



# Continuous School Improvement Plan 2021/22

## Hamilton Elementary, PASD



**Principal: Gary Pringle**

### District Profile

Port Angeles School District is doing whatever it takes to support our students, staff, and families to be successful during COVID times. We are a strong district with a committed team of educators and staff that are working to ensure that even in a pandemic, our students will be successful. 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 needed resources and supports. We have a Learning Acceleration plan using district/federal funds to support students in recovering learning loss from the last 18 months. 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 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 students who are struggling. The 2021-2022 school year will have its challenges, but working together we know it will be a successful year for students, families, and staff of the PASD.

### School Profile

Hamilton Elementary School is a neighborhood school with 364 students in Kindergarten through sixth grade (52.4% Free/Reduced, 10.7% Special Education, 1.6 % ELL). 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 awarded 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.

Reporting Schedule	School Submitted	Board Summary
CSIP	10/14/21	11/10/2021
Mid Year Review	3/14/22	4/21/22
Final	6/23/22	7/6/22

Completed on: 8.27.2021-8.31.2021

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

# CSIP 2021/22 ELA

## 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.

**ELA Needs Assessment/Implications:** Data from DIBELS, MAP and F&P all align to show significant literacy gaps at all grade levels, particularly 1st grade and 3rd grade.

**3rd-6th: Hamilton's ELA SBA scores will exceed the state average by no less than 10% (gray headings should all be: State Spring)**

Kindergarten ELA/Math Goals	
<b>80% of Kindergarteners will know 24/26 letter sounds; 80% of Kindergarteners will identify 30/30 numbers in random order</b>	
Letter Sounds	49/56 87.5%
Number Identification	37/56 66%

Hamilton Spring 21-22	District Spring 21-22	State Spring 21-22	5th Spring 2022		
Hamilton Spring 21-22	District Spring 21-22	State Fall 21-22	Hamilton Spring 21-22	District Spring 21-22	State Fall 21-22
ELA %					
3rd Spring 2022					
11%	24%	28%	16%	25%	27%
16%	26%	22%	21%	18%	19%
39%	26%	21%	33%	31%	27%
34%	22%	27%	30%	23%	25%
73%	48%	48%	63%	54%	52%
27%	52%	52%	37%	46%	48%
4th Spring 2022			6th Spring 2022		
Hamilton Spring 21-22	District Spring 21-22	State Fall 21-22	Hamilton Spring 21-22	District Spring 21-22	State Fall 21-22
20.0%	28%	29%	14%	18%	28%
15.0%	22%	20%	19%	25%	26%
29.0%	24%	22%	42%	36%	29%
36.0%	23%	27%	25%	19%	16%
65.0%	47%	49%	67%	55%	45%
35.0%	53%	51%	33%	45%	55%

Hamilton Dibels Fall-Winter-Spring 21-22					
60% (40) of 1st graders will standard on their final DIBELS assessment					
60% (25) of 2nd graders will be will meet standard on their final DIBELS assessment					
1 <sup>st</sup> Grade	Fall	22 (34%)	17 (26%)	16 (25%)	10 (15%)
	Winter	17 (26%)	18 (27%)	20 (30%)	11 (17%)
	Spring	11 (17%)	5 (8%)	31 (48%)	18 (28%)
		16 (25%)		49 (75%)	
2 <sup>nd</sup> Grade	Fall	15 (36%)	8 (19%)	14 (33%)	6 (14%)
	Winter	9 (23%)	10 (22%)	17 (37%)	10 (22%)
	Spring	7 (16%)	5 (11%)	20 (44%)	13 (29%)
		12 (27%)		33 (73%)	

### Mid-Year Review 3/14/2022:

Overall, Hamilton is on pace to meet all of our ELA goals with the possible exception of 3rd (we don't have any state SBA data to compare). 86% of our K know 9 of 13 letter sounds, 48% of 1st are at reading level (up from 40%), 56% of 2nd are at reading level (up from 47%), 4-6th all were at least 10% higher than the state on the Fall SBA.

