spring 2024, 3) maintain an 90% positive response rate on our CEE Staff Survey in 6 of 11 categories, 80% positive in 3 categories.

Subgroup: The 3 students responsible for 57% (8) of last year's suspensions and 42% (20), will decrease their number of suspensions and referrals by no less than 50%.

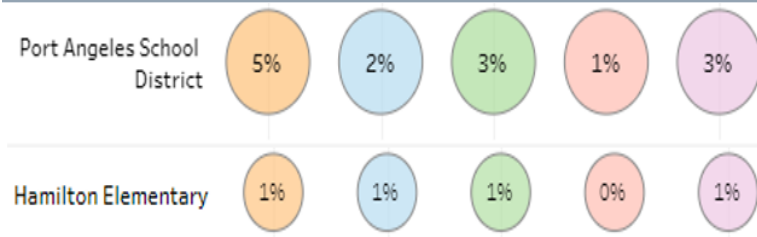
22-23 CEE Staff Survey

| Category | 2010 | 2023 | 2010 vs 2023 |
|--------------------------------------|------|------|--------------|
| Collaboration & Communication | 42% | 90% | +48 |
| Curriculum, Instruction & Assessment | 62% | 88% | +26 |
| Clear & Shared Focus | 64% | 90% | +26 |
| District Support | N/A | 46% | N/A |
| Effective Leadership | 60% | 89% | +29 |
| Focused Professional Development | 36% | 71% | +35 |
| High Standards & Expectations | 56% | 89% | +33 |
| Monitoring of Teaching & Learning | 43% | 91% | +48 |
| Parent & Community Involvement | 47% | 90% | +43 |
| Readiness to Benefit | 69% | 95% | +26 |
| Supportive Learning Environment | 72% | 94% | +22 |

23-24 Referral/Suspensions

| 2023-2024 *As of 10.11.2023 | | | |
|--------------------------------|-----------|-------------|-------------------------|
| Grade | Referrals | Suspensions | # of students suspended |
| K | 2 | 0 | 0 |
| 1 | 1 | 0 | 0 |
| 2 | 0 | 0 | 0 |
| 3 | 0 | 0 | 0 |
| 4 | 1 | 0 | 0 |
| 5 | 2 | 1 | 1 |
| 6 | 0 | 0 | 0 |
| TO-TAL | 6 | 1 | 1 |

Spring 2023 ESS Student Universal Wellness



SEL Needs Assessment/Implications:

As of 10.13.2023 Hamilton students have received 6 referrals and 1 suspension. Last year, three students were responsible for a significant % of our referrals and suspensions, thus we have targeted them for additional support and been intentional with who will be providing the support. Hamilton (the District) has yet to administer the Fall 2023 ESS Student Universal Wellness Screener. Building staff CEE data continues to indication a strong sense of building focus and efficacy which we attribute to some of the main reasons for our success.

Hamilton continues to celebrate our successes with students with assembles and student recognition (Hawk Heroes, Super Citizens, Pencil of Power...etc.). Our counselor and teachers provides weekly lessons at all grades (Character Strong, Second Step, 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.

Based on Hamilton's last twelve years of referral/suspension data we will : 1) Maintain, or decrease, our current student referral/suspension ratio (44-55 referrals/under 10 suspensions per school year) 2) Score lower than the district average in the five categories (Academic, Social Behavior, Emotional Behavior, Composite Score, Belonging Behavior) of the 2023 Fall ESS Student Universal Wellness Screener and to lower our percentages in the five categories from Fall 2023 to Spring 2024, 3) maintain an 90% positive response rate on our CEE Staff Survey in 6 of 11 categories, 80% positive in 3 categories.

