

School Improvement Plan 2022-2023

SCHOOL NAME: Hamilton Avenue School

SIP Membership	
Name	Role in School
Diane Fox	Principal
Patrice Elmlinger	Kindergarten
Jennifer	First Grade
Rebecca Fox	Second Grade
Kim Ledonne	Third Grade
	Fourth Grade
Cathy Byrne	Fifth Grade
Randi & Pam	Math Interventionist
Eric Lane & Cherisse Barrett	Specialists
Celeste Vigliotti	Special Education

Introduction to your SIP/
School Profile

(approximately 100
words)

As a district we are focused on high-level achievement for all students. The district goals for all fourth graders to be on grade level in reading and all 8th graders to be on target for algebra have helped us focus on the steps necessary to provide our students the foundation they need in the early years, and throughout elementary school, in order for them to meet these targets successfully.

At Hamilton Avenue STEAM Magnet School we are very optimistic that we are now returning to pre-pandemic ideals and expectations and are redoubling our efforts to get back to research-based successful instructional practices. Our new MTSS process will provide a roadmap for ensuring all students are on target to meet their goals.

The Big Ideas math program has already helped us to get our students back on track for excellence in math and we will continue to focus on this area.

We also believe by focusing on our student's and staff's social and emotional well-being, including developing mindfulness and making personal connections to others, they will develop the skills necessary to respond to failures and successes with reflection and resilience.

"The pandemic has further illuminated the need for SEL to care for ourselves, our students, and their families. COVID-19 has also exposed existing inequities in education and may fundamentally change how we conceive of school. Now more than ever, we must call upon our empathy, resilience, relationship building, and collective resolve as we innovate and rebuild our education systems."
Schlund and Weissberg (CASEL), May 2020

We also strongly believe in a strong home-school connection where parents are truly our partners in learning. **Families As Partners In Learning** is a program to build and strengthen family engagement that all eleven GPS elementary schools will be implementing this year. At the core of the family, engagement is the ability of teachers and families to share important information that will support the student's learning and achievement. The first strategy in this program is the Welcome Calls that general classroom, Special Education, English Language learners, and Advanced Learning program teachers are making to their students' families this month. Teachers learning about the student through the lens of parents is essential at any time during the school year but can provide a headstart on being able to serve a student well at the beginning of the year. We look forward to adding more tools for teachers and

	families during the year, to strengthen family engagement and build the kind of partnerships that support student success.
Equity Vision Statement (approximately 50 words)	As a school community, we believe that building a positive learning environment, where all members are valued and respected for their unique strengths and differences, is fundamental to student success. By fostering a sense of curiosity and a love of learning in our students, we help them become responsible, self-motivated learners. Our focus is on building social-emotional capacities while also increasing the level of cognitive engagement for our students. By providing rigorous tasks, opportunities to work together collaboratively, and developing student agency, we are helping all of our students to be successful.

Strategic Plan Goals - Vision of the Graduate Capacities: (Right-click on the box and select the ✓ to identify the capacities that apply)

The Vision of the Graduate provides an aspirational goal linked to community values and expectations for academic, interpersonal, and social skills.

Academic Capacities

- ✓ Master a Core body of knowledge
- ☐ Pose and pursue substantive questions
- ✓ Critically interpret, evaluate, and synthesize information
- ☐ Explore, define, and solve complex problems
- ☐ Generate innovative, creative ideas and products

Personal Capacities

- ☐ Be responsible for their own mental and physical health
- ✓ Conduct themselves in an ethical and responsible manner
- ☐ Recognize and respect other cultural contexts and points of view
- ☐ Pursue their unique interests, passions, and curiosities
- ✓ Respond to failures and successes with reflection and resilience

Interpersonal Capacities

- ☐ Communicate effectively for a given purpose
- ☐ Advocate for ideas, causes, and actions
- ✓ Collaborate with others to produce a unified work and/or heightened understanding
- ☐ Contribute to the community through dialogue, service, and/or leadership

GOALS:

