

Colorado's Unified Improvement Plan for Schools for 2015-16

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 3746 School Name: [HAMILTON MIDDLE SCHOOL](#) Official 2014 SPF: 1 Year

Section I: Summary Information about the School

Directions: This section provides an overview of the school's improvement plan. To complete this section, copy and paste the school's Priority Performance Challenges, Root Causes and Major Improvement Strategies from Section III and IV of the 2015-16 UIP once it has been completed. In the UIP online system, this section will populate automatically as the UIP is written.

Executive Summary

How are students performing? Where will school staff be focusing attention?

Priority Performance Challenges: *Specific statements about the school's performance challenges (not budgeting, staffing, curriculum, instruction, etc.), with at least one priority identified for each performance indicator (achievement, growth, growth gaps, PWR) where the school did not meet federal, state and/or local expectations.*

English/language arts achievement shows that more than half of Hamilton's 6th and 7th graders, and just under half of the 8th graders, did not meet grade level performance expectations on the 2015 CMAS.

Mathematics achievement shows that more than half of Hamilton's students did not meet grade level performance expectations on the 2015 CMAS.

Subgroup (ELL, IEP, FRL, minority) achievement lags behind their peers in English/language arts and mathematics on the 2015 CMAS.

English Language Learners' progress towards meeting ACCESS adequate growth targets is not occurring at an acceptable rate.

Why is the school continuing to have these problems?

Root Causes: *Statements describing the deepest underlying cause, or causes, of the performance challenges, that, if dissolved, would result in elimination, or substantial reduction of the performance challenges.*

Inconsistent implementation of comprehensive data driven instructional systems, including assessment analysis, collaborative planning leading to differentiated lessons, and observation/feedback.

Inconsistent delivery and implementation coaching of professional development to help build depth and breadth of instructional best practices, especially for differentiating for specific student groups.

Inconsistent implementation of comprehensive Response to Intervention (RtI) systems, including student support, grade level teams, and Multi-Tiered Systems of Support (MTSS).

Intentional focus on ELL support and instruction was not present.

What action is the school taking to eliminate these challenges?

Major Improvement Strategies: *An overall approach that describes a series of related actions intended to result in improvements in performance.*

Major Improvement Strategy #1: Develop a professional learning community urgently focused on key levers of effective teaming (Troen & Boles, 2012).

Major Improvement Strategy #2: Aggressively implement high-probability instruction, intentional differentiation, and Multi-Tier Systems of Support (Fuchs & Fuchs, 2010) to close the equity gap for English Language Learners, students of color, and students receiving special education services.

Major Improvement Strategy #3: Implement teaming and support structures to create a positive, restorative, equitable school community for students, families, and teachers.

(Watchel & Watchel, 2010).

Access School Performance Frameworks here: <http://www.cde.state.co.us/schoolview/performance>

Section II: Improvement Plan Information

Additional Information about the School

Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	N/A
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	N/A
Improvement Plan Information		
The school is submitting this improvement plan to satisfy requirements for (check all that apply):		
<input checked="" type="checkbox"/> State Accreditation <input type="checkbox"/> Title I Focus School <input type="checkbox"/> Tiered Intervention Grant (TIG) <input type="checkbox"/> Diagnostic Review and Planning Grant <input type="checkbox"/> School Improvement Support Grant <input type="checkbox"/> READ Act Requirements <input type="checkbox"/> Other: _____		
School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Dr. Christian Sawyer, Principal
	Email	christian_sawyer@dpsk12.org
	Phone	720-423-9500
	Mailing Address	8600 E. Dartmouth Avenue, Denver, CO 80231
2	Name and Title	Brad Mann, Assistant Principal
	Email	brad_mann@dpsk12.org
	Phone	720-423-9500
	Mailing Address	8600 E. Dartmouth Avenue, Denver, CO 80231

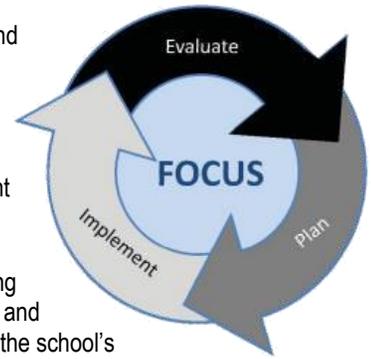
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3	Name and Title	Gwen Victor, Assistant Principal
	Email	gwendolyn_victor@dpsk12.org
	Phone	720-423-9500
	Mailing Address	8600 E. Dartmouth Avenue, Denver, CO 80231

