



# WEYMOUTH PUBLIC SCHOOLS

Strong Schools  Strong Community

## School Improvement Plan – 2017-2021

### Thomas Hamilton Primary School

#### DISTRICT VISION

*Educational excellence for every Weymouth Student:* Students graduate from Weymouth Public Schools with the academic skills, knowledge, and mindsets necessary to succeed in college and career and are prepared to tackle and solve the most important problems in our local and global communities.

#### DISTRICT THEORY OF ACTION

*IF* we increase collaborative problem solving among all educators, use data as part of an aligned system of curriculum, accountability, and inquiry, and engage parents/guardians and community members as partners,

*THEN* we will elevate instructional practices across all schools, better personalize instruction and supports for students, and produce students who meet high standards and are prepared to succeed in college and career.

#### DISTRICT STRATEGIC LEVERS

##### PROFESSIONAL LEARNING-FOCUSED ON THE INSTRUCTIONAL CORE:

Provide professional learning and opportunities for collaboration that improve educator practice by focusing on the instructional core.

##### EFFECTIVE USE OF DATA:

Implement an aligned system of curriculum, accountability, and inquiry that uses multiple sources of data.

##### PARENT AND COMMUNITY ENGAGEMENT:

Engage and partner with parents and community members in supporting excellence in academic skills, knowledge, and mindsets.

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# School Improvement Plan Draft – Thomas W. Hamilton Primary School

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## MCAS PERFORMANCE

- The Thomas W. Hamilton Primary School had 73% of grade three students meeting expectations for ELA in grade 3.
- The Thomas W. Hamilton Primary School had 65% of grade three students meeting expectations for Mathematics in grade 3.



# School Improvement Plan Draft – Thomas W. Hamilton Primary School

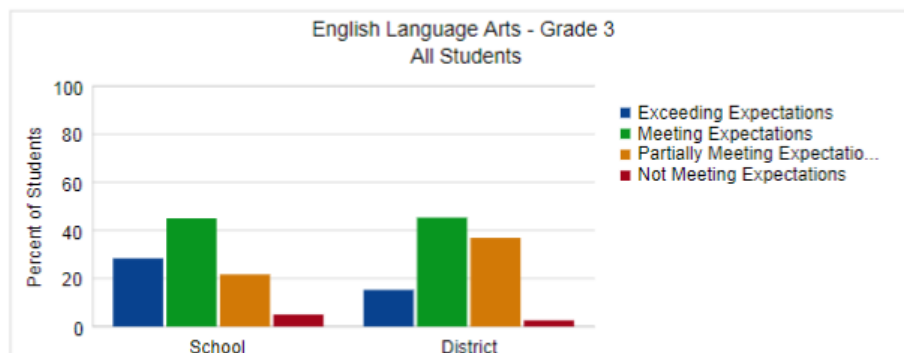


## Preliminary Spring 2018 MCAS Results by Achievement Level School, District and State Comparison

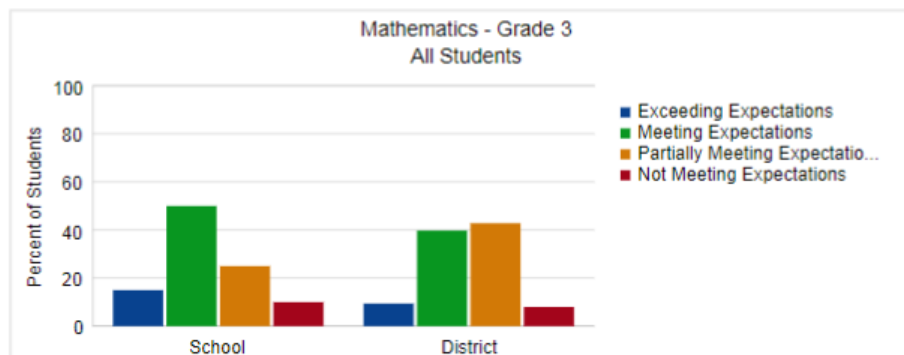
District: Weymouth  
School: Thomas W. Hamilton  
Primary School  
Grade: 03

### All Students

English Language Arts	N Included	% School	% District
Exceeding Expectations	17	28	15
Meeting Expectations	27	45	45
Partially Meeting Expectations	13	22	37
Not Meeting Expectations	3	5	3
Total Included	60		



Mathematics	N Included	% School	% District
Exceeding Expectations	9	15	9
Meeting Expectations	30	50	40
Partially Meeting Expectations	15	25	43
Not Meeting Expectations	6	10	8
Total Included	60		



- The Thomas W. Hamilton Primary School had 75% of grade four students meeting expectations for ELA in grade 4.
- The Thomas W. Hamilton Primary School had 73% of grade three students meeting expectations for Mathematics in grade 4.