Goals: (Written in SMART language)		Goal Rationale: (Explain why your building chose each of these goals in approximately 100 words per goal.)
Academic	<p>51% of students in grades 2-5 will meet or exceed their desired growth goal by Spring 2023 in Math.</p> <p>The baseline for HAS-46%</p>	<p>Based on our year-over-year SBA data, as well as our students' performance in the classroom, it is evident we should continue to focus on our instructional practices in the area of math. We are making progress in this area and want to continue this trajectory.</p> <p>VOG alignment: Master a Core body of knowledge. Critically interpret, evaluate, and synthesize information</p>
Student SEL Goal	<p>The percent of students responding favorably to the section- School Belonging on the GPS Survey will increase to 71%</p> <p>Baseline for HAS-66% (district average 70%)</p>	<p>School climate and fostering a sense of belonging for our students continues to be an area of needed improvement based on our GPS Survey Results. We also recognize that a positive school climate, where students feel a sense of belonging, has a direct impact on student performance. We believe by focusing on our student's emotional well-being and helping them to feel part of a school community will help them to respond to failures and successes with reflection and resilience.</p> <p>VOG alignment: Conduct themselves in an ethical and responsible manner. Respond to failures and successes with reflection and resilience. Collaborate with others to produce a unified work and/or heightened understanding.</p>

<p>FaCE Goal</p>	<p>The percent of parents responding favorably to the section Home School Connection on the GPS Survey will increase to 90%</p> <p>Baseline for HAS is 86% (district average 79%)</p>	<p>Parent Engagement is a critical component of school and student success. This is an area of focus of the District Strategic Plan and, while Hamilton Avenue School parents answered quite favorably to the survey questions, we would like to continue to build on our success with regard to home school connection at Hamilton Avenue School.</p>
<p>Teacher/Staff School Climate</p>	<p>The percentage of staff responding favorably to the section School Climate on the GPS Survey will increase to 55%.</p> <p>Baseline for HAS is 44%</p>	<p>This is an area of focus of the District Strategic Plan and a significant area of needed improvement in the school according to the GPS Survey Results.</p>

ACTION PLAN:

Strategy: (For each strategy, list the steps that will be implemented to accomplish the strategy.)	Timeline	Person(s) Responsible:	Impact on Learning	Any Revisions	Date Complete
<p><u>Academic Goal- Math</u></p> <p><u>STRATEGY– Implementation of the MTSS process with Fidelity focused on targeted Core Instruction and TIER ONE Intervention.</u></p> <p>Actions-</p> <p>1. Teachers will use Benchmark Assessments in LinkIt!, as well as curriculum-based unit assessments, to create small groups based on specific skills for targeted instruction for both reteaching and enrichment.</p> <p>2. Teachers will use the IXL Diagnostics to create specific pathways for students to practice with skills using the IXL platform and to</p>	<p>October, and January for Linkit and after each unit assessment</p> <p>Beginning in September and then ongoing</p>	<p>Administrators All staff who teach math, SDT</p> <p>Administrators All staff who teach math</p>	<p>Student understanding and performance in math will be improved. Reteaching and Enrichment will be provided to meet the needs of all students.</p> <p>Student performance in math will improve as they focus on targeted instruction</p>		

support targeted, small group instruction	throughout the year				
3. Teachers will use all available assessment data to determine areas of need and create targeted TIER ONE Interventions using the <i>BIM Math Cohesive Progressions</i> for specific students	Beginning end of September and Ongoing	Administrators All staff who teach math	Students in need of support will be identified and interventions put in place.		
4. Students who are continuing to struggle even after a six-eight week TIER One intervention will be discussed by the MTSS team and a Tier two or three intervention created	Beginning end of October and ongoing	Administrators, All staff who teach math and the Interventionists	Student performance in math will be improved as students in need of support are identified and more intense interventions are put in place.		
5. Teachers will utilize and analyze Unit assessment data and IXL data for the creation of small group instruction such as stations or playlists.	Beginning in September and then ongoing through the year	Administrators All staff who teach math	Student understanding and performance in math will be improved. Reteaching and Enrichment will be provided to meet the needs of all students.		
6. Staff will invite selected students to After School or Vacation Camps with a parental component to boost academic performance.	November - May February Break	Administrators / Staff	Student understanding and performance in math will be improved. Reteaching and Enrichment will be provided to meet the needs of all students.		

7. Teams will use Building-based meetings to analyze data to plan Tier One instruction	monthly	Administrators / Staff/specialists	Student performance in math will improve as they focus on targeted instruction.		
8. Teachers will utilize and supplement Big Ideas Math to meet the needs of our students through regular meetings with the district Math Coordinator and/or district academic consultant.	Monthly	Math Coordinator / Administrators / consultant/ Staff	Student performance in math will improve as they focus on targeted instruction		
9. Administration will visit every class, every week and provide feedback to enhance teaching practices to support and stretch student learning	Weekly	Administrators/coordinators.consultant	Student understanding and performance in math will be improved. Reteaching and Enrichment will be provided to meet the needs of all students.		
10. Administration and support staff will inventory and determine referral process for both school and community supports to help support identified struggling students and to stretch student performance	fall, 2022	Administration/specialist staff/coordinators /community partners	Student understanding and performance in math will be improved. Reteaching and Enrichment will be provided to meet the needs of all students.		

