

SCHOOL IMPROVEMENT PLAN: T.W. HAMILTON SCHOOL

WORKSHEET #1 CURRENT ASSESSMENT DATA

ENGLISH LANGUAGE ARTS: MCAS Spring 2010

(% of students in each Performance Category)

5 fourth grade students (6%) and 8 third grade students(11%) at Hamilton School were in the district sped LB program and fully participated in the 2010 MCAS testing.

**3 of the grade three districts life skills students (4%) participated in the alternate assessment.
2 of the grade four districts life skills students (3%) participated in the alternate assessment.**

Current Aggregated Data:

	Advanced	Proficient	Needs Improvement	Warning/Failing
Grade 4 77	16	60	22	3
Grade 3 72	10	57	25	8

Current Disaggregated Data:

	Sub-Group	Advanced	Proficient	Needs Improvement	Warning/Failing
Grade 4	Low income- 13	8	38	46	8
Grade 3	LowIncome-20	5	50	25	20
Grade 4	SPED-11	9	18	55	18
Grade 3	SPED-14	0	36	43	21
Grade 4	ELL	0	0	0	0
Grade 3	ELL	0	0	0	0
Grade 4	Minority Grp.	0	0	0	0
Grade 3	Minority Grp.	0	0	0	0

MATHEMATICS: MCAS Spring 2010

(% of students in each Performance Category)

Current Aggregated Data:

	Advanced	Proficient	Needs Improvement	Warning/Failing
Grade 4 77	21	48	27	4
Grade 3 72	28	43	18	11

Current Disaggregated Data:

	Sub-Group	Advanced	Proficient	Needs Improvement	Warning/Failing
Grade 4	LowIncome-13	15	38	38	8
Grade 3	LowIncome-20	20	25	35	20
Grade 4	SPED-11	0	27	55	18
Grade 3	SPED-14	7	21	14	57
Grade 4	ELL	0	0	0	0
Grade 3	ELL	0	0	0	0
Grade 4	Minority Grp	0	0	0	0
Grade 3	Minority Grp	0	0	0	0

SCHOOL IMPROVEMENT PLAN: T.W. HAMILTON SCHOOL
WORKSHEET #2 OTHER DATA INDICATING IMPROVEMENT
NEEDS

INDICATOR	SUPPORTING DATA	DATA INDICATES AREA OF CONCERN	POSSIBLE SOLUTIONS
Rate of student absenteeism	4.9%	Many of the students with more than 10 days out are at risk academically.	Closer monitoring of absences. Letters home from principal. Conference with parent/staff.
Drop-out rate (Grades 6-12 only)	n/a		
Number of incidents involving violence and/or disruptive behavior	0%		
Rate of staff turnover	n/a		
Percentage of staff who are "highly qualified"	100%		
Rate of staff absenteeism	4.19%	Teachers are exposed to student illnesses throughout the day.	Disinfectants as well as towels for the classroom need to be provided to teachers.
Other: Please Specify			

SCHOOL IMPROVEMENT PLAN: T.W. HAMILTON SCHOOL

WORKSHEET #3

1. Based on the current English Language Arts assessment data:

Identify specific areas of concern:

- Our current reading program, Open Court, is over ten years old. It is outdated and new instructional programs and practices need to be investigated.
- Teachers need to be provided professional development opportunities to improve and refine their instructional practices in teaching reading and written language.
- Teachers need to adjust their instructional content to be in alignment with the Common Core. The use of informational literacy (text that conveys information about the natural or social world) and teaching the conventions of IL need to increase in each grade level.
- Additional non-fictional materials need to be purchased for the library.
- Students need to routinely give evidence from the text in their answers.
- Additional instruction needs to be directed in how to answer open ended responses.
- Workstations need to be developed and consistently used in grades K-2.
- Students need to be given more opportunities for project based learning.
- There needs to be a greater emphasis on vocabulary development and less on weekly spelling lists.

Determine appropriate targets in the Advanced and Proficient categories on the next MCAS administration that would indicate movement toward the requirement for proficiency.

