

2016-2017
To
2021-2022
Hamilton
School Improvement Plan



School improvement plans are a catalyst for both alignment and focus. While all schools need goals and plans, those do not need to be exclusively "test output" goals as there are many considerations (head and heart goals) when seeking to positively impact achievement. That said, whether you are focused on academic or "other" goals via your site plan, you should include "measurable" components; this allows for a baseline, or growth, to be measured. Did the action plan lead to growth? To address that inquiry, it takes some form of measurement.

As the school year progresses, a natural "evolution" occurs; thus, it is perfectly understandable that your school improvement plan will also evolve throughout the year. Each year on June 15th, there should be a "snapshot" of your school improvement plans along with progress placed in the yearly folder for archival purposes. Your new school improvement plan should then begin on June 16th on a new document, but can simply be a continuation of your work.

The link below takes you to a folder where school site plans are housed, so colleagues can learn and grow from each others' great work. The previous year's plans are there for reference and can provide longitudinal data.

[School Improvement Plans](#)

The 2017-2018 Staff Development Plan

<https://docs.google.com/document/d/1J4UhC1nj9InOm5glSMtMuC7cpThPbAZiOIUBJI1x2g/edit?ts=5935bcfa>

The 2018-2019 Staff Development Plan

https://docs.google.com/document/d/1H_Mv9ibBv8UkEEMDcAwzi8HSubCFFCTz49QnYBx3XJ0/edit?ts=5b17ed65

The 2019-2020 Staff Development Plan

https://docs.google.com/document/d/1H_Mv9ibBv8UkEEMDcAwzi8HSubCFFCTz49QnYBx3XJ0/edit

The 2020-2021 Staff Development Plan

<https://docs.google.com/document/d/1UqQsvKQkkwTJjGl6xjl6BsP1DeZfcJolsg3xGXHz3-4/edit?ts=5ee7e068>

The 2020-2021 PBIS Implementation Plan

<https://docs.google.com/document/d/1lkyNJKufYVtd5XoNdUVFj8dEPs9CpCqEWU6BV9o4muk/edit>

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Section 1: District Mission, Vision, and Strategic Goals

Vision

Students will discover their talents and abilities and will be prepared to pursue their dreams and aspirations while contributing effectively to their local, national and global communities.

Mission Statement

- Quality, equitable, and innovative educational opportunities for all students.
- Programs are designed to develop the student as a whole
- Resources are available to provide excellence in education
- Accountability to the public
- Effective communication and collaboration with the community

Strategic Goals for Continuous Improvement: We will...

- Become the school system of choice in the region
- Graduate students who are career and college ready
- Promote student-centered, transformative practices

Core Values:

- Honesty
- Respect
- Responsibility
- Compassion
- Self-Discipline
- Perseverance
- Giving

Section 2: 2019-2020 Goals, Objectives and Intervention Strategies

Goal 1: AGR	Goal Statement: We will close achievement gaps based on race, SES, and disability by completing 9 out of 9 objectives noted below by the end of the 2019-2020 school year.
Rationale (How does it connect to the overall district instructional plan)/	Rationale Statement: This connects with social justice and equity. This is why we exist - high levels of academic achievement for ALL students.
Connections (check all that apply)	xSafety xEngagement xRelationships xEquity xAchievement
Overall Results (fill by June 15th).	

What is the action plan-Improvement strategy?	Who is responsible for implementation?	What resources will be needed?	When will it happen?	Was it successful?
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1-A: Figure out more specific data (grade level, time at Hamilton, etc.) to better understand the achievement gaps.	Ben? Others?	Time; EduClimber?	TBD	
1-B: Research possible sources of achievement gaps	Subcommittee of willing volunteers	Time and articles	Dec-Jan	
1-C: Look at scope and sequence of curriculum - does it align with the standards	Teachers; IC	Purposeful planning time?		
1-D: District quarterly assessments? MBA - do they align with standards	Teachers; IC	Purposeful planning time?		
1-E: Get additional math resources (workshop training, curriculum, module?)	Selected representative teachers	Funds	Jan-Aug	Productive Struggle and Rigor
1-F: Math manipulatives (from survey)				
1-G: Math workshop training	Selected representative teachers	Funds	Nov-???	
1-H: Math resources reallocation				
1-I: Survey other schools with a similar population	Ben	Data; Time		

Notes:

Section 2: 2019-2020 Goals, Objectives and Intervention Strategies

Goal 2: PLCs	Goal Statement: We will increase the effectiveness of our PLCs by completing 3 out of 3 objectives noted below by the end of the 2019-2020 school year.
Rationale (How does it connect to the overall district instructional plan)/	Rationale Statement: Student achievement is a priority for our district. More clearly defining how we use data to make instructional decisions will improve student outcomes.
Connections (check all that apply)	<input type="checkbox"/> Safety <input checked="" type="checkbox"/> Engagement <input type="checkbox"/> Relationships <input checked="" type="checkbox"/> Equity <input checked="" type="checkbox"/> Achievement
Overall Results (fill by June 15th).	

