

2022-2023

To

2026-2027

# School Improvement Plan



School improvement plans are a catalyst for both alignment and focus. While all schools need goals and plans, those do not need to be exclusively "test output" goals as there are many considerations (head and heart goals) when seeking to positively impact achievement. That said, whether you are focused on academic or "other" goals via your site plan, you should include "measurable" components; this allows for a baseline, or growth, to be measured. Did the action lead to growth? To address that inquiry, it takes some form of measurement.


As the school year progresses, a natural "evolution" occurs; thus, it is perfectly understandable that your school improvement plan will also evolve throughout the year. Each year on June 15th, there should be a "snapshot" of your school improvement plans along with progress placed in the yearly folder for archival purposes. Your new school improvement plan should then begin on June 16th on a new document, but can simply be a continuation of your work.

In the Spring of 2021, Dr. Engel shared the [School District of La Crosse Strategic Plan for Educational Equity](#). This document connects board policy, results policies, and theories of action that lead to closing the achievement gap while raising the achievement for each and every student. The Strategic Plan was then crafted into a [needs assessment](#) that each school can use to monitor their current status and use to develop specific goals aligned to the overall Strategic Plan for Educational Equity.

The link below takes you to a folder where school site plans are housed, so colleagues can learn and grow from each others' great work. The previous year's plans are there for reference and can provide longitudinal data.

[School Improvement Plans](#)

2023-24 [Staff Development Plans](#)

 2023-2024 PBIS Implementation Plans

## 2023-24 Goals, Objectives and Intervention Strategies

SMARTIE Goal 1: Literacy	Goal Statement: By the end of 23-24 school year, Hamilton will increase universal instruction systems (Rtl) where 80% of students are proficient in literacy as evidenced by iReady, DRA2, and common summative assessments.
Why was this goal selected?	Improving our universal practices will increase our student literacy scores while allowing interventions to focus on students with the most significant needs.
What will change? ( <i>specific</i> )	Academic coaching will take place in all universal literacy blocks in addition to weekly PLC to help implement best practices in universal instruction and assessment between grade levels.
For whom? ( <i>specific</i> )	Teachers
By how much? ( <i>specific, measurable, attainable/ambitious</i> )	At least 80% of students will be proficient in assessed literacy skills.
When will the change occur? ( <i>specific, measurable, relevant, time-bound</i> )	Throughout the 23-24 school year
How will it be measured? ( <i>specific, measurable</i> )	iReady, DRA, Fry and Common Summative Assessments
How will the process or outcomes address equity and inclusiveness? ( <i>inclusive, equitable</i> )	Subgroup data will be analyzed to see if underserved populations are closing the gap.

What is the action plan-Improvement strategy?	Who is responsible for implementation?	What resources will be needed?	When will it happen?	Was it successful? (Review of strategy)
PLC data discussions after assessment results for DRA, Fry, iReady and Common Summative Assessments to discuss successful practice and areas to improve	Principal Teachers Instructional Coach	PLC agendas, instruction on how to collect, interpret and act on data	Weekly PLCs and instructional coaching sessions	Complete and ongoing
Build knowledge in how to flexibly respond to data within a unit to provide students with extra time and support so they can be successful without an outside intervention	Principal Teachers Instructional Coach	Build knowledge and practice of flexible grouping and responding to students based on formative results	Weekly PLCs and instructional coaching sessions	Ongoing
Build knowledge in how to flexibly respond to data within a unit to provide students with extra time and support so they can be successful without an outside intervention	Principal Teachers Instructional Coach	Build knowledge and practice of flexible grouping and responding to students based on formative results	Weekly PLCs and instructional coaching sessions	Ongoing
Learn the new SMT process and documentation	Principal Teachers Instructional Coach	District eduCLIMBER training, time for the SMT group to work together	District training, building inservices and/or staff meetings, SMT meetings	Using new process. All data now in one space

				for easier tracking of results
Use PLCs to look at DRA, iReady and classroom performance to insure all students who need interventions get them	Academic Success Coach Title Teacher EL Teacher? School Psychologist? SPED? Classroom teachers	Time	Second semester??	

Notes:

SMARTIE Goal 2: PBIS	Goal Statement: At the end of 23-24 school year, universal implementation of Tier I PBIS framework and systems will be in place in 100% of classrooms. (Visual schedules, break space/peace spot inside the classroom, direct instruction & routines)
Why was this goal selected?	To establish a healthy school culture and increasing student engagement
What will change? ( <i>specific</i> )	Clearer expectations, participation, teaching/re-teaching & modeling PBIS expectations
For whom? ( <i>specific</i> )	Staff, Students, families
By how much? ( <i>specific, measurable, attainable/ambitious</i> )	100%
When will the change occur? ( <i>specific, measurable, relevant, time-bound</i> )	23-24 School Year
How will it be measured? ( <i>specific, measurable</i> )	
How will the process or outcomes address equity and inclusiveness? ( <i>inclusive, equitable</i> )	