ELA % At Standard				
	3rd	4th	5th	6th
Dibels	34%	69%	40%	47%
Maps	61%	60%	75%	72%
SBA	n/a	56%	56%	61%

### End of Year Assessment 6/23/2022:

Hamilton met all of our ELA goals. 87.5% of our Kindergarteners knew 24/26 letter sounds; 75% of 1st graders and 73% of 2nd graders were at, or above, standard on their final DIBELS assessment; On the SBA: 3rd grade was 25% higher than the state average, 4th grade was 16% higher than the state average, 5th grade was 11% higher than the state average, 6th grade was 22% higher than the state average

2021-2022 Hamilton SBA vs State SBA				
		Hamilton	State	Difference
3rd	ELA	73	48	+25
4th	ELA	65	49	+16
5th	ELA	63	52	+11
6th	ELA	67	45	+22

**SMARTIE Goal:** Based on grade level summative assessments, in collaboration with all Hamilton stakeholders, Hamilton students will reach or exceed grade-level achievement goals: **3rd-6th: Hamilton’s ELA SBA scores will exceed the state average by no less than 10%.; 80% of Kindergarteners will know 24/26 (43) letter sounds; 60% (40) of 1st graders will standard on their final DIBELS assessment; 60% (25) of 2nd graders will be will meet standard on their final DIBELS assessment.** Student achievement data will reflect equitable distribution of outcomes 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?
Interventions; -RTI 4 time per week (small group and individual assistance); -Grade-band Grade-level Collaboration -Special Education/ELL services  District Curriculum -Step Up to Writing, -David Matteson, -Handwriting Without Tears -ELA Adoption Pilots	Assessments: -DIBELS 3x per year -Daze -DRA -STAR -SBA 2x this year -MAPs 3x per year -Benchmark Writing Assessments	Chromebooks  District Curriculum  Culturally Diverse Reading Materials & Visual Displays  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?
Reading 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 ESSER
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>10.14.21: Based on F&amp;P reading level and DIBELS composite score assessments, students less than one academic year behind show noticeable progress as they transition to the routine and structure of school (based on observational and formative progress monitoring). Students reading more than one academic year behind are making less progress over the past 7 weeks that we have been in school (3.5 weeks of Hawk room interventions).</p> <p>This suggests that these students with Lack of instruction require more supports in reading foundation skills and access to text at their individual reading level.</p> <p>Our Reading Teacher will be administering 1st-3rd grade running records the first week of December and following up with mid-year DIBELS in January.</p> <p>3.14.22: Overall, the majority of students are working hard and are engaging in the work. While there has been growth, and we are on pace to meet our ELA goals, teachers in grades 3-6 feel that attendance and piloting a new ELA curriculum hindered growth. Fortunately, 197 students (54%) are receiving some form of reading intervention (RTI, Interventionist class, Sped, Para/Volunteer). 3rd grade is our most impacted grade as a result of covid-19. They were 1st graders in March of 2020 and 2nd graders during 20-21 hybrid school year.</p> <p>Fall SBA scores, while not at the level we have come accustomed, were encouraging. Hamilton ELA 4th grade were 10.1% above the state and 14.1% above district; ELA 5th grade were 10% above state and 14% above district; ELA 6th grade were 14% above state and 11% above district.</p>		

**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.

**MATH Needs Assessment/Implications:** Fall assessments (Eureka module assessments, exit tickets and MAP data) indicate 41.3% of students in 3-6 grade are not at grade level standard in math skills. Significant gaps in foundational skills at the primary grades are a focus area (K: Counting to 100, 1st Grade: Sums and differences to 10, Intro to place value through addition and subtraction within 20, 2nd Grade: Place value, counting and comparing numbers to 1000)

**80% (43) of Kindergarteners will identify 30/30 numbers in random order; 70% of all 1st and 2nd graders will meet or exceed the district standard of 70% in all Eureka module tests; Hamilton's 3rd-6th Grade MATH SBA scores will exceed the state average by no less than 10%**

(gray headings should all be: State Spring)

Kindergarten ELA/Math Goals	
<b>80% of Kindergarteners will know 24/26 letter sounds; 80% of Kindergarteners will identify 30/30 numbers in random order</b>	
Letter Sounds	49/56 87.5%
Number Identification	37/56 66%

70% of 1 <sup>st</sup> and 2 <sup>nd</sup> grade students will meet or exceed the district standard of 70% in all Eureka module tests	
Grade	# of Students and %
1 <sup>st</sup> Grade	49/65 75.3%
2 <sup>nd</sup> Grade	39/46 85%