<p><u>Staff and Student SEL- STRATEGY--The Safe School Climate Committee and PBIS team will focus on increasing positive school climate and school belonging..</u></p> <p>Actions-</p> <p>1. Monthly spirit days and celebrations as a school on Fridays. Students and the SSCC will run different special activities and recognitions to support and promote positive behavior and school norms.</p> <p>2. With the assistance of our student council, we will refine and expand the leadership opportunities for fourth and fifth-grade students</p> <p>3. Continue to work on the implementation of PBIS, Second Step, and Mindfulness practices.</p> <p>4. Use “Husky Paws” (or other mutually agreed upon token) to notice and celebrate positive behavior</p>	<p>Monthly</p> <p>Begin implementation by November</p> <p>All year</p> <p>All year</p>	<p>Safe School Climate Coordinator, and SSCCommittee/and PBIS team</p> <p>Administration and the Social Worker</p> <p>SSCC Coordinator, all staff</p> <p>SSCC, all staff</p>	<p>More time will be focused on learning as less time should be spent on behavior incidents and reminders.</p> <p>The level of behavior incidents in fourth and fifth grade will decrease and more time will be spent on learning.</p> <p>More time will be focused on learning and less time spent on behavior incidents and reminders.</p> <p>Focusing on recognition for positive behavior and celebrating will enhance our overall climate</p>		
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5. Teachers will refer and the social worker and school psychologist will connect with students having difficulties with social situations, school anxiety or other worries	All year	Teachers/PPS staff	and encourage students to follow the norms. Students will demonstrate less signs of anxious behavior and will attend school regularly.		
6. The SSCC and admin team will focus on gathering information and creating activities designed to increase the students' sense of belonging at school.	All year	SSCC and Admin	Students will feel a greater sense of belonging and school connection		
7. Create a calendar of Events to boost morale and school climate	All year	Administration	Boosting morale and school climate will lead to better outcomes for all!		
9. Installation of signage to operationalize the school norms	Fall, 2022	Administration/P BIS committee			

FACE- STRATEGY-

Provide Parents with Frequent and Timely Communication to build capacity and make them partners in learning.

Actions-

1. The district Parent Engagement consultant will provide professional development to teachers in the form of workshops and specialized newsletters.

2. Teachers will make welcome calls to all parents of students in their classrooms the first few weeks of school. Calls will follow the guidelines in the Welcome Call Guide.

3. Principal to speak and present academic and general updates at PTA meetings and class coffees

August, November
and ongoing

By October 31st

All PTA meetings
and class coffees

All Certified Staff
Building Admin

Classroom
Teachers, ALP
Teachers, ELL
teachers, Special
Education
Teachers, and
Interventionists

Principal

Teachers will be better prepared
to hold positive and productive
conversations with their students'
parents

All families will have received a
phone call by the end of October
and Parents will be
knowledgeable about what is
happening in school and feel
connected and updated.

Parents will be knowledgeable
about what is happening in
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4. Weekly parent <i>Hamilton Avenue Update</i> Smore newsletter	Every Friday	Principal	Parents will be knowledgeable about the grade level curriculum and events and will be prepared to support their child.		
5. Monthly grade-level academic newsletters	Monthly	Grade Level teams	Parents will be knowledgeable about the curriculum and prepared to support their children.		
6. Specialists will send home at least one newsletter per marking period.	Trimester	Art, Music, PE, Library Media	Parents will be knowledgeable about the Specials curriculum and prepared to support their child.		
7. Provide opportunities for parent involvement through PTA Volunteer opportunities	Ongoing	PTA, Principal	Parents will feel included and connected to the HAS Community at large.		
8. Teachers can send a notification to families about PTA events	Ongoing	Teachers	Parents will be knowledgeable about the events and prepared to support their child.		
9. Send parents a positive note (email/postcard/call)	One time per child per year	Classroom Teachers, ALP Teachers, ELL teachers, Special Education Teachers, and Interventionists	Parents will have additional information to support report card and conference data		

10. Systematic approach to Invite parents in (classroom/building) to share learning/do an activity together/ be a guest reader and/or “Math Night”	2x per year	Staff/Administrati on	Parents will be knowledgeable about the curriculum and prepared to support their child.		
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