



Alexander Hamilton 2021-23 Strategic Plan



Performance Targets	Measure	2018	2019	2020	2021	2023 target
	Gr. 7 - 8 performance indicators:					
	<i>Gr. 7-8 ELA i-Ready (Mid view)^{1,2}—All</i>	28	52	n/a	n/a	65
	Gr. 7-8 ELA i-Ready—SWD	12	52	n/a	n/a	60
	Gr. 7-8 ELA i-Ready—ELL	19	30	n/a	n/a	40
	<i>Gr. 7 Math i-Ready (Mid view)—All</i>	22	37	n/a	n/a	60
	Gr. 7 Math i-Ready—SWD	7	8	n/a	n/a	53
	Gr. 7 Math i-Ready—ELL	17	20	n/a	n/a	40
	<i>Gr. 8 Algebra Regents % proficient—All</i>	78	56	n/a	n/a	90
	Gr. 8 Algebra % proficient—SWD	29	35	n/a	n/a	50
	Gr. 8 Algebra % proficient—ELL	46	8	n/a	n/a	50
	Gr. 9 – 12 cohort outcomes³:					
	<i>% passing Regents commencement exams \geq 65</i>	86	90	90	tbd	98
	<i>% graduating (4 yrs - 6/30)</i>	92	95	92	92	98
	<i>% post-secondary plans</i>	-	95	n/a	100	100
	% applying to college	81	90	n/a	81	
	% applying to trade school	-	5	n/a	0	
	% applying for/continuing employment	-	2	n/a	18	
	% applying for the military	-	2	n/a	1	

¹ i-Ready mid view: the % of student's whose highest valid i-Ready score by year end is at/above mid-grade level.

² See Appendix for explanation regarding Gr. 7 – 8 state assessments and for i-Ready standard view trend data.

³ All cohort data calculated after four years of enrollment by June 30



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Measure	2018	2019	2020	2021	2023 target
<i>% graduating & achieving ≥ 1 rigorous outcome⁴:</i>	42	48	85	tbd >68%	80
% earning Adv. Designation Diploma	17	17	14	35	
% earning Seal of Biliteracy ⁵	-	-	0	0	
% earning HS credit for ≥ 1 AP course	24	43	33	44	
% cohort scoring ≥ 3 on ≥ 1 AP exam	17	29	18	30	
% cohort earning HS credit for ≥ 1 dual enrollment course	-	-	67	68	
% earning \geq semester college credit (≥ 15 credits)	10	22	14	20	
% earning technical endorsement	1	8	0	4	
% earning Regents diploma and the CDOS credential	-	-	0	4	
Other metrics					
% of total AP test taken with a score ≥ 3	55	61	70	61	
% earning ≥ 3 college credits	33	73	67	68	
% cohort earning ≥ 6 college credits	14	49	51	53	
% cohort earning ≥ 9 college credits	11	38	42	43	
% cohort earning ≥ 12 college credits	11	32	28	30	

⁴ Based on Alexander Hamilton College Career & Civic Readiness (CCCR) data using this calculation: $\text{SUM}(\text{count } 2.0 \text{ weight}, \text{count } 1.5 \text{ weight})/\text{total cohort}$.

Note: due to coding errors in our student management system, our 2018 & 2019 rigor data has been underreported. 2020 data & reporting are now accurate.

⁵ The Seal of Biliteracy is a newly approved outcome which is just being made available to Hamilton students.

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Hamilton Junior & Senior High: : new metrics			
1. Metric title: Social Emotional		3. Metric title: Curriculum Alignment	
A. Definition	(% or count) social emotional referrals to mental health services	A. Definition	Atlas audit: %
B. Formula	# of referrals in each cohort / raw cohort number # of students in need of service/# of students who are actually provided with service	B. Formula	Curricula aligned vertically/Total curricula in Atlas Curricula aligned horizontally/Total curricula in Atlas
C. Data Source	Referral tracker Verified by WJCS	C. Data Source	ATLAS
D. Purpose	<ul style="list-style-type: none"> - Identify the amount of students who are in need of SEL support - Determine if our partners are reaching our demand for services 	D. Purpose	Connect curricula across grade levels.
E. Plan	<ol style="list-style-type: none"> 1. Identify students in needs through weekly CST 2. CST will keep records of who is in need of support <ol style="list-style-type: none"> a. CST - Guidance, AP, Principal, Nurse, Social Worker, School Psychologist 3. Family outreach 4. Referral - 2 - 3 week process 5. Follow up with WCJS 6. Family update 7. Exit plan with WCJS and communicated to families (unless ongoing individual need) 8. WJCS would collect data and calculate our metrics quarterly 	E. Plan	<ol style="list-style-type: none"> 1. Teachers upload maps onto ATLAS 2. Admin to audit ATLAS for plans and calculate the metric quarterly 3. Admin creates a data table 4. Follow up with teachers, as needed 5. Department/team time used to review individual curriculum and facilitated by Department Chairs