What is the action plan-Improvement strategy?	Who is responsible for implementation?	What resources will be needed?	When will it happen?	Was it successful? (Review of strategy)
Hiring Tier I and Tier 2 Coaches within the building	Jenna	PBIS training from district		
Setting up meeting for PBIS team to meet	Coaches, Jenna	PBIS Committee	Monthly	
Creating a PBIS informational tool for students - Video, Signs, etc.	Coaches, Jenna	PBIS training, creating sigs, PBIS team	Fall 2022	
Quarterly Celebrations for students	PBIS team		Quarterly 22-23	
PBIS reboot -	PBIS Team		22-23	
Create Break space tool kits for each classroom		Materials	Beginning of the school year	Qtr 1:
Tier II - Data Collection, CICO system	Hannah, Carter (Tier II Coaches)		22-23	
Communication with families and staff on PBIS expectations	Jenna		22-23	Done/ongoing

## Notes:Notes:

SMARTIE Goal 3: Community Schools	Goal Statement: Community School and family involvement will increase by 20 families during our Monthly Family Nights that are provided
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Why was this goal selected?	To wrap-up around the students and provide engaging activities that involve important stakeholders - families and community members. Provide a positive place for students.
Alignment to District Equity Plan (check all that apply)	<input type="checkbox"/> Educators <input type="checkbox"/> Curriculum <input checked="" type="checkbox"/> Systems of Support <input type="checkbox"/> Leadership <input checked="" type="checkbox"/> Community Collaboration
What will change? ( <i>specific</i> )	More consistency in the involvement of Community Partnerships and families
For whom? ( <i>specific</i> )	Students, Community Partners, Families
By how much? ( <i>specific, measurable, attainable/ambitious</i> )	See SMARTIE goal above
When will the change occur? ( <i>specific, measurable, relevant, time-bound</i> )	Throughout the school year (monthly)
How will it be measured? ( <i>specific, measurable</i> )	Attendance and engagement from families (surveys)
How will the process or outcomes address equity and inclusiveness? ( <i>inclusive, equitable</i> )	Our family nights will focus on more equitable outcomes for students and families

What is the action plan-Improvement strategy?	Who is responsible for implementation?	What resources will be needed?	When will it happen?	Was it successful? (Review of strategy)
Monthly Family Committee Meetings	John, Jenna, committee	Time	Monthly 23-25	





ADD MORE GOALS AS NEEDED

### Section 3: Overall 5-year plan (building)

Progress towards equity is on-going. This page serves as a yearly summary of the progress towards the instructional priorities and foundational themes. In each column of this section, state a goal and briefly describe progress towards achieving that goal.

Year					
2021-22					
2022-23					
2023-24					
2024-25					
2025-26					

## Appendix A- Title I Schoolwide Plan Information:

### 1. **Comprehensive Needs Assessment:**

[2021-22 Hamilton Building Needs Assessment](#)

[2018-19 Hamilton Community School Needs Assessment](#)

### 2. **Schoolwide Reform Strategies**

Based on the information analyzed in the comprehensive needs assessment, goals and strategies were created with stakeholder input to generate the school improvement plan (SIP). We conducted an additional Needs Assessment because we are in our first year officially designated as a community school (see above).

### 3. **Instruction by highly qualified teachers**

**The School District of La Crosse takes pride in hiring only highly qualified teachers. This means they all are fully trained, certified, and often experienced in the position they teach. Our faculty consistently has a high percentage of advanced degrees, and we do a good job of retaining some of the top staff in the state and the nation. Life events, such as retirement, childbirth, or illness, sometimes cause a need for a long-term substitute teacher. When this happens we always make every effort to hire a highly qualified substitute. All are certified teachers and most are licensed in the area in which they are substituting. In rare cases it may be impossible to find a teacher with a particular certification, such as special education. This may result in the district asking the Wisconsin Department of Public Instruction for an emergency license for such a teacher. If you ever have any questions about the certification of any of our staff, please call me, 789-7695, Ben Burns, Principal of Hamilton Elementary.**

### 4. **High quality and on-going professional development**

Staff strategically plan for, access, and utilize professional development aligned to the School Improvement Plan. In addition to options at

the building level, staff also participate in district staff development as well as off-site opportunities. Specifically our building-based and district-level staff development focused on racial identity development, culturally responsive practices, Professional Learning Communities, and trauma informed practices.

## **5. Strategies to attract high-qualified teachers**

School District of La Crosse Board Policy

### **School District of La Crosse Administrative Policies and Regulations**

**5330**

#### ***PROFESSIONAL STAFF RECRUITING/HIRING***

The School District of La Crosse realizes that a sound educational system cannot be built and maintained without definite procedures for recruitment of personnel.