Subgroup: The three students responsible for 57% (8) of last year's suspensions and 42% (20), will decrease their number of suspensions and referrals by no less than 50%.

| Activities (strategies/best practices) | Evaluation Data | MTSS |
|---|--|--|
| Describe the activities –Then use the key below to indicate which equity goal (#) is being supported by your work. | 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? | How are the activities/measures connected to building MTSS work? (tiers, RTI, PBIS, etc.) |
| <p>Hamilton Elementary will review school discipline policy, forms and data to ensure equitable and positive discipline practices. (Equity Goals 1,2, 3,4)</p> <p>Counselor and classroom teacher supported Character Strong/ Kelso's Choices/Second Step lessons to promote healthy social and emotional well-rounded students. (Equity Goals 1,2, 3,4)</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. (Equity Goals 1,2, 3,4)</p> <p>Hamilton Elementary School will continue to emphasis: 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). (Equity Goals 1,2, 3,4)</p> | <p>Monthly referral data reviews</p> <p>ESS Student Universal Wellness Screener</p> | <p>Effective instruction of all students</p> <p>Early Intervention</p> <p>Multi-tiered model of instruction</p> <p>Collaboration</p> <p>Monitoring progress</p> <p>Data based decision making</p> <p>Use of assessment to drive instruction</p> <p>Implement with fidelity</p> <p>Research based, valid interventions. Curriculum, and interventions</p> <p>Provide appropriate academic and behavioral support</p> <p>Maintain communication with family</p> <p>Building level positive recognition</p> |
| Lead/Staff | Time Frame | Resources/Funding Amounts |
| Who will be responsible for implementing, measuring and adjusting the activities? | What is the projected length of time for the activities? | What resource/funding coordination and integration will be utilized? |
| <p>Classroom Teachers</p> <p>Specialists</p> <p>Supporting Paras</p> <p>Building Principal</p> | 2023-2024 school year | Building Budget |

PASD Equity Goals (Actions)

Review the activities listed above indicating how they are connected to our equity goals. (The # in () corresponds to the equity goal below.)

The PASD is responsible for creating a school system that ensures systemic educational equity for each student, family, and staff member.

1. Identify and mitigate the negative presence of bias, prejudice, racism, and inequity.
2. Commit to raising achievement levels for all students by ensuring educational equity.
3. Use clear and unbiased accountability methods and metrics to enhance the understanding of academic achievement by students, families, and our community.
4. Provide multiple pathways to success and support high academic achievement to meet the needs of a diverse student body and community. Recognize that staff diversity contributes to the successful growth, development, and academic outcome of all students.

PASD Strategic Plan Facilities & Communication

1. Environment are innovative, safe, and provide for the well-being of all users. 2. Communication systems are clear, concise, consistent, and accessible. 3. Cultivate partnerships to ensure all students graduate from high school career and/or college ready.

Based on 2022-2023 attendance, the number of Hamilton students with chronic unexcused attendance will not exceed 10% (37 students) by June 2024, 2) 95% of Hamilton families will attend November Parent/Teacher Conferences, 3) 100% of Hamilton classroom teachers will utilize ClassDojo, and Wednesday Folders, as a method of communication with Hamilton families

Subgroup Goal: Based on 2022-2023 end of year attendance data, Hamilton's American Indian/Alaskan Native population 's daily attendance will increase from 87% (22-23 daily attendance) to 94% at the end of the 23-24 school year (an increase of 7%).

| Hamilton <i>UNEXCUSED</i> Chronic/Excessive Absence 2023-2024 | | | |
|--|------------------|------------------|-------|
| Grade | Chronic 10-14 | Excessive 15+ | Total |
| K | 0 | 0 | 0 |
| 1 | 0 | 0 | 0 |
| 2 | 0 | 0 | 0 |
| 3 | 0 | 0 | 0 |
| 4 | 0 | 0 | 0 |
| 5 | 0 | 0 | 0 |
| 6 | 0 | 0 | 0 |
| TOTAL | 0 | 0 | 0 |
| *As of 10.11.2023 | | | |

| Hamilton Chronic/Excessive Absence 2023-2024 | | | |
|---|------------------|------------------|-------|
| Grade | Chronic 10-14 | Excessive 15+ | Total |
| K | 1 | 0 | 1 |
| 1 | 1 | 0 | 1 |
| 2 | 2 | 0 | 2 |
| 3 | 0 | 0 | 0 |
| 4 | 1 | 0 | 1 |
| 5 | 0 | 0 | 0 |
| 6 | 1 | 0 | 1 |
| TOTAL | 6 | 0 | 6 |
| *As of 10.11.2023 | | | |

F & C Needs Assessment/Implications:

10.41223: 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 teachers make connections and attendance started to improve (with a couple of exceptions). Parent/Teacher conferences are scheduled the first week of November. 100% of staff (including new staff) are utilizing ClassDojo and Wednesday folders.