	Advanced	Proficient
Grade 4	18	62
Grade 3	12	59

AYP 2010 Summary

	<u>Performance rating</u>	<u>Improvement rating</u>
ELA	Very high	On target

2010 AYP ELA 90.4
SPED Students ELA 85.0

2. Based on the current Mathematics assessment data:

Identify specific areas of concern:

- There needs to be the development of benchmark assessments in math for the purpose of designing instruction that support students needs.
- Teachers need to adjust their instructional goals to reflect an alignment with the Common Core Curriculum. More emphasis and learning opportunities need to be given students in “real life” application of math skills.
- Project based learning that pairs together science and math need to be provided to students.
- Mastery of computation skills need to improve at all grade levels.
- Students need a broader grasp of math vocabulary and stronger reading skills to understand and correctly use in open ended problems.
- Deciphering the value of decimals is a relative weakness for fourth grade students.
- Our SPED students struggle with proficiency skills in math.

- Special education teachers need to work more closely with the regular education teachers to ensure students have the same exposure to the curriculum.
- Software programs should be a routinely used strategy to increase students' math skills.

Determine appropriate targets in the Advanced and Proficient categories on the next MCAS administration that would indicate movement toward the requirement for proficiency.

	Advanced	Proficient
Grade 4	23	50
Grade 3	30	45

AYP 2010 Summary

	<u>Performance rating</u>	<u>Improvement rating</u>
Math	High	On target

2010 AYP	Math	89.3
SPED Students	Math	71.0

3. Based on the data collected on Worksheet #2:

Identify specific areas of concern:

We currently have 79 kindergarten students. Last year we had 13 students register for first grade over the summer. Even with no additional students registering for first grade, we will need an additional first grade teacher to keep our class size lower than 25 in first grade next year.

School tardiness is on the increase. Incentives need to be developed to ensure students arrive to school on time.

The school day and school year are too short given what we need to accomplish. Opportunities for students to practice and extend their learning throughout the year need to be explored and promoted.

SCHOOL IMPROVEMENT PLAN: T.W. HAMILTON SCHOOL WORKSHEET #4A GOALS AND BENCHMARK OBJECTIVES

School Improvement Goal: 1 ELA

- Teachers will investigate research based reading programs, visit schools implementing those programs and gather data regarding the effectiveness of those programs.
- Writing journals will be used in all grades K-4 and the writing prompts will use higher level questioning strategies.

- All students will receive direct instruction on the conventions of informational text. Students in grades 3 and 4 will create their own informational text presentation (PowerPoint) using the conventions they have been taught.
- Teachers will participate in a weekly Professional Learning Community (PLC) for the purpose of identifying the best practices in teaching instruction and developing an action plan for using those practices.
- Benchmark skills will be identified and assessment developed to test students on those skills. The data from benchmark assessments will be used to address the needs of students.
- There will be an increase of using visual walls as an incentive to have students set personal goals for improvement.
- Students will be assessed regularly on their mastery of the Dolch sight words. Parents will receive a regular report on their child's level of achievement.
- The number of students identified as needing special education will decrease as a result of implementing RTI and early intervention strategies.
- All kindergarten teachers will be trained in Telian and use the program to support phonemic awareness.

What are the measurable benchmark objectives that will indicate movement toward the goal?

MCAS scores in ELA will increase by a minimum of 2% points.

Students/teacher use of technology in the classroom will increase.

RTI strategies will identify students struggling in ELA and an intervention plan will be put in place and documented.

All support staff will be used for RTI intervention.

Data collected from periodic assessments will show progress in targeted areas.

What will our work on this goal look like? What strategies will be implemented?

- Students will be given the DORA assessment a minimum of three times a year and the teachers will use that information to plan instruction.
- Data walls/visual tracking will show an increased mastery of the Dolch site words in grades K-2
- Teachers will design and use workstations in grades K-2 to increase student engagement and to assist teachers in differentiating instruction.
- Students with phonemic weaknesses will be identified and regularly scheduled to work on the Lexia software.
- Guided reading strategies will be used in all grade levels.
- All students will participate in completing a minimum of one project base unit using informational text to complete their project.
- Summer assignments for will be expanded to include project based learning for students entering grade 2.
- Quick writes will be used at each grade level to give students authentic and relative experiences with writing.
- Junior Great books will be used in grades 1-4 as a supplement to the basil reading program.
- Morning announcements will include a vocabulary word of the day. That word will be posted and students will be encouraged to use the word in the right context during the school day.

How will we know if the strategies are effective? What assessments will be used prior to the next administration of MCAS to determine progress?

