

HAMILTON EL SCH

1300 Wabank Rd

TSI Title 1 School Plan | 2021 - 2022

Steering Committee

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Vision for Learning

Through a partnership between home and school, Hamilton Elementary School embraces diversity and cultivates life-long learners to become productive members of society.

Summary Of Strengths and Challenges

Strengths

Strength	Consideration In Plan
PSSA ELA: Academic growth score in ELA was 72/100.	No
PSSA ELA: Students considered Economically Disadvantaged were 36% Proficient or Advanced.	No
PSSA Science: Students considered Economically Disadvantaged were 52% Proficient or Advanced.	No
PSSA Science: 53% of students were Proficient or Advanced in Science.	No
PSSA ELA: Hispanic Student Group had positive growth (73/100).	No
PSSA Science: Hispanic Student Group had higher growth (69/100) than the All Student Group (66/100).	Yes
PSSA Mathematics: Academic growth score in Mathematics was 65/100.	No
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community.	No
Implement an evidence-based system of schoolwide positive behavior interventions and supports.	No
96.8% of students met the Career Standards Benchmark	Yes

Challenges

Challenge	Consideration In Plan
PSSA ELA: Black student group performance in ELA (22.7%) is lower than Hispanic (31.4%) and White (57.1%) groups.	No
PSSA ELA: Hispanic Student Group ELA performance (31.4%) is lower than White Student Group ELA performance (57.1%).	Yes
PSSA Mathematics: Black Student Group performance in Mathematics (18.2%) is lower than White Student Group performance (35%).	No
PSSA Mathematics: Hispanic Student Group performance in Mathematics (19.5%) is lower than White Student Group performance (35%).	No

PSSA Mathematics: 24% of students were Proficient or Advanced in Mathematics.	No
	No
96.8% of the All Student Group met the Career Standards Benchmark, which is below the Statewide Performance Standard of 98%.	No
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.	Yes
Collectively shape the vision for continuous improvement of teaching and learning.	No
Implement a multi-tiered system of supports for academics and behavior.	No
PSSA ELA: 37% of students were Proficient or Advanced.	Yes
	No
Hispanic Student Group performance trails the White Student Group performance in PSSA ELA, Mathematics, and Science.	No
PSSA Science: English Learners were 20% Proficient or Advanced in Science.	No
PSSA ELA: English Learners were 3% Proficient or Advanced in ELA.	Yes
PSSA Mathematics: English Learners were 0% Proficient or Advanced in Mathematics.	No
PSSA Science: Academic growth score in Science was 66/100.	No
	No

Most Notable Observations/Patterns

After reviewing school level ELA data, the School Improvement Team noted that student achievement begins to dramatically drop off in grade 2. The School Improvement Team recognizes the importance of school climate and culture on all aspects of school operations.

Analyzing Strengths and Challenges

Strengths

Strength	Discussion Points
PSSA Science: Hispanic Student Group had higher growth (69/100) than the All Student Group (66/100).	Positive growth in PSSA Science is not translating to consistently to increase in Proficient or Advanced.
96.8% of students met the Career Standards Benchmark	Continue to build College and Career culture with students and make connections between content and how it is used in college or industry.

Challenges

Challenge	Discussion Points	Priority For Planning	Priority Statement
PSSA ELA: Hispanic Student Group ELA performance (31.4%) is lower than White Student Group ELA performance (57.1%).	Need to increase support for students in the Hispanic subgroup, which will translate to an increase in performance across the building on PSSA tests.	Yes	If instructional leaders provide timely and systematic feedback on ELA instructional practices that includes actionable feedback and professional development, then there will be an increase in student growth and achievement.
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.	Continued supports for students at Tier 1 & Tier 2 will ensure a productive learning environment for all students. Continued consistency with PBIS will support students who are transient and ensure consistency across the building.	Yes	By establishing and implementing clear procedures, policies, and expectations which support MTSS, there will be fidelity of implementation as evidenced by improved outcomes.
PSSA ELA: 37% of students were Proficient or Advanced.	Inconsistent achievement with what is seen in SchoolPace based on the ARC data.	No	
PSSA ELA: English Learners were 3% Proficient or Advanced in ELA.		No	

Goal Setting

Priority: If instructional leaders provide timely and systematic feedback on ELA instructional practices that includes actionable feedback and professional development, then there will be an increase in student growth and achievement.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Essential Practices 1: Focus on Continuous Improvement of Instruction	By June 2021, 75% of Hamilton students in kindergarten through second grade will be On Target for their IRLA reading level as measured by IRLA data entered into SchoolPace.	ELA K-2	By October 29, 2021, all Hamilton students will have baseline IRLA scores entered into SchoolPace.	By January 28, 2022, 50% of Hamilton students in kindergarten through second grade will be On Target for their IRLA reading level.	By March 17, 2022, 66% of Hamilton students in kindergarten through second grade will be On Target for their IRLA reading level.	By June 1, 2022, 75% of Hamilton students in kindergarten through second grade will be On Target for their IRLA reading level.