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# School Improvement Plan Draft – Thomas W. Hamilton Primary School

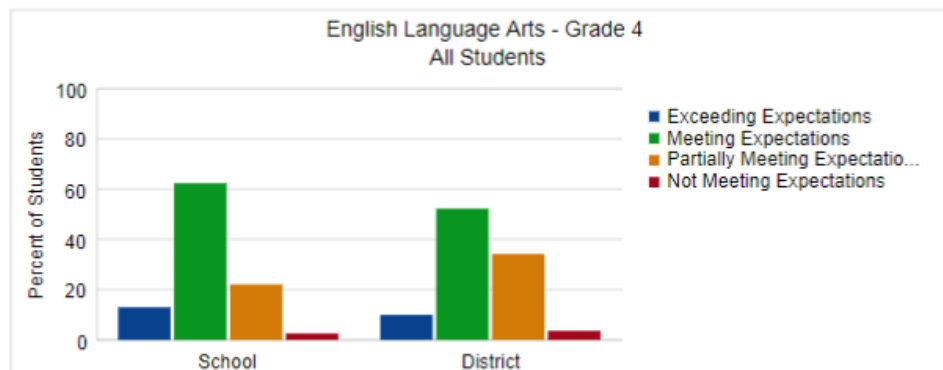


## Preliminary Spring 2018 MCAS Results by Achievement Level School, District and State Comparison

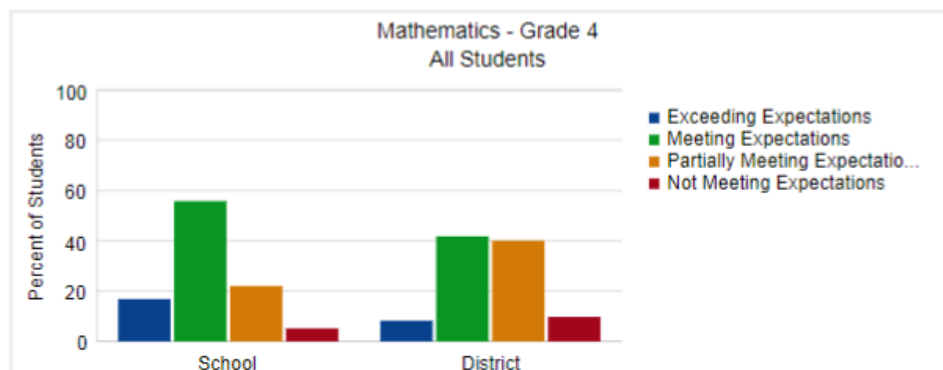
District: Weymouth  
School: Thomas W. Hamilton  
Primary School  
Grade: 04

### All Students

English Language Arts	N Included	% School	% District
Exceeding Expectations	10	13	10
Meeting Expectations	48	62	52
Partially Meeting Expectations	17	22	34
Not Meeting Expectations	2	3	4
Total Included	77		



Mathematics	N Included	% School	% District
Exceeding Expectations	13	17	8
Meeting Expectations	43	56	42
Partially Meeting Expectations	17	22	40
Not Meeting Expectations	4	5	10
Total Included	77		



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# School Improvement Plan Draft – Thomas W. Hamilton Primary School