Hamilton Spring 21-22	District Spring 21-22	State Spring 21-22	5th Spring 2022		
Math %			Hamilton Spring 21-22	District Spring 21-22	State Fall 21-22
3rd Spring 2022			15%	33%	35%
11%	24%	28%	24%	24%	25%
15%	23%	21%	31%	20%	17%
38%	29%	26%	25%	21%	21%
34%	23%	24%	56%	41%	38%
72%	52%	50%	44%	59%	62%
38%	48%	50%	6th Spring 2022		
Hamilton Spring 21-22	District Spring 21-22	State Fall 21-22	Hamilton Spring 21-22	District Spring 21-22	State Fall 21-22
4th Spring 2022			6th Spring 2022		
8%	21%	26%	15%	23%	36%
34%	34%	27%	25%	27%	27%
29%	26%	24%	28%	25%	18%
27%	17%	22%	30%	22%	17%
56%	43%	46%	58%	47%	35%
44%	57%	54%	42%	53%	65%

**Mid-Year Review 3/14/2022:**

Overall, Hamilton is on pace to meet all of our Math goals with the possible exception of 5th. 76% of our Kindergarteners can count to 30, 78% of 1st graders and 88% of 2nd graders are scoring 70% on Eureka Module tests. 4th grade was 8% higher than the state avg on the SBA, 6th grade was 16% higher than the state, while 5th was 3% lower than the state.

**End of Year Assessment 6/23/2022:** Hamilton met all of our Math goals with the exception of Kindergarten. 66% of our Kindergarteners were able to identify 30/30 numbers in random order; 75.3% of 1st graders and 85% of 2nd graders are scoring 70% on Eureka Module tests; On the SBA: 3rd grade was 22% higher than the state average, 4th grade was 10% higher than the state average, 5th grade was 18% higher than the state average, 6th grade was 23% higher than the state average

2021-2022 Hamilton SBA vs State SBA				
		Hamilton	State	Difference
3rd	Math	72	50	+22
4th	Math	56	46	+10
5th	Math	56	38	+18
6th	Math	58	35	+23

## CSIP 2021/22 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: **Hamilton’s 3rd-6th Grade MATH SBA scores will exceed the state average by no less than 10%. 80% (43) of Kindergarteners will identify 30/30 numbers in random order; 70% of all 1st and 2nd graders will meet or exceed the district standard of 70% in all Eureka module tests.** Student achievement data will reflect equitable distribution of outcomes 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 and Grade Level Cooperation  One-on-one and small group intervention/Para support  Online Resources	Eureka -Exit Tickets -End of Module Assessments SBA 2x this year MAPs 3x per year	Chromebooks Eureka Freckles Math (online) Moby Max (online) Zern (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 Supporting Paras Building Principal	District Curriculum -Daily	Title LAP HPLAP ESSER
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>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 the amount of para support as a result of our Developmental Kindergarten having a significant number of high-impact/need students. As such, we have limited support available . We currently have one para position waiting to be filled who will be assigned to the intermediate grade when hired. However, teachers have been impressed with the overall engagement and effort of the majority of the students.</p> <p>3.14.22: Overall, Hamilton is on pace to meet our Math goals with the exception of 5th grade. As with ELA, one of the major factors impacting growth is attendance. The lower performance of 5th grade is not unexpected, as 4th graders during hybrid school they had the lowest online engagement of all grades. To help assist both 5th and 6th grade students, we have a para (who is currently working on her PhD) providing small-group and one-on-one assistance. Overall, 62 (20%) students (excluding Kinder) are receiving some form of reading intervention (RTI, Interventionist class, Sped, Para/ Volunteer).</p>		

## CSIP 2021/22 STUDENT WELLBEING

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

1. Promote a safe, healthy, affirming, and welcoming learning environment 2. Celebrate Success through broad-based, varied media

**SWB Needs Assessment/Implications:** Many students have returned to the 2021-22 school year lacking foundational social emotional skills which can result in an increase of discipline incidents.

**Hamilton will continue to develop/maintain The Hamilton Way. Our goal is to maintain, or decrease, our current student referral/suspension ratio (44-55 referrals/under 10 suspensions per school year)**

2021-2022		
Grade	Referrals	Suspensions
K	4	0
1	4	0
2	4	2
3	8	3
4	5	1
5	10	2
6	12	0
<b>Total</b>	<b>47</b>	<b>8</b>

**Mid-Year Review 3/14/2022:** Currently, Hamilton is on track to reach our goal of 44-55 referrals/under 10 suspensions for this year. 87% of Hamilton students completed the CEE self-perception survey (Highest in the district). Overall, Hamilton scored lower than the district average in 4 of the 5 categories and equal in the remaining category. By ethnicity, Hamilton scored lower than the district in 18 of 25 categories, equal to the district in 1 category, and higher than the district in 6 categories. In regards to safety, Hamilton 6th graders felt safest in lunchrooms (we eat in our classrooms), classrooms, hallways, and gym/locker rooms (we don't have locker rooms). The feel less safe in parking lots (3.89...not a significant number according to CEE).