Benchmark assessments along with DORA and Dibels assessments will be used to measure progress. There will be a significant increase in the software used as well as technology used by teachers and students.

The number of students falling below grade level in standardized assessments will decline. Teachers will meet regularly to plan and discuss the implementation of the school improvement plan's goals.

Who will be responsible for the implementation of the recommended strategies?

Teachers will implement the suggested strategies and develop common language used in the building around reading and writing.

Parent Council will concentrate its fundraising efforts to support technology improvements in the building.

Who will document and review the effectiveness of the strategies as measured by the benchmarked objectives?

Principal, teachers, school council, and parents.

WORKSHEET #4B GOALS AND BENCHMARK OBJECTIVES

School Improvement Goal: 2 Math

Students will demonstrate proficiency in all math standards:

number sense and operations, data analysis, statistics, and probability, patterns, relations and algebra, geometry, and measurement.

Using a four point rubric, students will routinely score 3 or 4 in their math journals.

Mastery of computation skills will increase as a result of using Fastmath in all grades.

The number of students identified as needing special education will decrease as a result of implementing RTI and early intervention strategies.

What are the measurable benchmark objectives that will indicate movement toward the goal?

MCAS scores in math will increase by a minimum of 2% points.

Students/teacher use of technology in the classroom will increase.

RTI strategies will identify students struggling in math and an intervention plan will be put in place and documented.

Students will incorporate math in all aspects of their academic work.

All support staff will be used for RTI intervention.

Data collected from periodic assessments will show progress in targeted areas.

What will our work on this goal look like? What strategies will be implemented?

- Data walls/visual tracking will show an increased mastery of computation skills site words in grades K-2.
- Students in grades four will have access to IXL and be able to access it before school and at home as well as scheduled times during the school week.
- After school enrichment activities will include opportunities for students to use their math skills in situations that relate to real world experiences.
- Graphs and statistics will be used as a part of all long term assignments and projects such as the state report, Powerpoint presentations and wax museum project.
- Math journals will show an increase of students scoring 3 or above using a four point rubric.
- Professional development monies will be set aside to send teachers out to math workshops.

- Teachers will use Hands On Equations in grades 3 and 4.
- Continental Math will be used in grade 4.

How will we know if the strategies are effective? What assessments will be used prior to the next administration of MCAS to determine progress?

Students falling below grade level in standardized assessments will decline.

Teachers will meet regularly to plan and discuss the implementation of the school improvement plan's goals.

Fastmath data will be documented, tracked and visually posted to motivate students to improved skills in computation.

Students in grades three and four will participate in the principal's computation challenge in the early spring. There will be an increase in mastery of computation skills.

Projects created by students will include more graphs and statistical information.

Who will be responsible for the implementation of the recommended strategies?

Principal will test students in grades three and four for proficiency in math computation skills.

Additional incentives will be put in place for students to master rote math skills.

Software programs as well as web subscriptions will be purchased by the school for math instruction and support.

Who will document and review the effectiveness of the strategies as measured by the benchmarked objectives?

Principal, teachers, school council, and parents.

WORKSHEET #4C GOALS AND BENCHMARK OBJECTIVES

School Improvement Goal: 3 21st Century Skills

Hamilton School will move beyond a focus on basic competency in core subjects to promote an understanding of academic content at a higher level. All instruction will weave 21st century interdisciplinary themes into core subjects.

What are the measurable benchmark objectives that will indicate movement toward the goal?

- Teachers will have access and use a wide range of technological tools to enhance the learning experience of their students.
- Our web site will be accessed more often by students and parents. Information relevant to what parents and students need to know in regards to our school will be available on our web site.
- Art classes in grade four will have a technology strand where students will create an original work of art using the library computers.
- Teachers will use the flip camera to highlight learning activities and post their videos on our web site via a link to Teacher Tube.
- Document cameras will be purchased for each classroom and used during instruction.
- Library use by teachers will have a greater emphasis on using technology for instruction.

What will our work on this goal look like? What strategies will be implemented?