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2. Metric title: College/Career Readiness		4. Metric title: i-Ready Arc 7th grade Math and ELA 7th & 8th grade	
A. Definition	Track tiers of schools accepted to, length of employment, completed military training	A. Definition	Track student growth in a specific content area and specific skills
B. Formula	Number student who were <i>accepted</i> to x (e.g., Tier 1 colleges or programs)/Number of graduates Students who obtained employment /Students who are looking for employment	B. Formula	% learning gaps (grade levels below) closed/total students taking exam
C. Data Source	Guidance Department	C. Data Source	iReady
D. Purpose	Track how graduates progress from year to year	D. Purpose	To track students' growth in standards and domains to inform teachers of gaps/growth in knowledge
E. Plan	<ul style="list-style-type: none"> a. Guidance to use Naviance to track schools and post grad plans; used for completing military training b. Guidance (SR)- PGP doc - uploaded onto ESchool c. By EOY 	E. Plan	<ul style="list-style-type: none"> - Teachers will administer diagnostic during school-specified testing window at least 3 times a year teachers in grades 7 & 8 (Sept, Jan, and June)
5. Student engagement		6. Social emotional	
A. Definition	Measure students engaged in sports, clubs and activities	A. Definition	"Sense of belonging" as measured by teachers and students
B. Formula	% enrolled in Hamilton involved in <ul style="list-style-type: none"> ● >=1 extra-curricular activity ● >= 2 ● >= 3... 	B. Formula	Number of 7-12 students who have a positive experience/number of 7-12 respondents
C. Data Source	TBD	C. Data Source	Panorama
D. Purpose	To measure the depth and breadth of our extra-curricular offerings and to identify and engage students who are not participating.	D. Purpose	To increase the number of students feeling a sense of belonging (with a goal of 100%)
E. Plan	See action plan below.	E. Plan	See district plan.

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2021 – 23 Activities	Action step	Owner	Due
<p>Explore challenging curriculum & instruction</p> 	<p>Implement the systems, structures, and processes necessary to extend the formative assessment cycle to inform small group instruction and address individual student needs grades PK-12.</p>		
	<p>Design and schedule professional development on formative assessments and how they should drive small group instruction:</p> <ul style="list-style-type: none"> • Demonstrate how i-Ready 7-8 and Castle Learning 9-12 can be used as standard proficiency and mastery trackers. • Teachers discuss success on current methods / best practices of student support as well as how student growth is being tracked. 	<p>Admin Department Chairs Teachers</p>	<p>Sept. & Oct. 2021</p>
	<p>Clarify with the faculty what the formative assessment cycle entails with a guide or checklist.</p>	<p>Admin Department Chairs</p>	<p>Sept. & Oct. 2021</p>
	<p>Teachers will administer standards-aligned benchmarks to assess student proficiency and mastery and generate small groups for instruction.</p>	<p>Teachers</p>	<p>2021-2022</p>
	<p>Teachers develop and implement interventions to address student individual needs, identify which standards to be revisited, generate small groups for instruction, and share best practices and pedagogical strategies with colleagues.</p>	<p>Teachers</p>	<p>2021-2022</p>
	<p>Grade level and department meetings will review the progress of students' academic growth and regroup students based on individual needs.</p>	<p>Department Chairs/Teachers</p>	<p>2021-2022</p>
	<p>Use the iReady and Castle Learning data to create the data dashboards and student portfolios. Student portfolios can also include tangible artifacts.</p>	<p>Department Chairs/Teachers</p>	<p>2021-2022</p>