Priority: By establishing and implementing clear procedures, policies, and expectations which support MTSS, there will be fidelity of implementation as evidenced by improved outcomes.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Essential Practices 3: Provide Student-Centered Support Systems	By June 2022, 95% of building staff will implement Tier 1 MTSS practices that will continually improve student outcomes, as measured by the Tiered Fidelity Inventory (TFI).	PBIS/MTSS (TFI)	By October 29, 2021, 100% of Hamilton students will receive introductory Tier 1 lessons from staff members.	By January 28, 2022, 75% of building staff will implement Tier 1 MTSS practices with fidelity.	By March 17, 2022, 85% of building staff will implement Tier 1 MTSS practices with fidelity.	By June 1, 2022, 95% of building staff will implement Tier 1 MTSS practices with fidelity.
Essential Practices 3: Provide Student-Centered Support Systems	By June 2022, Hamilton will have a 15% reduction in overall office referrals from the 2019-2020 school year as measured by Synergy data.	PBIS/MTSS (Referral)	By October 29, 2021, all Hamilton staff will receive professional development in office referral entry and Tier 1 classroom management strategies.	By January 28, 2022, Hamilton will have a 5% reduction in overall office referrals as compared to January 2020 data.	By March 17, 2022, Hamilton will have a 10% reduction in overall office referrals as compared to March 2020 data.	By June 1, 2022, Hamilton will have a 15% reduction in overall office referrals from the 2019-2020 school year.

Action Plan

Action Plan for: Create classroom behavioral systems and behavioral expectations School-Wide Positive Behavioral Interventions and Support (PBIS) (PA Evidence Resource Center- Tier 2) "The multilevel results indicated significant effects of SWPBIS (School-Wide Positive interventions and Supports) on children's behavior problems, concentration problems, social-emotional functioning and prosocial behavior (better emotional regulation and more prosocial behavior). Children in SWIPBIS schools also were 33% less likely to receive an office discipline referral than those in comparison schools. The effects tended to be strongest in children who were first exposed to SWIPBIS in kindergarten." (Bradshaw et al., 2012)

Measurable Goals		Anticipated Output		Monitoring/Evaluation	
<ul style="list-style-type: none"> PBIS/MTSS (Referral) PBIS/MTSS (TFI) 		By June 2022, 95% of building staff will implement Tier 1 MTSS practices that will continually improve student outcomes, as measured by the Tiered Fidelity Inventory (TFI). By June 2022, Hamilton will have a 15% reduction in overall office referrals from the 2019-2020 school year as measured by Synergy data.		Leadership team monitoring Synergy discipline data monthly and sharing with staff members. PBIS team monitoring meeting agendas and minutes to ensure that areas of the TFI are adequately covered and supported by PBIS team members. Informal and formal observations of staff to track the effectiveness in classrooms and across the building. Solicit input from families around their impressions of PBIS and SEL initiatives across the building.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Ensure classrooms have aligned classroom behavioral systems and behavioral expectations.	08/23/2021	10/29/2021	Principal Assistant Principal	Schoolwide schedule for introductory Tier 1 lessons, staff PD around Tier 1 expectations and supports, communicate Tier 1 expectations and goals to families. - Title 1 expenditures include PAC/PTO food and childcare during meetings to introduce PBIS concepts.	Yes
Implement student recognition opportunities (daily, weekly, monthly, quarterly) to recognize positive student behaviors.	08/23/2021	10/29/2021	Principal Assistant Principal	Incentives for students, time for PBIS team meetings, scheduling student recognition opportunities - Title 1 expenditure: building assistant paid through Title 1 funds supports the PBIS school store which provides incentives to students.	No
Conduct informal walkthroughs to gather and track data on Tier 1 implementation process across the building.	08/23/2021	06/01/2022	Principal Assistant Principal	Walkthrough schedule, iObservation platform for documentation - Title 1 expenditure : Instructional Coach providing coaching cycles to support Conditions for Learning in classrooms.	No
Communicate PBIS and SEL initiatives, goals, and systems to parents and community members.	08/23/2021	10/29/2021	Principal Assistant Principal	PAC/PTO meeting time, communications home to families via Class Dojo or Aptegey - Title 1 expenditure: Food and childcare during PAC/PTO meetings to support families.	No
Provide professional development to staff on PBIS concepts, best practices, and connections between PBIS	08/23/2021	06/01/2022	Principal Assistant Principal	Time during professional development, time during grade level team meetings, individualized supports for teachers - Title 1 expenditures: Instructional Coach paid through Title 1 district funds.	Yes

and district-wide SEL initiatives (RP, CPI, RULER, Equity)					
Create and monitor Tier 2 and Tier 3 individualized student support plans through MTSS in Synergy	08/23/2021	06/01/2022	Principal Assistant Principal	Time during grade level team meetings and MTSS team meetings, professional development on effective MTSS plans - Title 1 expenditure: Building assistant paid through Title 1 funds providing Tier 2 and Tier 3 supports for students around the building.	Yes