- Students in grades three and four will have access to IXL math and be able to access it before school and at home as well as scheduled times during the school week.
- After school enrichment will include technology clubs such as digital photography, Xtranormal creations, Storybird writing.
- All students in grades three and four will gather information around a given topic and create a power point project which will be presented to classmates in informational literacy genre.
- Software will be upgraded and web based programs will be offered to students before, during and after the school hours.
- Instruction will be supplemented with informational videos from BrainPop, United Streaming, Teacher Tube, etc.
- Teachers will use the server to project EDM worksheets in the classroom
- Responders will be used more frequently when students are reviewing unit work.
- After school enrichment activities will be expanded to offerings in the fall and in the spring. Partnerships with both South Shore Conservatory and South Shore Science Center will be continued and enrollment expanded.
- Teachers will promote and encourage students to be involved with learning experiences that extend beyond the school day and encourage students to be independent learners.
 - Summer assignments
 - Enrichment clubs
 - Milton Academy
- Study groups will be established to explore the use of technology as a tool for instruction in the classroom. Software, web sites, hardware will all be reviewed and their practical application discussed in the study groups.
- The school newspaper will continue to be a student generated product and will be posted on the school's web site as well as e-mailed to those who express an interest.
- Teachers will have access to EdHelper and Reading A-Z as well as other internet sites that support academic instruction.

How will we know if the strategies are effective? What assessments will be used prior to the next administration of MCAS to determine progress?

- Data will be collected at predetermined intervals to monitor students' progress. That data will be used to design appropriate instruction.
- Students' involvement beyond the school day will show an increase in participation.

Who will be responsible for the implementation of the recommended strategies?

Teachers will implement the suggested strategies and the principal will monitor the implementation. Principal will work with parent council in developing a before and after school programs for students. The library paraprofessional will provide and monitor before school use of the computers in the library.

Who will document and review the effectiveness of the strategies as measured by the benchmarked objectives?

Principal, teachers, school council, and parents.

WORKSHEET #4D GOALS AND BENCHMARK OBJECTIVES

School Improvement Goal: 4 Character Education

Hamilton School understands that our parents expect our schools to promote and foster the values that every parent wants their child to develop. Kindness, a strong work ethic, empathy, and a commitment to making our community a better place are all values that the staff at Hamilton promote as part of a positive school climate.

What are the measurable benchmark objectives that will indicate movement toward the goal?

- Hamilton staff will establish a proactive philosophy of social responsibility and articulate that philosophy to all students.

What will our work on this goal look like? What strategies will be implemented?

- Morning announcements will include a positive affirmation that supports the school's social responsibility philosophy.
- Students in grades three and four will become Best Buddies with the Life Skills students.
- Each grade will select a charity to support during the year and raise money/items for that charity during the school year.
- Second Step and MARC curriculum will be implemented in every classroom to promote a bully free environment.

How will we know if the strategies are effective? What assessments will be used prior to the next administration of MCAS to determine progress?

The number of students involved in community/building social responsibility activities will show an increase.

Incidents of students of getting along with each other will decrease.

Who will be responsible for the implementation of the recommended strategies?

Who will document and review the effectiveness of the strategies as measured by the benchmarked objectives?

Principal, teachers, school council, and parents.

SCHOOL IMPROVEMENT PLAN: T.W. HAMILTON SCHOOL WORKSHEET #5 BUDGETARY RESOURCES AND PROFESSIONAL DEVELOPMENT

1. Budgetary Resources Needed for Improvement

Describe the funding needed to support the activities related to the school improvement strategies.

Budget Priority	Cost – Year 1	Cost – Year 2
First Grade Teacher	54,000	56,000
Reading Coach	54,000	56,000

Describe how the current budget and other available funds (grants, revolving accounts, etc.) may be re-allocated to support the school improvement goals.

Federal funds supporting education.
 Apply for grants that support literacy, Reading Coach.

2. Professional Development Needed for Improvement

Describe the professional development activities that will be provided to all school staff that are directly related to the school improvement goals.

Professional Development for new teachers in the district needs to be an essential component in maintaining curriculum consistency in the district indicatives i.e.: Everyday Math, Second Step.

Professional Development Activity	No. of Hours	When	Audience	Goal #
Using Technology for Instruction	6	School year	Classroom teachers SPED Teachers	1-2-3
Everyday Math	6	School year	Classroom teachers	2
Hands-on-Equations	2	School year	Classroom teachers	2
Workstations	5	School year	Classroom teachers	1-2
Non-Fiction reading strategies and guided reading	10	School year	Classroom teachers	1
Telian	12	School year	Classroom teachers	1
Second Step	10	School year	Classroom Teachers	3