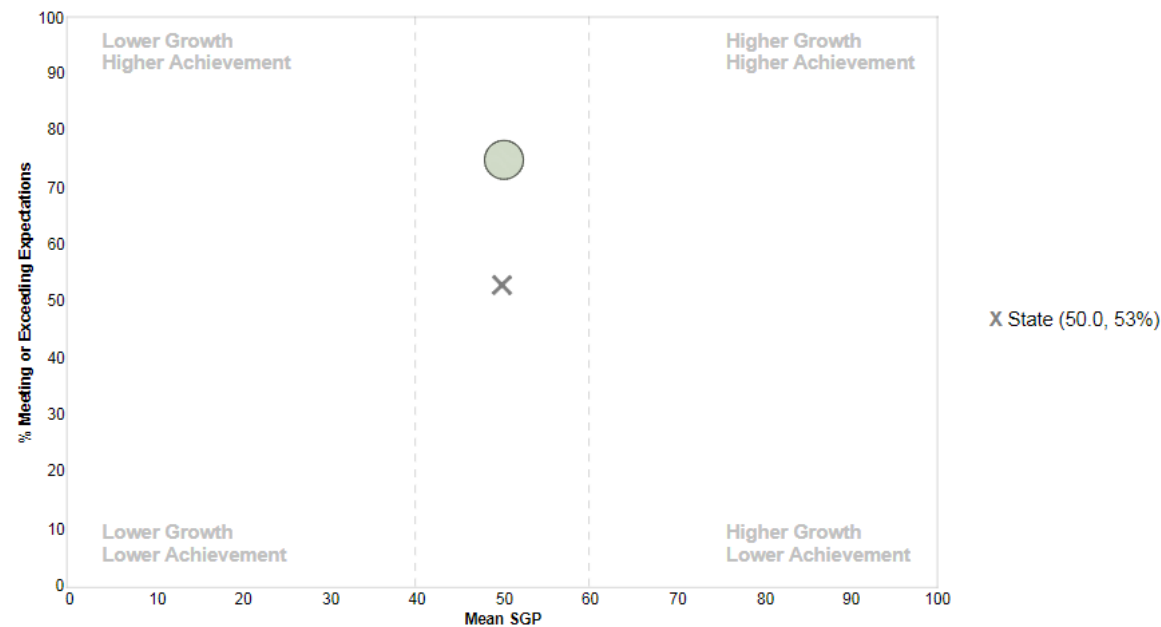
## STUDENT GROWTH PERCENTILES

- The student growth percentile (Mean SGP All students) was 50.2 in ELA with 75% of students meeting or exceeding expectations.



Spring 2018 MCAS School Achievement and Growth  
English Language Arts  
by Grade

District: Weymouth  
School:  
Grade: Grade 4



	Mean SGP	N Students (SGP)	% Meeting or Exceeding Expectations	N Students (Ach. Level)
Grade 4	50.2	76	75	77

Mean student growth percentile (SGP) is not calculated if the number of students with SGP is less than 20.

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# School Improvement Plan Draft – Thomas W. Hamilton Primary School

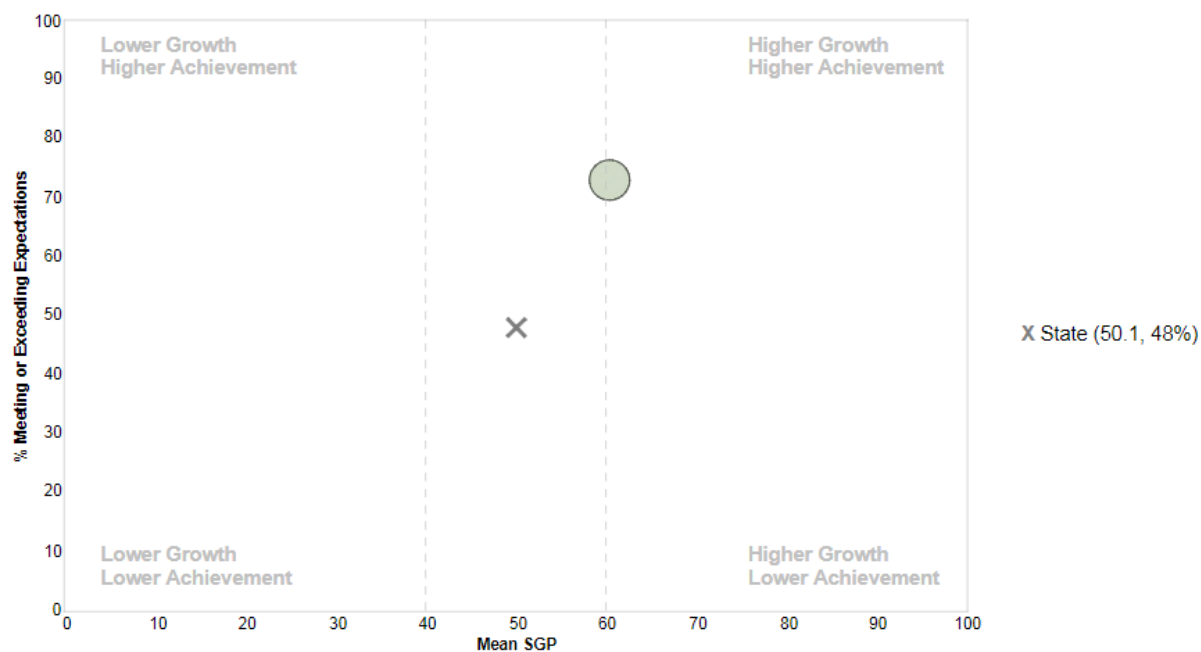


➤ The student growth percentile (Median SGP All students) was 60.4 in mathematics with 73% of students meeting expectations.