Based on 2022-2023 attendance, the number of Hamilton students with chronic unexcused attendance will not exceed 10% (37 students) by June 2024, 2) 95% of Hamilton families will attend November Parent/Teacher Conferences, 3) 100% of Hamilton classroom teachers will utilize ClassDojo, and Wednesday Folders, as a method of communication with Hamilton families

Subgroup Goal: Based on 2022-2023 end-of-year attendance data, Hamilton's American Indian/Alaskan Native students' daily attendance will increase from 87% (22-23 daily attendance) to 94% at the end of the 23-24 school year. (an increase of 7%).

| Activities (strategies/best practices) | Evaluation Data | MTSS |
|--|--|---|
| Describe the activities –Then use the key below to indicate which equity goal (#) is being supported by your | 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? | How are the activities/measures connected to building MTSS work? (tiers, RTI, PBIS, etc.) |
| <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) (Equity Goals 1,2, 3,4)</p> <p>Making a purposeful effort to Teach Attendance...We are here to Learn! (assemblies, announcements) (Equity Goals 1,2, 3,4)</p> <p>Communicating early with families who have had previous chronic attendance issues, as well as continued check-ins (Equity Goals 1,2, 3,4)</p> | <p>Monthly attendance data check-ins</p> <p>Percentage of families attending Parent/Teacher Conferences in the first week of November</p> | <p>Effective instruction of all students (positive climate)</p> <p>Early Intervention</p> <p>Multi-tiered model of instruction</p> <p>Collaboration</p> <p>Monitoring progress</p> <p>Data based decision making</p> <p>Use of assessment to drive instruction</p> <p>Implement with fidelity</p> <p>Research based, valid interventions. Curriculum, and interventions</p> <p>Provide appropriate academic and behavioral support</p> <p>Maintain communication with family</p> <p>Building level positive recognition</p> |
| Lead/Staff | Time Frame | Resources/Funding Amounts |
| Who will be responsible for implementing, measuring and adjusting the activities? | What is the projected length of time for the activities? | What resource/funding coordination and integration will be utilized? |
| <p>Building Principal</p> <p>Classroom Teachers</p> <p>Attendance Secretary</p> <p>Counselor</p> | 2023-2024 school year | Building Budget |

PASD Equity Goals (Actions)

Review the activities listed above indicating how they are connected to our equity goals. (The # in () corresponds to the equity goal below.)

The PASD is responsible for creating a school system that ensures systemic educational equity for each student, family, and staff member.

1. Identify and mitigate the negative presence of bias, prejudice, racism, and inequity.
2. Commit to raising achievement levels for all students by ensuring educational equity.
3. Use clear and unbiased accountability methods and metrics to enhance the understanding of academic achievement by students, families, and our community.
4. Provide multiple pathways to success and support high academic achievement to meet the needs of a diverse student body and community. Recognize that staff diversity contributes to the successful growth, development, and academic outcome of all students.

Additional Needs Assessment/Implications:

10.12.23: 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”. According to OSPI data, ***Hamilton continues to be one of the highest performing elementary school in the state*** (Hamilton was ranked 218th of 1169 elementary schools), ***and is the highest performing school with a F/R population over 50%*** (the nearest 50+% ranked school is 260). Additionally, Hamilton continues to rank as one of the highest performing school when examining the ***Statewide Rank Position Percentile Category F/R Students...Hamilton F/R Rankings 2018 = 97.4 percentile, 2019 = 98.7 percentile, 2021 = 97.5 percentile, 2022 = 98.3 percentile, and 2023 = 97.7 percentile***. This indicates that Hamilton is not just committed to raising achievement levels for all students by ensuring educational equity...but we continue to lead by example.

Mid-Year Review 2/13/24: What data was reviewed and what changes are being made as a result?

End of Year Assessment 6/21/24:

Mid-Year Review 2/13/24: What data was reviewed and what changes are being made as a result?

End of Year Assessment 6/21/24:

Social-Emotional. pgs. 6&7

Mid-Year Review 2/23/2024: What data was reviewed and what changes are being made as a result?

End of Year Assessment 6/21/2024:

Facilities/Comm. pgs. 8&9

Mid-Year Review 2/23/2024:What data was reviewed and what changes are being made as a result?

End of Year Assessment 6/21/2024:

Preliminary Planning for 24-25: 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