Section III: Narrative on Data Analysis and Root Cause Identification

This section corresponds with the “Evaluate” portion of the continuous improvement cycle. The main outcome is to construct a narrative that describes the process and results of the analysis of the data for your school. The analysis should justify the performance targets and actions proposed in Section IV. Two worksheets have been provided to help organize your data analysis for your narrative. This analysis section includes: identifying where the school did not at least meet minimum state and federal accountability expectations; describing progress toward targets for the prior school year; describing what performance data were used in the analysis of trends; identifying trends and priority performance challenges (negative trends); describing how performance challenges were prioritized; identifying the root causes of performance challenges; describing how the root causes were identified and verified and what data were used; and describing stakeholder involvement in the analysis. Additional guidance on how to engage in the data analysis process is provided in Unified Improvement Planning Handbook.



Implications of Colorado Measures of Academic Success (CMAS) on Data Analysis: During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, updating the data analysis this year (particularly the trend statements) may be more challenging. While the school’s data analysis is still expected to be updated, some modifications in typical practice may be needed. Refer to the UIP state assessment transition guidance document on the UIP website for options and considerations.

Data Narrative for School

Directions: In the narrative, describe the process and results of the data analysis for the school, including (1) a description of the school and the process for data analysis, (2) a review of current performance, (3) trend analysis, (4) priority performance challenges and (5) root cause analysis. A description of the expected narrative sections are included below. The narrative should not take more than five pages. Two worksheets (#1 *Progress Monitoring of Prior Year’s Performance Targets* and #2 *Data Analysis*) have been provided to organize the data referenced in the narrative.

<p>Description of School Setting and Process for Data Analysis: Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., School</p>	<p>Review Current Performance: Review recent state and local data. Document any areas where the school did not at least meet state/federal expectations. Consider the previous year’s progress toward the school’s targets. Identify the overall magnitude of the school’s performance</p>	<p>Trend Analysis: Provide a description of the trend analysis that includes at least three years of data (state and local data), if available. Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to</p>	<p>Priority Performance Challenges: Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school’s overall</p>	<p>Root Cause Analysis: Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement</p>
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Accountability Committee). challenges. indicate why the trend is notable. performance challenges. strategy(s) is encouraged.

School Setting, Demographics, and Process for Data Analysis

Hamilton Middle School is a unique public, grades 6-8 school that is situated in southeast Denver. Hamilton is situated on over two acres of mature landscape and is adjacent to dedicated wetlands. At Hamilton, we offer two different academic programs: Platform for Excellence in Academic Knowledge (PEAK) and International Preparatory Magnet (IPM). Roughly half of our 917 students are in each program. The PEAK program creates a foundation for students to master the content and skills needed to meet and exceed grade-level requirements. In building a platform for essential skills and knowledge, students are prepared to attain higher levels of success in high school. The IPM program expands students' current scope of knowledge through global perspectives, preparing them for the rigor and acceleration of any challenging high school. Both academic programs have students who live outside the boundaries and "choice in," as well as students who live within the neighborhood. There are over thirty different languages other than English spoken by our students. As of the 2015 October Count, Hamilton has an enrollment of 917 students with the following demographic breakdown: 4% Asian/Pacific Islander; 16% Black; 37% Hispanic; and 37% white. 35% of Hamilton's students are identified as English Language Learners (ELLs). 10% of Hamilton's students qualify for special education services and have an Individualized Education Plan (IEP). This school year, 58% of Hamilton's students qualify for free/reduced lunch (FRL).

UIP Planning Process

Upon examination of the data, the members of the UIP development team found the student population and its needs to be extremely diverse. In order to meet these diverse needs, the UIP development process included stakeholders and representatives with expertise in multiple disciplines and content areas. After the initial phase of designing the UIP, the plan was reviewed by the Collaborative School Committee (CSC), which consists of teachers, school leaders, parents, and community members. The UIP will be used as the guiding document for all school decisions and to measure academic progress and growth throughout the year and decisions are made for subsequent school years.