## Spring 2018 MCAS School Achievement and Growth Mathematics by Grade

District: Weymouth  
School:  
Grade: Grade 4



	Mean SGP	N Students (SGP)	% Meeting or Exceeding Expectations	N Students (Ach. Level)
Grade 4	60.4	76	73	77

Mean student growth percentile (SGP) is not calculated if the number of students with SGP is less than 20.

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# School Improvement Plan Draft – Thomas W. Hamilton Primary School



## SCHOOL-WIDE PROFESSIONAL PRACTICE GOAL

**The Hamilton Primary School will place particular emphasis on the following school-wide goals:**

1. PBIS (Positive Behavior Intervention Support) – The goal of a school-wide PBIS model for social/emotional development, if strategically implemented, will enhance the overall well-being of our students, decrease negative behaviors, and allow for greater academic success as the foundation for learning continues to strengthen. Additionally, we will focus on restorative practices to better support the social-emotional development of students in our school community.
2. Data Inquiry to inform instructional/PBIS practices will allow for more timely and targeted interventions for specific student needs, both behaviorally and academically. Much of this work will be done through our established Professional Learning Community.
3. Student Discourse in the classroom is a deliberate instructional approach to establishing more rigorous student speaking and listening while in content area conversations. This allows for a greater cognitive demand on students and greater student engagement, improving student learning.
4. Hamilton will continue to progress toward using a school-wide inclusion-based model for all students while developing strategies to more efficiently and effectively provide differentiation and UDL practices in the classroom.
5. SRSD (Self-Regulated Strategy Development) will provide a consistent model and set of tools for students to become stronger writers while taking ownership of the effectiveness and progress of their writing. This will allow for a more consistent approach for students and teachers through a vertically aligned model of writing.
6. MTSS (multi-tiered systems of support) for reading, mathematics, and social/emotional development will allow for greater differentiation and more targeted instruction for specific student learning targets. MTSS will rely on data-driven inquiry.
7. Lexia implementation K-2 will provide independent home/school opportunities for students to increase their reading skills while providing valuable data for teachers to plan instruction. Additional licenses will be provided for grades 3-4 as needed.
8. Students in K-2 will learn phonics-based reading instruction through the use of ECRI routines as they work to become proficient readers.

## SCHOOL COUNCIL MEMBERSHIP

NAME	POSITION	NAME	POSITION
Janet Felton	Teacher	Mrs. Cushing	Parent
Michael Taylor	Teacher	Mrs. Mills	Parent
Deborah King	Teacher	Mrs. Phillips	Parent
Jeremy Burm	Principal	Mr. Terravecchia	Comm. Liaison

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# School Improvement Plan Draft – Thomas W. Hamilton Primary School



## SCHOOL VISION NARRATIVE

The vision of the Thomas W. Hamilton Primary School is to establish a learning community where there is a passion for learning and students are prepared to be responsible, positive contributors in their classroom community and every community they are a part of in today's global society. To ensure we realize this vision, preparation will include educating the whole child socially, academically, and behaviorally, equipping them with the problem solving and higher level thinking skills needed to successfully compete in the global economy. Teachers will use instructional practices that meet the needs of individual students, allowing them to succeed to their greatest potential.

The Hamilton School will be committed to strengthening the connections between home and school as well as increasing the number of partnerships with positive community members and organizations. Collaboration to ensure educational excellence will be a common theme among all members of our school community and will be at the root of all action steps geared toward improving education while developing student college and career readiness.