Action Plan for: Align Classroom Observations with Professional Development (Research Briefs and Evidence Ratings- Strong, ESSA Tier 1) Several experimental studies have documented positive impact impacts of teachers receiving feedback through self, peer, and principal classroom observations (e.g.,see Kane, Gehlbach, Greenberg, Quinn, & Thai, 2015; Steinberg & Sartain, 2015). Hattie’s research additionally shows strong effect sizes for “micro-teaching”, which includes teachers’ reviewing their lessons for evaluation purposes. <https://www.evidenceforpa.org/strategies/212> --- Tier 3 Teachers’ demonstration of explicit lesson design and delivery components changed positively and directive coaching had a positive impact on teachers’ competence and confidence.” (Hammond & Moore, 2018)

Measurable Goals		Anticipated Output		Monitoring/Evaluation	
<ul style="list-style-type: none"> ELA K-2 		By June 2021, 75% of Hamilton students in kindergarten through second grade will be On Target for their IRLA reading level as measured by IRLA data entered into SchoolPace.		Informal and formal observations of staff to track effectiveness and trends. Review of lesson plan documents from teachers. Instructional Rounds with district staff. Use of internal Google document to track observations and elements observed. Tracking of data in SchoolPace to look for trends and areas of need.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Provide professional development to teachers in kindergarten through fifth grades on ARC (American Reading Company) - including ARC Core.	08/23/2021	06/01/2022	Principal Assistant Principal Instructional Coach	Professional development time during early release, time during grade level data team meetings, time during ARC coaching meetings, SchoolPace, ARC Core curriculum materials - Title 1 expenditures: Instructional Coach paid through Title 1 district funds.	Yes
Teachers, with the support of building Leadership Team, will administer the Independent Reading Level Assessment (IRLA) at the beginning of the year to determine the baseline reading level of students.	08/23/2021	10/29/2021	Classroom teachers MLL teachers Special Education teachers Principal Assistant Principal Instructional Coach	IRLA, SchoolPace, ARC Core curriculum materials - Additional IRLA copies purchased through Title 1 funds for ELD and Learning Support teachers.	No
Teachers will write ELA lesson plans that focus on PA Core Standards & ARC Core program to drive Standards-aligned Learning Targets, rigorous tasks, and appropriately aligned taxonomy.	08/23/2021	06/01/2022	Classroom Teachers Principal Assistant Principal Instructional Coach	PA Core Standards, ARC Core materials, Marzano's taxonomy documents, time during grade level team meetings - - Title 1 expenditures: Instructional Coach paid through Title 1 district funds.	Yes
Engage families in at-home reading through the ARC 100 Book Challenge and ARC Core program.	08/23/2021	06/01/2022	Classroom teachers Principal Assistant Principal Instructional Coach	Time during PAC/PTO meetings, parent engagement nights connected to literacy - Title 1 expenditures include food purchases for PAC/PTO meetings and childcare for PAC/PTO meetings.	No
Engage Hamilton's Instructional Coach and Exceptional Student Specialist in supporting	08/23/2021	06/01/2022	Instructional Coach Exceptional Student Specialist Principal	Time during grade level team meetings, coaching schedules for grade levels or individual teachers - - Title 1 expenditures:	No

teachers where necessary around ELA (classroom modeling, 1-1 coaching, grade level team meetings, individual teacher supports)			Assistant Principal	Instructional Coach paid through Title 1 district funds.	
Provide on-going professional development to teachers in Kindergarten through fifth grade to utilize the ELA Curriculum and Instruction guides, PA ELA Standards, ARC Core to plan instruction using the framework for developing Learning Targets, rigorous tasks, and taxonomy alignment	08/23/2021	06/01/2022	Classroom Teachers Instructional Coach Principal Assistant Principal	ELA Curriculum and Instruction Guides, ARC Core materials, Professional Development time with teachers and grade levels, FTEM - - Title 1 expenditures: Instructional Coach paid through Title 1 district funds.	Yes