Trend Analysis, Priority Performance Challenges, and Root Cause Analysis

During the 2014/15 school year, Hamilton's students took the CMAS test for literacy and mathematics for the first time, which means that true trend analysis will not be possible until after the next assessment is given in spring, 2016. On the most recent (2014) DPS School Performance Framework, Hamilton was rated as **meeting expectations**.

English/Language Arts (ELA) Achievement Data

At 48.5%, almost half of Hamilton's students met or exceeded expectations on the 2015 ELA CMAS. These results outpaced that of Denver Public Schools' 6-8 results (35.1%) and those of the state (40.3%).

When disaggregating the data by grade level, we can see that 8th grade had the largest percentage of students scoring in the "met or above" domain (53.7%), followed by 7th grade (49.2%) and then 6th grade (42.3%). It should be noted that all three grades outperformed the district and state results when looking at the percentage of students who met or exceeded grade-level expectations.

% Met or Above	Hamilton	DPS	Colorado
6 th	42.3%	33.7%	39.1%
7 th	49.2%	36%	41%
8 th	53.7%	35.8%	40.9%

Gaps can be seen throughout the data when comparing subgroups. Females outperformed males; 56% of females “met or exceeded,” while 41% of males did—a 15 percent difference. Also, over twice as many males “did not meet” expectations as did females (10.4% versus 7.9%).

Black and Hispanic students make up over 50% of Hamilton’s population. Their performance lags behind that of their white peers: 33.6% of Black and 29.9% of Hispanic students were meeting or exceeding the grade-level standards, while 70% of Hamilton’s white students scored “met or above.” While 4.1% of the white student population did not meet expectations, the percentage is much larger within subgroups: 18.1% for Blacks and 22.4% for Hispanics. Asian students’ performance was roughly comparable to that of their white peers.

61.4% of the students who are redesignated/exited ELLs scored within the meeting/exceeding domain. This subgroup outperformed their non-ELL peers, who met/exceeded at a rate of 56.3%. This is a trend that we have observed at several other middle schools in our district; we can hypothesize that the students who have exited English language development programming have skills that have benefitted them on this standardized assessment. Despite meeting district MGP expectations on the ACCESS text, our ELA CMAS data show that Hamilton’s ELLs experienced lower rates of success than that of their non-ELL and redesignated/exited peers. 6.7% of Hamilton’s ELLs met expectations, compared to the above results in the other two subgroups.

When disaggregating the data by those who have an IEP, we found that 13.2% of those students met or exceeded expectations, compared to the 52.4% of the students without an IEP who met or exceeded. Overall, 86.7% of students who have an IEP at Hamilton did not meet the grade-level expectations on the ELA CMAS. These results outpaced that of the state of Colorado at each grade level.

FRL data confirm gaps, similar to that of race/ethnicity, ELLs and IEP subgroups. 30.4% of students who qualify for free/reduced lunch met/exceeded expectations on the ELA CMAS. This is compared to the 70.8% of non-FRL students. 43.5% of FRL-eligible students did not meet expectations, while 12.8% of non-FRL scored within that domain. Hamilton’s FRL population is outperforming the met/exceeds results for the state of Colorado at each grade level.

Using this data, we have identified two **Priority Performance Challenges**:

1. English/language arts achievement shows that more than half of Hamilton’s 6th and 7th graders, and just under half of the 8th graders, did not meet grade level performance expectations on the 2015 CMAS.
2. Subgroup (ELL, IEP, FRL, minority) achievement lags behind their peers in English/language arts on the 2015 CMAS.

We identified several **Root Causes** that contributed to the results:

1. Inconsistent implementation of comprehensive data driven instructional systems (DDI), including assessment analysis, collaborative planning leading to differentiated lessons, and observation/feedback. The DDI system was in its first year of structured implementation at Hamilton in 14/15, and while systems were put into place, more intentional and consistent monitoring of each aspect is needed to ensure its effectiveness.
2. Inconsistent delivery and implementation coaching of professional development to help build depth and breadth of instructional best practices, especially for differentiating for specific student groups.
3. Inconsistent implementation of comprehensive Response to Intervention (RtI) systems, including student support, grade level teams, and Multi-Tiered Systems of Support (MTSS).
4. Intentional focus on ELL support and instruction was not present.