## PERFORMANCE CHALLENGE

**The improvement of Literacy Performance for all students through a deeper understanding of the MA Frameworks, more effective data analysis and increased collaborative practice amongst educators as it relates to teaching and learning.**

SCHOOL AND CLASSROOM SOURCES OF DATA ANALYZED	ROOT CAUSES The 5 WHYS	PROBLEM OF PRACTICE
DIBELS I-Ready Lexia MCAS Curriculum-Based Assessments	As a result of the 5 WHYS process, the root cause determined for this priority was the continued analysis of, and response to, student data. A stronger understanding of the MA Frameworks is necessary to improve classroom	Do the students at Thomas W. Hamilton have the opportunity to engage in Tiered reading instruction? Is the staff working collaboratively at each grade level to incorporate data when making literacy instruction decisions? Are we

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# School Improvement Plan Draft – Thomas W. Hamilton Primary School



Resource Guide to the 2011 Massachusetts Curriculum Frameworks for Students with Disabilities 2017 MA ELA Curriculum Frameworks SRSD pre and mid assessments	instruction and individual student performance	providing learning experiences at each grade level as intended in the MA Frameworks
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## THEORY OF ACTION

If Hamilton teachers have a common understanding of how to use student data and engage in collaborative discussion about instructional improvement while regularly referencing the MA Frameworks, then students' instructional needs will be met and their academic performance will improve.

**OBJECTIVE / GOAL:** To develop and maintain student-centered literacy instruction by:

- Providing support and professional development for educators regarding effective inclusive literacy instructional practices and use of data
- Working to enhance educator understanding of individual student learning needs as identified through various types of assessment and other forms of student feedback
- Improving individual student performance in literacy as measured by DIBELS, i-Ready, Lexia Core 5, standardized tests, curriculum-based measures, progress reports and report cards

District Lever	Action Steps/Tasks	Proposed Instructional Change	Plan for Measurement	Responsible Person / Team	Target Start Date	Status  P: Work in progress N: Not Started C: Completed
1,2	Teachers will expand SRSD training and develop models, rubrics, and instructional practices to improve writing instruction. Particular attention will be given to specific	Teachers will expand the Writing Instruction & Intervention <i>Self-</i>	Implementation meeting agendas, pre and post writing scores, using common rubrics;	Principal, Teachers, Literacy Coach	Fall 2016	P

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## School Improvement Plan Draft – Thomas W. Hamilton Primary School



	components of writing i.e. topic sentences	<i>Regulatory Strategy Development</i> for Teaching Writing in determined in the MA Frameworks	calibration of instructional and grading practices			
1,2	Teachers will collaboratively assess student written language work to calibrate for rigor	Teachers will work in teams using common rubrics to assess student writing across the grade level	Common writing prompts, common rubrics for specific forms of writing, student, pre and post writing scores	Principal, Teachers, Literacy Coach	Fall 2017	P
1,2,3	Provide professional development opportunities to implement G Suite for staff communication and collaboration; also, Google classroom in order to ensure access for students and parents	Staff, students, and parents will have access to G Suite to support literacy instruction	Usage data Parent/Staff/Student feedback	Principal, Teachers, Literacy Coach, Integration Specialists	Fall 2017	P
1,2	Provide opportunities for teachers to enhance their understanding of learning in an inclusive school and effectively co-teaching	Better differentiate instruction to meet a more diverse group of learners; co-teaching and strategies of UDL	Data, particularly for students with an IEP	Principal, Teachers, Literacy Coach, Special Ed. Teachers	January 2017	P
1,2	Teachers will expand training to improve differentiation and promote inclusion	Teachers will work collaboratively with colleagues to identify	Staff Feedback/ Classroom Observations/	Data Coach, Teachers, Special Ed.	November 2017	P

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		differentiated means and methods and inclusive practices in the classroom including co-teaching	Instructional Rounds	Inclusion Team		
1,2	Provide professional development and collaboration opportunities to increase Student Discourse. As a result, teachers will work to create an environment that has more rigorous discourse	Reflections, Action Plans, two new focus areas per grade level	Rubric, Classroom Observations/ Instructional Rounds	Principal, Teachers, Literacy Coach	Fall 2017	P
1,2	Work collaboratively to develop standards-based lesson plans and curriculum maps	Teachers will rely less on core programs and more on MA Frameworks to develop lessons, potentially using multiple resources	Curriculum Maps with Standards-Based Lessons	Principal, Literacy Coach, Humanities Director	Fall 2018	N
1	Develop lesson plans and instructional practices that strategically consider the beginning, middle, and end of lessons	Activators, Essential Learning Outcomes, Gradual Release of Learning, Exit Tickets etc.	Support with developing lesson plans/ review and adjust based on observations and discussions	Principal/ Teachers	January 2018	N
1	Develop walkthrough protocol/procedure that will allow for open and timely interaction on Literacy instruction as it relates to the School Improvement Plan	Feedback to allow for dialogue on potential instructional adjustments for increased student learning	Monitoring of feedback frequency and outcomes	Principal	Fall 2017	P
1,2,3	Teachers will become more	Additional targeted	Monitoring of	Data Coach,	November 2017	P