1. The quality of the educational program in any school system is dependent upon the employment and retention of high caliber professional personnel.
2. All currently employed professional personnel share a common responsibility for the procurement of the type of staff needed. They are expected to help in every way possible and specifically by making the system aware of outstanding prospects at every opportunity.
3. Teacher recruitment is the responsibility of the Director of Human Resources. Principals and Supervisors will assist as needed.
4. Consideration will be given to those applicants seeking permanent rather than temporary employment.
5. All professional personnel selected for employment must be recommended by the superintendent or their designee and approved by the Board of Education.
6. The district will recruit from and encourage applications from all segments of the population.
7. Application forms and hiring practices shall be annually reviewed relative to the employment of minorities.

Reviewed and revised by the Superintendent's Advisory Team: 03/13/13

Board of Education Informed: 03/15/13

## **6. Strategies to increase parental involvement:**

We have had regular family nights, increased parent participation in our PTO (Parent-Teacher Organization), surveyed 60+ parents as part of the Community Schools Needs Assessment, and sent home quarterly newsletters.

Our family nights this year included: Barn Dance (Sept. 2018), Strong Families Night (Hosted by B.L.A.C.K. - Dec. 2018), Black History Month Celebration (Feb. 2019), Financial Literacy Night (Hosted by UW-L It Makes Cents - Mar. 2019), Fancy Dance (Apr. 2019), Bike Rodeo (May 2019), and Passport to Adventure (Title I Math and Literacy Night - May 2019).

## **7. Plans for assisting preschool children in transition:**

Hamilton Elementary provides a variety of supports to students and parents/guardians during the transition from early childhood to Kindergarten. Students with special needs identified between the ages of birth to three and pre-school / 4K are supported via our partnerships with local medical agencies and social services. Our partnership with "Parenting Place" is one example of an established agency in La Crosse that provides counseling services and connects parents/guardians to resources available to support healthy social, physical and academic development for each child. Children identified with special needs are supported by our district's Special Education program.

All pre-school and 4K teachers are equipped with a rubric of skills and standards necessary for Kindergarten readiness. Each early childhood teachers provide a detailed report for Kindergarten teachers to examine associated with each student entering our Kindergarten classrooms. These individual reports provide a plethora of qualitative and quantitative data that serves as a guide for Kindergarten teachers as they support the transition of each student into the Kindergarten learning environment. All Kindergarten sites host a Kindergarten Open House prior to each school year. The purpose of the open house event is to provide an opportunity for students and parents/guardians to meet and converse with Kindergarten teachers- and other staff- as well as an opportunity to explore the school building and individual classrooms. Finally, the School District of La Crosse invites all early childhood teachers and administrators to our annual, district-wide professional development events. By, including our local childcare and pre-school partners in our district's professional development, as it pertains to equity, social justice, best practice and more, we are empowered to

Speak a common language with our students and families which leads to increased trust and achievement for all students.

#### **8. Measures to include teachers in decisions regarding the use of academic assessments.**

Teachers at Hamilton Elementary use a variety of informal, formative, and summative assessments to help determine student progress. Teams meet during professional learning communities (PLC's) to make instructional decisions regarding students which may or may not lead to participation in tier 2 or 3 interventions.

#### **9. Extra support given to students having difficulty mastering proficient and advanced levels of academic achievement.**

A Response to Intervention (RtI) framework is employed to help provide additional assistance to students that have not yet mastered the state standards. The needs for tier 2 and tier 3 outweigh our resource capacity. Therefore, a focus on the universal instruction of tier 1 is an emphasis. However, we have a robust tier 2 and tier 3 inventory. These interventions are categorized by academic areas of concern. Student Management Teams (SMT) meet to determine the appropriate intervention for a student. These students are progress monitored and the progress is kept in our student information system. Students identified in need work in small intervention or individually to work towards mastery of grade level standards.

At the universal classroom level, we provide training to our teachers in Universal Design for Learning (UDL). Teachers are working towards better instructional practices to proactively design lessons to personalize learning for students. All of our new teachers are required to attend training on UDL. There is a focus on school culture. The focus on culture aligns to the emphasis on relationships, safety, engagement, and equity which will lead to the closing of gaps and better overall student outcomes by positively changing the classroom environment. We are a PBIS school. There are coaches in every building that work with their building teams to improve the culture and climate of each school.

#### **10. Coordination and Integration of Federal, State and Local Funds and Services**

Title I funds are coordinated to focus on the improvement of students in literacy and math. In partnership and collaboration, special education and ELL funds are used in conjunction with Title I funds to work towards closing the achievement gap, provide assistance to students having difficulty mastering the standards and meeting goals, and provide instructional support to students as needed.

Some of the expenditures with Title I funds include:

- Title I Reading and Math Intervention teacher (1.0 FTE) and teacher assistant (1.0 FTE)
- Family Engagement activities (see examples of family nights in #6)