We have verified these root causes via triangulation with trends emerging from conducting focused discussions with teachers, analysis of classroom observation data, protocol-

guided instructional rounds, weekly review of lesson plans, observation of collaborative planning, and discussions with families and other stakeholders.

Mathematics Achievement Data

Of those who took the CMAS mathematics assessment in 2015, 40.3% of Hamilton's students met or exceeded expectations. These results outpaced that of Denver Publics Schools' 6-8 results in these domains, which was at 27.5%.

When disaggregating the data by grade-level, we can see that 6th grade had the largest percentage of students scoring in the met/exceeds domains (42.7%), followed by 8th grade (all tests at 41.3%; 8th grade test only at 39.3%), and finally 7th grade (36.7%).

Gaps can be observed throughout the data when comparing subgroups. 23.2% of Hamilton's Hispanic students met/exceeded expectations, compared to 61.1% of Hamilton's white students; a 38 percentage point difference. Similar results are seen with Hamilton's Black students, where 20.8% met/exceeded. Similarly, the data for not meeting the grade level expectations ("did not yet meet," "partially met," and "approached") indicates disparity among ethnicity groups at Hamilton. 46.8% of Hamilton's Hispanic students, and 54.6% of Hamilton's Black students are within these domains, compared to 16.8% of Hamilton's white students.

45.1% of the students who are redesignated/exited ELLs scored within the meeting/exceeding domain on the 2015 math CMAS. This subgroup performed nearly as well as their non-ELL peers, who met/exceeded at a rate of 48.6%. Our math CMAS data show that Hamilton's ELLs experienced lower rates of achievement than that of their non-ELL and redesignated/exited peers. 6% of Hamilton's ELLs met expectations, compared to the above results in the two other subgroups.

When disaggregating the data by those who have an IEP, we found that 16.9% of those students met/exceeded expectations on the 2015 CMAS. Hamilton's results were better than that of the state's, where 5.3% in 6th grade, 4.7% in 7th grade, and 4.3% in 8th grade had an IEP and met/exceeded expectations. However, there remains a gap between IEP and non-IEP achievement at Hamilton: 16.9% versus 40.3%.

FRL data confirm gaps, similar to that of race/ethnicity, ELLs, and IEP subgroups. 21.1% of the students who qualify for free/reduced lunch scored within the meets/exceeds domain, this compared to the 63.5% of non-FRL students within this domain. At the other end of the performance range, the gaps are more pronounced. 49.3% of those eligible for free/reduced lunch either did not meet or only partially met expectations. This is compared to the 17.2% of non-FRL students who scored within these domains. As seen within other subgroups at Hamilton, our students outperformed their FRL-eligible peers at the state level.

Using this data, we have identified two **Priority Performance Challenges**:

1. Mathematics achievement shows that more than half of Hamilton's students did not meet grade level performance expectations on the 2015 CMAS.
2. Subgroup (ELL, IEP, FRL, minority) achievement lags behind their peers in mathematics on the 2015 CMAS.

We identified several **Root Causes** that contributed to the results:

1. Inconsistent implementation of comprehensive data driven instructional systems (DDI), including assessment analysis, collaborative planning leading to differentiated lessons, and observation/feedback. The DDI system was in its first year of structured implementation at Hamilton in 14/15, and while systems were put into place, more intentional and consistent monitoring of each aspect is needed to ensure its effectiveness.
2. Inconsistent delivery and implementation coaching of professional development to help build depth and breadth of instructional best practices, especially for differentiating for specific student groups.
3. Inconsistent implementation of comprehensive Response to Intervention (RtI) systems, including student support, grade level teams, and Multi-Tiered Systems of Support

(MTSS).

4. Intentional focus on ELL support and instruction was not present.

We have verified these root causes via triangulation with trends emerging from conducting focused discussions with teachers, analysis of classroom observation data, protocol-guided instructional rounds, weekly review of lesson plans, observation of collaborative planning, and discussions with families and other stakeholders.