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	adept at analyzing and responding to Lexia data, providing appropriate interventions as needed.	intervention to improve individual student reading performance; regular review of data and development of a systematic process to do so.	student usage and data analysis	Literacy Coach, Teachers		
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### PERFORMANCE CHALLENGE

**Increase student achievement in mathematics through carefully planned data analysis and collaborative efforts, leading to an enhanced instructional focus on the MA Curriculum Frameworks and pedagogy, based on the standards of Mathematical Practices.**

<b>SCHOOL AND CLASSROOM SOURCES OF DATA ANALYZED (include multiple sources when available)</b>	<b>ROOT CAUSES The 5 WHYs</b>	<b>PROBLEM OF PRACTICE</b>
i-Ready MCAS EnVisonMATH Assessments Next Generation Massachusetts Curriculum Frameworks Resource Guide to the 2011 Massachusetts Curriculum Frameworks for Students with Disabilities	As a result of the 5 WHYs process, the root cause determined for this priority was the need for further development and better utilization of the Massachusetts Curriculum Frameworks and Mathematical Standards for Practice. In addition, there is a need to better analyze data from common assessments to improve classroom instruction, ultimately enhancing individual and school-wide student performance. Developing a Curriculum (district-wide) to supplement our core program is necessary.	How can we create a culture that regularly uses a variety of data points to inform instruction through careful analysis of student feedback on performance tasks? What supports and common meeting time are we using to allow for an effective, collaborative approach to this important work including the development of Massachusetts Frameworks expertise?

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# School Improvement Plan Draft – Thomas W. Hamilton Primary School



## THEORY OF ACTION

If the Hamilton School provides support for educators on how to effectively use data, the MA frameworks for mathematics with emphasis on the standards for mathematical practice, along with effective use of differentiation to create a student-centered learning environment, then we will see improved student performance in mathematics.

## OBJECTIVE / GOAL:

To develop highly productive, student-centered instruction in mathematics through the use of:

- A data-driven learning environment where instruction is targeted based on carefully analyzed student data
- Curriculum developed on the sole basis of the Massachusetts Curriculum Framework for Mathematics *and* The Massachusetts Curriculum Frameworks for Students with Disabilities
- Pedagogy that demonstrates student-centered learning with the consistent use of the standards for mathematical practice in collaboration with developed accountable talk practices

District Lever	Action Steps/Tasks	Proposed Instructional Change	Plan for Measurement	Responsible Person / Team	Target Start Date	Status  P: Work in progress N: Not Started C: Completed
1	PD on developing teacher ownership of the Standards for Mathematical Practice, which should be transferred to students for their own age-appropriate use and understanding	Standards-Based instruction with emphasis on the mathematical practices	Teacher lesson plans/ PD action plan and results	Teachers/ Principal/ Math Coaches	January 2018	P
1,2	Develop classroom student friendly “math walls” with math practices and other pertinent math information	An area to emphasize important mathematical concepts and vocabulary for student and teacher	Classroom observations	Teachers	November 2018	N

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## School Improvement Plan Draft – Thomas W. Hamilton Primary School



		reference				
1,2	Improve content vocabulary through explicit instruction to support enhanced math instruction	Use of a math wall to emphasize important vocabulary and symbols	Classroom observations	Teachers/ Principal	November 2018	N
1,2	Utilize Data Coach to focus the data analysis of Mathematics	Increased understanding of how to effectively and efficiently use data to improve student learning	Provide training and set goals for generating useful reports	Principal, Data Team	January 2018	P
1,2	Develop Google Docs to allow us to have a secure shared access point for teachers to communicate as we work towards vertically aligning our curriculum and curriculum resources	Provide reflective documentation of focus areas and how time was utilized through common planning	Regular monitoring and feedback of appropriate professional learning discussions and through use of the Google Docs	Principal	March 2018	P
1,2	As deemed appropriate, organize students across the grade level (flexible grouping) based on strength and weaknesses within a particular unit of study. This will require close monitoring for success.	Allow for strategic opportunities to differentiate instruction providing deeper problem solving and appropriate rigor for students at their individual learning level within a particular group of standards	Check overall grade level and individual trends in achievement compared to previous years as well as current assessments	Teachers/M ath Coach	Fall 2017	P