**End of Year Assessment 6/23/2022:** Hamilton was able to reach its goal of 44-55 (47) referrals and having less than 10 suspension (8) at the end of the year (although we had a higher number of referrals in 5th and 6th grade than in the past (22).

## CSIP 2021/22 STUDENT WELLBEING

**SMARTIE GOAL:** Hamilton will continue to develop/maintain The Hamilton Way. Our goal is to maintain, or decrease, our current student referral/suspension ratio (44-55 referrals/under 10 suspensions per school year) Student achievement data will reflect equitable distribution of outcomes across 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>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>	Monthly referral data reviews	<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?
Classroom Teachers Supporting Paras Building Principal	2021-2022 school year	Building Budget ESSER Funding
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 11.2.2021 Hamilton students have received 10 referrals (1 referral per 4.4 days...with two students accounting for 4 [40%] of the referrals), and 0 suspensions. If we maintain the ratio of 1:4.4 referrals and 0 suspensions, we are projected to have 41 referrals with 0 suspension by the end of the year, thus meeting our goal.</p> <p>3.13.2022 Hamilton students have received 30 referrals (1 referral per 3.8 days) and 5 suspensions. If we maintain the current ratio, we are projected to have 45 referrals with 7-8 suspensions by the end of the year, thus meeting our goal. Ten years ago (2011-2012) Hamilton had 163 referrals with 25 suspensions.</p> <p>Hamilton continues to celebrate our successes with students with virtual 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.</p>		

## CSIP 2021/22 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

**F & CE Needs Assessment/Implications:** As a result of Covid-19 (on-line instruction and Hybrid education), some student/families are finding it difficult returning to the daily schedule of in-person education.

**At the end of the 2021-2022 school year, the number of Hamilton students with chronic unexcused attendance will not exceed 10% (36 students) by June 2022,**

2021-2022 Attendance			
Grade	Chronic 10-14	Excessive 15+	Total 10+
Excused/Unex	44	161	201
Unexcused	3	6	9

**Mid-Year Review 3/14/2022:** Hamilton is on track to meet our goal that the number of Hamilton students with chronic unexcused attendance will not exceed 10% (36 students) by June 2022. We currently have 2 students with chronic unexcused attendance and 3 with excessive unexcused attendance (5 students). However, we do have 88 students with 10-14 absences (excused/unexcused) and 93 with 15+ absences (excused/unexcused). 34% of all absences are Covid-19 related, 33% are Illness related, and 33% are Other (appointment, out of town, car trouble, vacation, missed bus, family emergency...etc....)

**End of Year Assessment 6/23/2022:** Hamilton met our goal of not exceeding 10% (36) with chronic unexcused attendance (9). However, we still had 201 students (53%) who were chronically absent (Excused + Unexcused).

## CSIP 2021/22 FAMILY AND COMMUNITY

**SMARTIE GOAL:** Attendance is an area of concern for the entire district. **At the end of the 2021-2022 school year, the number of Hamilton students with chronic unexcused attendance will not exceed 10% (36 students) by June 2022**, 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.

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 from “Count Me In” Tips for Increasing Student Attendance (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>	Monthly attendance data check-ins	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?
Building Principal Classroom Teachers Attendance Secretary Counselor	2021-2022 school year	Building Budget ESSER Funding
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>11.2.21: Attendance tracking is somewhat problematic this year (as it has been since March of 2020). Based on the guidelines set by the Washington State Department of Health, student now stay home for reasons that, in the past, they would have come to school. A positive aspect of the guidelines is that we have seen a greater increase in parent communication. The negative aspect is...we have some who seem to be taking advantage of the state attendance guidelines. At this point, 11.2.2021, we don't have any students who are chronically absent based on unexcused absences.</p> <p>3.14.22: Attendance this year has had a significant impact on student learning this year. As the data indicated, Covid-19 has accounted for 34% of all absences and illness has accounted for 33%. Many of the illness absences are a result of the families following the many flowcharts advising students to stay home if they were exhibiting symptoms. In prior years, many of the students would have been sent to school (cold-like symptoms, headache, etc.....).</p>		

## Additional Implications:

As was stated, we are seeing an increase in the number of excused absences as a result of Covid-19 protocols, but we are seeing a lesser amount of unexcused absences. Our current number of referrals /suspensions are comparable to our last full in-person school year (2018-2019). This can be attributed to our commitment to teaching/communicating Hamilton's clear and specific academic/behavior expectations.