Science Achievement Data

34% of Hamilton's 8th graders demonstrated strong or distinguished command of the standards on the 2015 science CMAS. Hamilton outpaced the district's results, where 19.9% of DPS' 8th graders scored within these domains, as well as the state's, which saw 26% of Colorado's 8th graders scoring within either strong or distinguished. Hamilton's performance within these domains has dropped from the prior year, where 41% were strong/distinguished in 2014. When comparing the data from 2014 to 2015, 8th grade student performance within the moderate and distinguished command domains has remained relatively flat. Moderate command moved from 29% to 28% between 2014 and 2015, while distinguished command went from 3% to 4% over the same time period. There has been an increase of students performing in the limited command domain; achievement there was at 27% in 2014, moving to 35% in 2015. At the same time, there was an overall decrease in the percentage of students who showed strong command of the science standards, decreasing from 38% in 2014 to 30% in 2015.

ACCESS Growth and Trajectory Data

Both 6th and 7th grades showed improvement in MGP from 2014 to 2015, with 7th grade having the largest increase at 25 percentile points. 8th grade decreased by 8 percentile points. Overall, Hamilton's ELLs showed a 16-percentile point increase on the 2015 ACCESS test, which means that they are meeting district MGP expectations. Hamilton's 6th graders were 8 percentile points behind the district average. In 7th and 8th grade, Hamilton's performance was 5 and 2 percentile points higher than that of the district.

When looking at the trajectory data for students who scored at Levels 2, 3, and 4 (year 1), we can see that this is the area in greatest need of attention because low percentages of these students are progressing at the adequate rate. 25% of the Level 2 student made their target, while only 7% of the Level 3 and 3% of Level 4 (year 1) students met their target. There is slightly better data for Level 4 (year 2) students; 74% met their target. 68% of the students at Level 5 met their target. Overall, 34% of the students at Hamilton (who have at least two years of ACCESS testing data) met their trajectory target in 2015. In spite of the improvement in MGP data in 2015, trajectory data reveals that Hamilton's ELLs are not progressing at a rate that prepares them for the language rigors of high school and college.

Using this data, we have identified a **Priority Performance Challenge**: English Language Learners' progress towards meeting ACCESS adequate growth targets is not occurring at an acceptable rate.

We identified several **Root Causes** for the ACCESS data. Structures and systems were not effectively implemented to support achievement within the ELL population, including mainstream teachers' use of sheltering strategies, and ELL-centered coaching from school/district leadership. Although intentional work was done at the beginning of the year to ensure that students were correctly scheduled into English Language Development classes, the data show that the ELD curriculum was not implemented at a level and consistency that ensured student achievement. We also determined that teachers have not had adequate ongoing professional learning opportunities in ELL-specific instructional strategies. Because of that lack of professional development and overall intentionality, sheltering strategies were not embedded into lesson plans with consistency and teachers were not held accountable for this instructional practice within mainstream classrooms. We have verified these root causes through conversations with teachers, by looking at lesson planning documents from last year, along with analyzing scores and feedback on "Instruction" from the DPS LEAP Teacher Performance Framework.

Worksheet #1: Progress Monitoring of Prior Year's Performance Targets

Directions: This chart supports analysis of progress made towards performance targets set for the 2014-15 school year (last year's plan). While this worksheet should be included in your UIP, *the main intent is to record your school's reflections to help build your data narrative.*

Performance Indicators	Targets for 2014-15 school year (Targets set in last year's plan)	Performance in 2014-15? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	CMAS: N/A	See Worksheet #2 for CMAS status data.	Ineffective integration of evidence-based sheltered instruction in core classes, aligned to data-precision for each student in ELA.
Academic Growth	CMAS: N/A ACCESS: Each Level will increase by one (Level 1 will move to Level 2, Level 2 will move to Level 3, Level 3 will move to Level 4, and Level 4s will move to Level 5 within 2 years, Level 5 will move to Level 6).	CMAS growth data will be available during the 2016/17 school year. Of those students who had at least two years of testing data on ACCESS: Level 1: N/A Level 2: 25% met the target Level 3: 7% met the target Level 4 (year 1): 3% met the target Level 4 (year 2): 74% met the target Level 5: 68% met the target Overall: 34% of Hamilton's ELLs (who have at least two years of testing data) met the 2014/15 performance target.	Ineffective level of collaboration between ELD and core teachers around supports and differentiation for EL students in core content classes Ineffective DDI and MTSS systems and structures, linking formative assessment to ongoing differentiation and gap closure Ineffective level of equity in parent engagement of our ELA families, not feeling as empowered and involved in school decisions, governance, and support for school
Academic Growth Gaps	CMAS: N/A	CMAS growth data will be available during the 2016/17 school year.	