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## School Improvement Plan Draft – Thomas W. Hamilton Primary School



1,2	Provide professional development and collaboration opportunities to increase Student Discourse. As a result, teachers will work to create an environment that has more rigorous discourse	Reflections, Action Plans, two new focus areas per grade level	Rubric, Classroom Observations	Math Leaders, Teachers	Fall 2017	P
1	Develop walkthrough protocol/procedure that will allow for open and timely interaction on mathematical instruction as it relates to the School Improvement Plan	Feedback to allow for dialogue on potential instructional adjustments for increased student learning	Monitoring of feedback frequency and outcomes	Principal/ Math Coach	Fall 2017	P

### PERFORMANCE CHALLENGE

To improve and sustain communication and engagement between the Hamilton School staff, families, and community.

SCHOOL AND CLASSROOM SOURCES OF DATA ANALYZED	ROOT CAUSES The 5 WHYs	PROBLEM OF PRACTICE
<b>Student Attendance Frequency/history of:</b> <ul style="list-style-type: none"><li>Virtual Backpack Sent; Enrollment Data</li><li>School Messenger Data Report</li><li>Parent/School Council Data and Attendance</li><li>School-wide Celebrations</li></ul> <b>Enrichment opportunities</b>	As a result of the 5 WHYs process, the root cause determined for this challenge was the development of scheduled outreach to families, community members and organizations to improve the “wrap around” (home/school) educational experience for students.	Does the Hamilton School provide opportunities for family and community engagement with an academic and social/emotional focus? Do the students and staff have opportunities to make connections with the community?

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# School Improvement Plan Draft – Thomas W. Hamilton Primary School



## THEORY OF ACTION

If we enhance communication between Hamilton staff and the community, then we will strengthen school/home relationships and increase student attendance, college & career readiness, and participation in enrichment opportunities.

**OBJECTIVE /GOAL:** To enhance and sustain communication between Hamilton School staff and the community in order to strengthen school/home relationships, increase student attendance, academic excellence, and participation in enrichment opportunities.

District Lever	Action Steps/Tasks	Proposed Instructional Change	Plan for Measurement	Responsible Person / Team	Target Start Date	Status  P: Work in progress N: Not Started C: Completed
3	Access and incorporate increased volunteer opportunities as appropriate	Utilize volunteers to facilitate groups that would otherwise run independently	Data collection of support	Principal/ Teachers	January 2018	P
2,3	Conduct a review of attendance data and use that data to engage at-risk students and their families. Develop updated attendance procedure	Assess family needs, address chronic student attendance issues, suggest additional services, as needed	Attendance data trends	Principal/ Adjustment Counselor/ School Nurse	Fall 2017	P

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## School Improvement Plan Draft – Thomas W. Hamilton Primary School



1,3	We will provide enrichment opportunities, including STEM programs, career-related (volunteer) speakers and community partners as part of our STEM lab. New science standards will be integrated as well.	Provide additional opportunities for students to prepare to develop skills for college and career so they can be competitive in a global market	Review of enrichment programs to ensure we are providing a wide range of opportunities	Principal/ Teachers	September 2018	N
1,3	We will continue to host extra-curricular events designed to involve/engage student families creating at least one new event	We will host a variety of events that engage and involve families in our school community	Review offerings and attendance and make adjustments as needed	Principal/ Teachers	Fall 2017	P
1,3	Form partnerships with Weymouth High School programs	Utilizing high school students to enhance our school success and stand in as positive role models for our students	Plan for opportunities to a partnership with the WHS and review making adjustments as needed	Principal/ Teachers	Fall 2017	P



# School Improvement Plan Draft – Thomas W. Hamilton Primary School



## PERFORMANCE CHALLENGE

Increase awareness, response, and resources for social, emotional and behavioral needs, as well as create a positive, safe and healthy environment for all Hamilton School Students.

SCHOOL AND CLASSROOM SOURCES OF DATA ANALYZED	ROOT CAUSES The 5 WHYs	PROBLEM OF PRACTICE
PBIS Data-Tier I, II, and III SWIS/Aspen Data Professional Development Rounds and Student Intervention Team Data	As a result of the five WHY's process, the root cause determined for this goal was based on the continuously increasing awareness and need to provide whole school sensitivity to students' social, emotional, and physical needs, which directly impact students' overall success in school.	Do the students at Hamilton have the opportunities and school-wide supports and programs to feel safe, supported and connected to the school? Does the school foster programs that promote school-wide interventions that improve the school climate? Are schools addressing students' well-being (emotional, social, and physical needs) as well as their academic needs? Does the staff have the tools, training, and programs needed to create warm and sensitive environments that impact a child's potential to learn?