We normally have one para-educator assigned to the primary grades (K-2), one assigned to grades 3-4 and one assigned to 5-6. However, while we still have one working with the primary grades (so as to provide early interventions), we had to reassign one para to the DK classroom and have yet to fill the other.

## Preliminary Planning for Next School Year: *Academics*

Hamilton was able to meet nearly all of its academic goals. Our academic scores exceeded the state scores in both end-of-year summative and end-of-year growth. Our academic concerns, and thus potential areas of focus are: Although we scored well in comparison to the state and we have experienced an interesting two years, it was not what we have come to expect from Hamilton. We had 12 students who scored level 1 in both ELA and Math, 31 level 1s in ELA and 25 level 1 in Math.

### Remediation Plans

- RTI team assigned to K-6 grade levels for 20-45 minutes for small group, focused, double-dose of reading instruction.
- ESSR funded Interventionist team (if possible)
- 1st-6<sup>th</sup> grade screening using DIBELS
- Small group instruction in RTI in three levels: 1) core curriculum, 2) strategic intervention (supplemental instruction in addition to core - using HM materials), and 3) intensive intervention for basic skill development (replacement curricula or supplemental depending on student need).
- Progress monitoring using MAPS, DIBELS, DAZE, DRA/STAR, and curriculum based assessments
- Collaboration time dedicated to looking at tiered instruction and movement in response to individual student needs.
- Provide small group and individual support using a core of paras and volunteers.
- After-school tutoring
- Additional para support assigned to 3<sup>rd</sup>/4<sup>th</sup> and 5<sup>th</sup>/6<sup>th</sup> grades for help with Math/Science remediation.

## Preliminary Planning for Next School Year: *Attendance and Behavior*

Attendance and Behavior: We met our goals in both areas but we still have concerns. Attendance this last year was historically low...a result of the pandemic. We met our referral/suspension rate goal...but we noticed the reasons for the referrals at the upper grades involved students being either extremely disrespectful of each other or using extremely inappropriate language (at a level Hamilton has not experienced in 10 years). We believe a major contributing factor was student access to social media (tic toc, YouTube etc....), a general lack of structure, readjusting back to full-time in-building school, and our inability to offer school activities which had been an integral part of the Hamilton culture.

### Preliminary Remediation/Enrichment Plans (Hopefully)

- Regularly hold student awards assemblies where student/classroom success is recognized (Pencils of Power, AR point recognition, Classroom Golden Awards). We continue to present the Super Citizen Awards. Pictures of each month's recipients are hung in the main hall for all students/staff/visitors to see. Classrooms and individual students are receiving positive reinforcement for their positive behavior using our Hawk Hero Slips.
- Hopefully, Hamilton students will once again participate in the **Missoula Children's Theater**.
- Continue to have positive communication with home by sending Positive Postcards and we continue to use Skyward to send home important school information via email, classroom messenger, classroom Dojo.
- 4<sup>th</sup> grade students may be provided the opportunity of participating in **Night of the Notables** under the direction of Mr. Pomeroy.
- Students will hopefully have the opportunity to participate in Hamilton's **After School Art**.
- 6<sup>th</sup> grade students will participate in **Nature Bridge** and hopefully will visit **The Seattle Museum of Flight's Challenger Learning Center** to participate in a realistic **Mission to Mars** space simulation.
- 5<sup>th</sup> & 6<sup>th</sup> grade will hopefully participate in Math Olympiad.
- Other enrichment activities include: Library Book Tasting, Juan de Fuca Festival, 3<sup>rd</sup> grade rockets, 1<sup>st</sup> grade zoo, Apple Pie Social for Kindergarten, Unicycle Club, Fish Hatchery Visit, Girls on the Run, Battle of the Books, 4<sup>th</sup> grade tour of WA state capitol, 3<sup>rd</sup> grade visit to PA Public Library.