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Worksheet #2: Data Analysis

Directions: *This chart supports planning teams in recording and organizing observations about school-level data in preparation for writing the required data narrative.* Planning teams should describe positive and negative trends for all of the four performance indicators using at least three years of data, when available, and then prioritize the performance challenges (based on notable trends) that the school will focus its efforts on improving. The root cause analysis and improvement planning efforts in the remainder of the plan should be aimed at addressing the identified priority performance challenge(s). A limited number of priority performance challenges is recommended (no more than 3-5); a performance challenge may apply to multiple performance indicators. At a minimum, priority performance challenges must be identified in any of the four performance indicator areas where minimum state and federal expectations were not met for accountability purposes. In most cases, this should just be an update to the plan from 2014 since the SPF has not changed for 2015. Finally, provide a brief description of the root cause analysis for any priority performance challenges. Root causes may apply to multiple priority performance challenges. You may add rows, as needed.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																														
Academic Achievement (Status)	<p>CMAS English/language arts (ELA) Participation Rate: 93.9%</p> <table border="1"> <thead> <tr> <th></th> <th>Did not yet meet expectations</th> <th>Partially met expectations</th> <th>Approached expectations</th> <th>Met expectations</th> <th>Exceeded expectations</th> </tr> </thead> <tbody> <tr> <td>6th</td> <td>14.4%</td> <td>20.1%</td> <td>23.2%</td> <td>29.2%</td> <td>13%</td> </tr> <tr> <td>7th</td> <td>14.1%</td> <td>13.7%</td> <td>23%</td> <td>28.5%</td> <td>20.7%</td> </tr> <tr> <td>8th</td> <td>12.7%</td> <td>14.3%</td> <td>19.3%</td> <td>36%</td> <td>17.7%</td> </tr> <tr> <td>All Grades</td> <td>13.7%</td> <td>16.1%</td> <td>21.8%</td> <td>31.4%</td> <td>17%</td> </tr> </tbody> </table>		Did not yet meet expectations	Partially met expectations	Approached expectations	Met expectations	Exceeded expectations	6 th	14.4%	20.1%	23.2%	29.2%	13%	7 th	14.1%	13.7%	23%	28.5%	20.7%	8 th	12.7%	14.3%	19.3%	36%	17.7%	All Grades	13.7%	16.1%	21.8%	31.4%	17%	<p>English/language arts achievement shows that more than half of Hamilton's 6th and 7th graders, and just under half of the 8th graders, did not meet grade level performance expectations.</p> <p>Subgroup (ELL, IEP, FRL, minority) achievement lags behind their peers in English/language arts and mathematics.</p> <p>English Language Learners' progress towards proficiency targets is not occurring at</p>	<p>1. Inconsistent implementation of comprehensive data driven instructional systems (DDI), including assessment analysis, collaborative planning leading to differentiated lessons, and observation/feedback.</p> <p>The DDI system was in its first year of structured implementation at Hamilton in 14/15, and while systems were put into place, more intentional and consistent monitoring of each aspect is needed to ensure its effectiveness.</p> <p>2. Inconsistent delivery and implementation</p>
		Did not yet meet expectations	Partially met expectations	Approached expectations	Met expectations	Exceeded expectations																											
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All Grades	13.7%	16.1%	21.8%	31.4%	17%																												
<table border="1"> <thead> <tr> <th>Gender</th> <th>Did not yet meet expectations</th> <th>Partially met expectations</th> <th>Approached expectations</th> <th>Met expectations</th> <th>Exceeded expectations</th> </tr> </thead> <tbody> <tr> <td>Female</td> <td>7.9%</td> <td>13.6%</td> <td>22.5%</td> <td>33%</td> <td>23%</td> </tr> <tr> <td>Male</td> <td>19.4%</td> <td>18.5%</td> <td>21.1%</td> <td>29.9%</td> <td>11.1%</td> </tr> </tbody> </table>	Gender	Did not yet meet expectations	Partially met expectations	Approached expectations	Met expectations	Exceeded expectations	Female	7.9%	13.6%	22.5%	33%	23%	Male	19.4%	18.5%	21.1%	29.9%	11.1%															
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)						Priority Performance Challenges	Root Causes
	Race/Ethnicity	Did not yet meet expectations	Partially met expectations	Approached expectations	Met expectations	Exceeded expectations	an acceptable rate.	coaching of professional development to help build depth and breadth of instructional best practices, especially for differentiating for specific student groups. 3. Inconsistent implementation of comprehensive Response to Intervention (RtI) systems, including student support, grade level teams, and Multi-Tiered Systems of Support (MTSS). 4. Structures and systems were not effectively implemented to support achievement within the ELL population, including mainstream teachers' use of sheltering strategies, and ELL-centered coaching from school/district leadership.
	Asian	0%	17.2%	10.3%	44.8%	27.6%		
	Black	18.1%	21.3%	27.1%	25.2%	8.4%		
	Hispanic	22.4%	22%	25.8%	22.4%	7.5%		
	Students of Color	19.5%	20.7%	25.5%	25.8%	9.6%		
	White	4.1%	8.5%	17.4%	40.7%	29.3%		
	English Language Learner (ELL)	Did not yet meet expectations	Partially met expectations	Approached expectations	Met expectations	Exceeded expectations		
	ELL	43%	32.2%	18.1%	6.7%	0%		
	Redesignated/Exited	3.9%	6.5%	28.1%	43.1%	18.3%		
	Non-ELL	8.4%	14.3%	21%	34.9%	21.4%		
	Individualized Education Plan (IEP)	Did not yet meet expectations	Partially met expectations	Approached expectations	Met expectations	Exceeded expectations		
	Student with IEP	61.4%	14.5%	10.8%	12%	1.2%		
	Students without IEP	8.5%	16.2%	23%	33.6%	18.8%		