What is the action plan-Improvement strategy?	Who is responsible for implementation?	What resources will be needed?	When will it happen?	Was it successful?
2-A: Begin purposeful planning: training, data binder	Teachers; IC			
2-B: PLCs: define goals, logistics, inclusive communication	Principal; Teachers; Staff			
2-C: Structured meeting time: universal format for communication and documentation of data (eg. grade level -> specialists/support/etc.)	Principal; Teachers; Staff			

Notes:

Section 2: 2019-2020 Goals, Objectives and Intervention Strategies

Goal 3: Culture, Climate, and Collaboration	Goal Statement: We will improve staff culture, communication, and collaboration by completing 5 out of 5 objectives noted below by the end of the 2019-2020 school year.
Rationale (How does it connect to the overall district instructional plan)	Rationale Statement: A stronger culture and systems of collaboration increase the efficiency of everything else we do.
Connections (check all that apply)	<input checked="" type="checkbox"/> Safety <input checked="" type="checkbox"/> Engagement <input checked="" type="checkbox"/> Relationships <input checked="" type="checkbox"/> Equity <input checked="" type="checkbox"/> Achievement
Overall Results (fill by June 15th).	

What is the action plan-Improvement strategy?	Who is responsible for implementation?	What resources will be needed?	When will it happen?	Was it successful?
3-A: Identify both schools' cultures as separate or combined, and how can we find commonalities/differences in cultures to build climate.				

3-B: Identify common areas/opportunities to build upon school-climate - what are we already doing? Where can we improve?				
3-C: Reinstate both schools attending staff meetings				
3-D: Brainstorm ideas for the building to come together as a group				
3-E: Identify ways to make connections to overcome building not being conducive to promoting climate				

Notes:

Section 3: Overall 5-year plan (building)

Progress towards equity is on-going. This page serves as a yearly summary of the progress towards the instructional priorities and foundational themes. In each column of this section, state a goal and briefly describe progress towards achieving that goal.

Year					
2016-2017	Completed the year 1 modules	Continued our monthly targeted conversations on culture	Privilege walk and other conversations including white privilege.		
2017-2018	We will continue to focus on our mission of being a welcoming school and one in which all resources are engaged to help students learn.	We will monitor continued growth in math and reading as measured by STAR. We will strive for an average SGP of 50 or higher.	We will restructure our SMT process from pre-referral through evaluation (if applicable).		
2018-2019	<p>We will provide clarity and consistency around our universal behavior expectations and systems of support by completing 7 out of 7 objectives as noted below by the end of the 2018-2019 school year.</p> <p>We successfully completed 7 out of 7</p>	<p>We will expand our understanding of what it means to be a community school and expand our services/partnerships to support and empower parents and the community by completing 5 out of 5 objectives as noted below by the end of</p>	<p>We will improve staff culture, communication, and collaboration by completing 5 out of 5 objectives as noted below by the end of the 2018-2019 school year.</p> <p>We successfully completed 4 out of 5 objectives. The climate and culture improved,</p>		

	objectives and saw great improvement in our systems of behavior support and time spent in class vs out due to behavior.	the 2018-2019 school year. We successfully completed 5 out of 5 objectives and established several new community and school services for students/families.	but there is still room for improvement around collaboration.		
2019-2020					
2020-2021					
2021-2022					

Appendix A- Title I Schoolwide Plan Information:

1. Comprehensive Needs Assessment:

[2018-19 Hamilton Building Needs Assessment](#)

[2018-19 Hamilton Community School Needs Assessment](#)

2. Schoolwide Reform Strategies

Based on the information analyzed in the comprehensive needs assessment, goals and strategies were created with stakeholder input to generate the school improvement plan (SIP). We conducted an additional Needs Assessment because we are in our first year officially designated as a community school (see above).

3. Instruction by highly qualified teachers

The School District of La Crosse takes pride in hiring only highly qualified teachers. This means they all are fully trained, certified, and often experienced in the position they teach. Our faculty consistently has a high percentage of advanced degrees, and we do a good job of retaining some of the top staff in the state and the nation. Life events, such as retirement, childbirth, or illness, sometimes cause a need for a long-term substitute teacher. When this happens we always make every effort to hire a highly qualified substitute. All are certified teachers and most are licensed in the area in which they are substituting. In rare cases it may be impossible to find a teacher with a particular certification, such as special education. This may result in the district asking the Wisconsin Department of Public Instruction for an emergency license for such a teacher. If you ever have any questions about the certification of any of our staff, please call me, 789-7695, Ben Burns, Principal of Hamilton Elementary.

4. High quality and on-going professional development

Staff strategically plan for, access, and utilize professional development aligned to the School Improvement Plan. In addition to options at the building level, staff also participate in district staff development as well as off-site opportunities. Specifically our building-based and district-level staff development focused on racial identity development, culturally responsive practices, Professional Learning Communities, and trauma informed practices.