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# School Improvement Plan Draft – Thomas W. Hamilton Primary School



## THEORY OF ACTION

If schools provide an environment that is welcoming, and sensitive to students' social/emotional/physical/learning/behavioral needs, ALL students will have the necessary supports to thrive academically as well as developmentally.

**OBJECTIVE /GOAL:** To better meet the emotional and behavioral needs of our students to enable them to achieve at their highest levels by providing supportive programs and practices that focus on building a positive school culture and providing support to educators in understanding the impact of trauma as it relates to students' learning.

District Lever	Action Steps/Tasks	Proposed Instructional Change	Plan for Measurement	Responsible Person / Team	Target Start Date	Status  P: Work in progress N: Not Started C: Completed
1,2	School Leadership Team will participate in its third year of Tier I training and implementation of PBIS (Positive Behavioral Interventions and Supports);	Rules, routines, and school-wide expectations will result in a positive school climate and a decrease in negative	Student Behavior Data from X2/SWIS,	Administration, PBIS Leadership Team	Fall 2017	C

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## School Improvement Plan Draft – Thomas W. Hamilton Primary School



		school behavioral issues				
	This will include initial work in Tier II PBIS and Tier I classroom work.	Interventions for students who are not responding effectively to Tier 1 PBIS	Data from X2/SWIS,	Principal/ Tier 2 Team	Fall 2018	N
1,2	School Leadership Team will continue to develop PBIS Action Plan for implementation and continuation ensuring sustainability	Shared PBIS vision for the school and increased understanding of PBIS for all stakeholders	Action Plan items timeline completion; Regular events that focus on PBIS	Administration, PBIS Leadership Team	Fall 2017	P
2,3	The school will continue to engage students in the Peacebuilders curriculum to foster a safe, non-bullying learning environment; a more deliberate approach will be put in place	Build a more positive learning environment that develops great citizenship	Completion of monthly themes through classroom instruction	Principal/ Teachers	Fall 2017	P
1	Staff will participate in professional development to better understand the effects of trauma on students' learning	Staff will become more aware and sensitive to meeting the emotional needs of students	Continued discussions and learning about trauma-sensitive schools	Principal/ Teachers	Fall 2017	P
2	Hamilton will continue to provide a process to identify and provide appropriate supports for students with social/emotional needs through a "Rounds" format (Tier II/Tier III) while enhancing this process through PBIS	Rounds Team to consist of the principal, teachers, school nurse, adjustment counselor, school psychologist to meet weekly to look at attendance and	Rounds Notes	Rounds Team	Fall 2017	P

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# School Improvement Plan Draft – Thomas W. Hamilton Primary School



		behavioral issues as they relate to school progress				
Focus Area	Plan for Measurement	Responsible Person / Team	Target Start Date	Status		
				P: Work in progress N: Not Started C: Completed		
PROFESSIONAL DEVELOPMENT PLAN FOCUS AREAS 2017-2021						
SRSD writing model	analysis, coaching support/training	Principal/ Literacy Coach	Fall 2017	P		
PBIS Tier II, Tier III	SWIS/Aspen data analysis/Intervention Development	Adjustment Counselor, PBIS team, Principal	Fall 2018	N		
Parent/Family Involvement	Level of Volunteerism, percentage increase in communication, parent understanding of school goals	Principal	Fall 2017	P		
Ensure math curriculum is tightly aligned to the MA frameworks with student learning depth and practices at a level intended by the standards and mathematical practices	Observation, assessment, data analysis, math coach support	Principal/ Math Coach/ Curriculum Leaders	Fall 2017	P		
Effective Use of technology to support teaching practices	Conferencing, observation, analysis of use of technology and programs	Principal/ Math Coach/ Literacy Coach/ IT support	Fall 2017	P		
Ensure literacy and ELA is tightly aligned to	Observation, assessment, data	Principal/ Literacy Coach/	Fall 2017	P		

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# School Improvement Plan Draft – Thomas W. Hamilton Primary School



the MA frameworks with student learning depth and practices at a level intended by the ELA and literacy standards for reading, listening, speaking and writing	analysis, literacy coach support	Curriculum Leaders		
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*Respectfully Submitted on November 14, 2018*

*Updated on 11/14/18*