Professional Development Action Steps

Evidence-based Strategy	Action Steps
<p>Create classroom behavioral systems and behavioral expectations School-Wide Positive Behavioral Interventions and Support (PBIS) (PA Evidence Resource Center- Tier 2) "The multilevel results indicated significant effects of SWPBIS (School-Wide Positive interventions and Supports) on children's behavior problems, concentration problems, social-emotional functioning and prosocial behavior (better emotional regulation and more prosocial behavior). Children in SWIPBIS schools also were 33% less likely to receive an office discipline referral than those in comparison schools. The effects tended to be strongest in children who were first exposed to SWIPBIS in kindergarten." (Bradshaw et al., 2012)</p>	<ul style="list-style-type: none"> • Ensure classrooms have aligned classroom behavioral systems and behavioral expectations. • Provide professional development to staff on PBIS concepts, best practices, and connections between PBIS and district-wide SEL initiatives (RP, CPI, RULER, Equity) • Create and monitor Tier 2 and Tier 3 individualized student support plans through MTSS in Synergy
<p>Align Classroom Observations with Professional Development (Research Briefs and Evidence Ratings- Strong, ESSA Tier 1) Several experimental studies have documented positive impact impacts of teachers receiving feedback through self, peer, and principal classroom observations (e.g.,see Kane, Gehlbach, Greenberg, Quinn, & Thai, 2015; Steinberg & Sartain, 2015). Hattie's research additionally shows strong effect sizes for "micro-teaching", which includes teachers' reviewing their lessons for evaluation purposes. https://www.evidenceforpa.org/strategies/212 -- - Tier 3 Teachers' demonstration of explicit lesson design and delivery components changed positively and directive coaching had a positive impact on teachers' competence and confidence." (Hammond & Moore, 2018)</p>	<ul style="list-style-type: none"> • Provide professional development to teachers in kindergarten through fifth grades on ARC (American Reading Company) - including ARC Core. • Teachers will write ELA lesson plans that focus on PA Core Standards & ARC Core program to drive Standards-aligned Learning Targets, rigorous tasks, and appropriately aligned taxonomy. • Provide on-going professional development to teachers in Kindergarten through fifth grade to utilize the ELA Curriculum and Instruction guides, PA ELA Standards, ARC Core to plan instruction using the framework for developing Learning Targets, rigorous tasks, and taxonomy alignment

Professional Development Activities

PBIS						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Ensure classrooms have aligned classroom behavioral systems and behavioral expectations. Provide professional development to staff on PBIS concepts, best practices, and connections between PBIS and district-wide SEL initiatives (RP, CPI, RULER, Equity) Create and monitor Tier 2 and Tier 3 individualized student support plans through MTSS in Synergy 	Teachers, support staff	Tier 1 PBIS, MTSS, connections to other district SEL initiatives (RP, CPI, RULER, Equity)	Classrooms	Principal Assistant Principal	08/23/2021	10/29/2021
Learning Formats						
Type of Activities	Frequency		Danielson Framework Component Met in this Plan		This Step Meets the Requirements of State Required Trainings	
Inservice day	Once				Trauma Informed Training (Act 18)	

PBIS

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Ensure classrooms have aligned classroom behavioral systems and behavioral expectations. Create and monitor Tier 2 and Tier 3 individualized student support plans through MTSS in Synergy 	Teachers, support staff, families	Connecting PBIS with other district-wide SEL initiatives to reduce overlap and confusion.	Staff implementing PBIS & SEL initiatives with fidelity in their classrooms. Families are more knowledgeable about SEL supports for their students.	Principal Assistant Principal	08/23/2021	06/01/2022

Learning Formats

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Once during PAC/PTO Meeting		Trauma Informed Training (Act 18)
Inservice day	Once		
Professional Learning Community (PLC)	During monthly grade level team meetings		Trauma Informed Training (Act 18)

K-2 ELA

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Provide professional development to teachers in kindergarten through fifth grades on ARC (American Reading Company) - including ARC Core. Teachers will write ELA lesson plans that focus on PA Core Standards & ARC Core program to drive Standards-aligned Learning Targets, rigorous tasks, and appropriately aligned taxonomy. Provide on-going professional development to teachers in Kindergarten through fifth grade to utilize the ELA Curriculum and Instruction guides, PA ELA Standards, ARC Core to plan instruction using the framework for developing Learning Targets, rigorous tasks, and taxonomy alignment 	Teachers	ARC Core, PA Core Standards, Target/Task Alignment, Rigorous Tasks, Student engagement, taxonomy levels of lessons and student questions	Target/task alignment in classrooms, students exposed to rigorous tasks and require deeper levels on the Marzano taxonomy, greater student engagement	Principal Assistant Principal Instructional Coach	08/23/2021	06/01/2022

Learning Formats

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Professional Learning Community (PLC)	Monthly grade-level team meetings		Language and Literacy Acquisition for All Students
Professional Learning Community (PLC)	ARC Coaching opportunities with ARC Coach		Language and Literacy Acquisition for All Students
Workshop(s)	During early release time in October, December, January, and March		Language and Literacy Acquisition for All Students