

# Hamilton Elementary Schools 2017-2018 School Improvement Plan Loudoun County Public Schools

**Needs Assessment Summary:**

Hamilton is safe, students and adults care about each other and learning is a top priority. This evidence is clear in our perceptual data, discipline data and attendance data. Possible root causes include the staff commitment to PBIS. Meeting agendas and PBIS action plan detail a specific PBIS plan that addresses positive reinforcement along with teaching and review of school-wide expectations. In addition to the common language throughout the school, Hamilton has two Autism programs and teachers work together to teach students about learning differences. Hamilton has a peer buddy program that encourages sensitivity and understanding of others. The school counselor teaches character traits and we award a Hamilton character student of the month. All of these efforts create a climate where people treat each other with respect, minimizes discipline issues and makes Hamilton a place where students want to come.

Teachers at Hamilton are committed to PBL and planning lessons that align with scope and sequence, include learning targets, direct, guided and independent practice, cooperative learning and use of assessment to drive instruction. While teachers are committed to PBL and lesson planning, they found it a struggle to plan lessons that included both authentic challenging problems that also included significant content. An area of focus will be integrating essential elements throughout instruction, not just through PBL experiences. In addition, even though teachers feel that using technology in learning and daily life enhances both, integrating technology in instruction and utilizing technology to identify and solve authentic problems and collaborate with others was minimal. Professional development is needed in order to make teaching and learning technology enabled for deeper learning.

The few behavior problems that Hamilton had were due to inappropriate use of devices. Digital citizenship lessons were delivered mainly by the Instructional Facilitator of Technology and structures were not in place to teach and reinforce technology expectations.

Hamilton's reading, math and science SOL scores declined from the previous year for all students, economically disadvantaged and students with disabilities. 2016-2017 school year was the first year of implementation of Reader's Workshop and scores reflect an implementation dip. Due to the implementation of a new reading program, practices that were in place to ensure success were not implemented in the 2016-2017 school year. These include implementing Responsive Instruction in grades 3-5, not consistently use Power School for assessments as had been done in previous years and less of a focus on skill instruction, especially with students with disabilities. Hamilton teachers are SOL driven and I would like to continue to create an environment where risk taking is encouraged and celebrated for students and staff.

Many of the areas of growth can be monitored through lesson plans, observations and walk throughs, which means that closer monitoring and feedback of plans from administrator to teachers is necessary in the 2017-2018 school year.

<b>Objective</b>	<b>The school focuses on instructional improvements.</b>	
	1. The school leadership team will facilitate differentiated professional development.	
	Action Steps	<ol style="list-style-type: none"> <li>1. Writer's Workshop</li> <li>2. Digital teaching and learning</li> </ol>

		3. PBL essential elements
	Quarter 1 Status:	
	Quarter 2 Status:	
	Quarter 3 Status:	
	End of Year Status:	
	2. School leadership will provide ongoing explicit feedback and support to teachers on lesson planning and delivery.	
	Action Steps	<ol style="list-style-type: none"> <li>1. Bi-weekly observation of Reader's Workshop components with feedback</li> <li>2. Use lesson plan review form to provide feedback to teachers on lesson planning</li> <li>3. Peer observation or self-observation</li> <li>4. Coaching from reading specialist on components of the Pathways framework</li> </ol>
	Quarter 1 Status:	
	Quarter 2 Status:	
	Quarter 3 Status:	
	End of Year Status:	
<b>Objective</b>	<b>The school focuses on the achievement of all students.</b>	
	1. The school will support students in need of intervention and enrichment using a multi-tiered system.	
	Action Steps	<ol style="list-style-type: none"> <li>1. Bi-weekly CLTs focused on identifying students in need of intervention</li> <li>2. Use of Power School for formative assessment aligned with standards taught</li> <li>3. Utilization of a common universal screening and progress monitoring tool to ensure student progress</li> </ol>
	Quarter 1 Status:	
	Quarter 2 Status:	
	Quarter 3 Status:	
	End of Year Status:	