5. Strategies to attract high-qualified teachers

School District of La Crosse Board Policy

[School District of La Crosse Administrative Policies and Regulations](#)

PROFESSIONAL STAFF RECRUITING/HIRING

The School District of La Crosse realizes that a sound educational system cannot be built and maintained without definite procedures for recruitment of personnel.

1. The quality of the educational program in any school system is dependent upon the employment and retention of high caliber professional personnel.
2. All currently employed professional personnel share a common responsibility for the procurement of the type of staff needed. They are expected to help in every way possible and specifically by making the system aware of outstanding prospects at every opportunity.
3. Teacher recruitment is the responsibility of the Director of Human Resources. Principals and Supervisors will assist as needed.
4. Consideration will be given to those applicants seeking permanent rather than temporary employment.
5. All professional personnel selected for employment must be recommended by the superintendent or their designee and approved by the Board of Education.
6. The district will recruit from and encourage applications from all segments of the population.
7. Application forms and hiring practices shall be annually reviewed relative to the employment of minorities.

Reviewed and revised by the Superintendent's Advisory Team: 03/13/13

Board of Education Informed: 03/15/13

6. Strategies to increase parental involvement:

We have had regular family nights, increased parent participation in our PTO (Parent-Teacher Organization), surveyed 60+ parents as part of the Community Schools Needs Assessment, and sent home quarterly newsletters.

Our family nights this year included: Barn Dance (Sept. 2018), Strong Families Night (Hosted by B.L.A.C.K. - Dec. 2018), Black History Month Celebration (Feb. 2019), Financial Literacy Night (Hosted by UW-L It Makes Cents - Mar. 2019), Fancy Dance (Apr. 2019), Bike Rodeo (May 2019), and Passport to Adventure (Title I Math and Literacy Night - May 2019).

7. Plans for assisting preschool children in transition:

Hamilton Elementary provides a variety of supports to students and parents/guardians during the transition from early childhood to Kindergarten. Students with special needs identified between the ages of birth to three and pre-school / 4K are supported via our partnerships with local medical agencies and social services. Our partnership with "Parenting Place" is one example of an established agency in La Crosse that provides counseling services and connects parents/guardians to resources available to support healthy social, physical and academic development for each child. Children identified with special needs are supported by our district's Special Education program.

All pre-school and 4K teachers are equipped with a rubric of skills and standards necessary for Kindergarten readiness. Each early childhood teachers provide a detailed report for Kindergarten teachers to examine associated with each student entering our Kindergarten classrooms. These individual reports provide a plethora of qualitative and quantitative data that serves as a guide for Kindergarten teachers as they support the transition of each student into the Kindergarten learning environment. All Kindergarten sites host a Kindergarten Open House prior to each school year. The purpose of the open house event is to provide an opportunity for students and parents/guardians to meet and converse with Kindergarten teachers- and other staff- as well as an opportunity to explore the school building and individual classrooms. Finally, the School District of La Crosse invites all early childhood teachers and administrators to our annual, district-wide professional development events. By, including our local childcare and pre-school partners in our district's professional development, as it pertains to equity, social justice, best practice and more, we are empowered to speak a common language with our students and families which leads to increased trust and achievement for all students.

8. Measures to include teachers in decisions regarding the use of academic assessments.

Teachers at Hamilton Elementary use a variety of informal, formative, and summative assessments to help determine student progress. Teams meet during professional learning communities (PLC's) to make instructional decisions regarding students which may or may not lead to participation in tier 2 or 3 interventions.

9. Extra support given to students having difficulty mastering proficient and advanced levels of academic achievement.

A Response to Intervention (RtI) framework is employed to help provide additional assistance to students that have not yet mastered the state

standards. The needs for tier 2 and tier 3 outweigh our resource capacity. Therefore, a focus on the universal instruction of tier 1 is an emphasis. However, we have a robust tier 2 and tier 3 inventory. These interventions are categorized by academic areas of concerns. Student Management Teams (SMT) meet to determine the appropriate intervention for a student. These students are progress monitored and the progress is kept in our student information system. Students identified in need work in small intervention or individually to work towards mastery of grade level standards.

At the universal classroom level, we provide training to our teachers in Universal Design for Learning (UDL). Teachers are working towards better instructional practices to proactively design lessons to personalize learning for students. All of our new teachers are required to attend training on UDL. There is a focus on school culture. The focus on culture aligns to the emphasis on relationships, safety, engagement, and equity which will lead to the closing of gaps and better overall student outcomes by positively changing the classroom environment. We are a PBIS school. There are coaches in every building that work with their building teams to improve the culture and climate of each school.

10. Coordination and Integration of Federal, State and Local Funds and Services

Title I funds are coordinated to focus on the improvement of students in literacy and math. In partnership and collaboration, special education and ELL funds are used in conjunction with Title I funds to work towards closing the achievement gap, provide assistance to students having difficulty mastering the standards and meeting goals, and provide instructional support to students as needed.

Some of the expenditures with Title I funds include:

- Title I Reading and Math Intervention teacher (1.0 FTE) and teacher assistant (1.0 FTE)
- Family Engagement activities (see examples of family nights in #6)