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<p>Support students' social and emotional needs</p> 	Partner to provide additional mental health services to our students regardless of financial status.		
	Identify students' need for mental health services. Meeting with the CST committee and WJCS.	Pupil Personal Staff/Teachers	2021-2022
	Introduce programs such as Hope's Door, Break The Hold and JCK Foundation in the health classes.	Kacie Schulman, Guidance, PALS	2021-2022
	Create a mental health and wellness awareness event: Examples: <ol style="list-style-type: none"> 1. "Start with Hello" Week 2. May Mental Health Awareness Month event 3. Mental health fairs 	Guidance, PALS	2021-2022
	Support the WJCS youth mental health first aid training beginning with Grade 11.	WJCS	October 2021
	Improve the bridge between Grady & Hamilton: <ul style="list-style-type: none"> ● Restart orientation. ● Develop a PAL program to bridge the sixth grade with the high school (example: pen pal). 	PALS	2021-2022
	Survey the students in the beginning and end of the year to notice students' awareness of programs to help assist with mental health awareness.	Guidance	Sept. 2021 June 2022
<p>Ensure safe, nurturing and culturally responsive schools for all</p>	Embed the NYSED's culturally responsive framework district-wide in order to incorporate students' lived experiences, honor their linguistic repertoires, develop critical thinkers, and nurture agents of change. (Keturah, Sabrina)		
	Establish Common Vocabulary for Equity/Restorative Practices.	District/Building Equity Teams	Fall 2021
	Develop a checklist of expectations/practical uses of the NYS Culturally Responsive Framework/Restorative Practices.	District/Building Equity Teams	Fall 2021

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	Design and distribute an image/quote, etc to serve as a unifier/branding.	District/Building Equity Teams REACH Club Members S. Doolittle	Spring 2022
	Conduct Panorama student belonging survey to students and teachers including completion screen. (English Classes)	Administration	Oct 2021 Feb 2022 May 2022
	Host individual/small group (department) sharing sessions with DET /BET members for focused conversations and feedback.	District/Building Equity Teams Admin/PLC time	January 2022
	Share results of Panorama survey to faculty and staff for transparency.	Administration District/Building Equity Teams	2 weeks after results
	Provide for review the EUFSD BOE Equity Policy and District Equity Team Recommendations on teacher Google Classroom	Administration	Sept 2021
	Create and implement Student Equity Teams.	REACH Club AHHS BET Members	Oct 2021
	Involve parents and community	Develop and promote opportunities for engagement among students and community.	
Increase student communication through Student Email list (English and Spanish)	Student Government	9/2021	
Implement one “all Hamilton” Google classroom page run by administration	Mr. Jacoby/ administration	9/2021	

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	Inquire about implementing individual grade advisors.	Mr. Engelhardt	9/2021
	Important messages will be communicated to students from teachers/administration through email and to parents via Talking Points	School personnel	9/2021
	Provide more community building events <ul style="list-style-type: none"> ● Athletic (Volleyball, Basketball, Softball) ● Family game nights ● Paint nights ● Academic challenges/Quiz Bowl ● Family Engagement Nights ● Student Lead Cultural Relative Showcases 	Administration/ Student Government	2021-2022
	Provide virtual opportunities for community building events to increase engagement (Family Engagement Nights, ect.)	Administration/ Student Gov	2021-2022
	Implement student engagement metric and begin tracking through attendance. Design and implement a process for tracking and reporting extra-curricular activity attendance.	All Club Advisors Sabrina Doolittle	2021-2022
	Initiate steps to create an alumni association through collecting alumni information.	Alumni/Guidance	2021-2022



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Appendix

Hamilton state assessment trend data is below:

Measure	2017	2018	2019	2020	2021
Gr. 7-8 ELA % proficient—All	38	29	48	n/a	n/a
- Gr. 7-8 ELA % proficient—SWD	0	0	4	n/a	n/a
- Gr. 7-8 ELA % proficient—ELL	0	0	6	n/a	n/a
Gr. 7 Math % proficient—All	26	21	41	n/a	n/a
- Gr. 7 Math % proficient—SWD	-	8	8	n/a	n/a
- Gr. 7 Math % proficient—ELL	-	0	20	n/a	n/a