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)						Priority Performance Challenges	Root Causes												
	Free/Reduced Lunch	Did not yet meet expectations	Partially met expectations	Approached expectations	Met expectations	Exceeded expectations														
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	<p><u>CMAS ELA Trend Statements</u></p> <p>In 14/15, 48.4% of Hamilton’s 6-8 students met or exceeded expectations on the ELA CMAS. This is better than the district’s results, where 35.1% of the 6-8 students scored within this range. Hamilton also performed better than the state, where 40.3% of Colorado’s 6-8 students met/exceeded grade-level performance expectations.</p> <p>In 14/15, 70.2% of Hamilton’s 6-8 students scored approaching or above on the ELA CMAS. This is better than the district’s results, where 58.9% of the 6-8 students scored within this range. Hamilton did slightly better than the state, where 67.1% of Colorado’s 6-8 students were approaching or above on grade-level performance expectations.</p> <p>In 14/15, 51.6% of Hamilton’s 6-8 students not yet meeting grade-level expectations on the ELA CMAS. This is better than the district’s results, where 64.9% of the 6-8 students scored within this range. Hamilton also outperformed the state’s results, where 59.7% of the 6-8 students did not meet expectations.</p>																			
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)						Priority Performance Challenges	Root Causes
	7 th	7.4%	24.2%	31.6%	32.8%	3.9%		
	8 th Graders- All Tests	18.6%	21.3%	18.9%	34.5%	6.8%		
	8 th Grade Test Only	19.3%	22.1%	19.3%	33.7%	5.6%		
	All Grades	13.3%	21.8%	24.6%	33.6%	6.7%		
		Approaching or above	Met or above					
	6 th	66.9%	42.6%					
	7 th	68.4%	36.7%					
	8 th Graders- All Tests	60.1%	41.2%					
	8 th Grade Test Only	58.6%	39.3%					
	All Grades	65%	40.3%					

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)						Priority Performance Challenges	Root Causes																																				
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)						Priority Performance Challenges		Root Causes																																								
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	<p><u>CMAS Mathematics Trend Statements</u></p> <p>In 14/15, 40.3% of Hamilton's 6-8 students met or exceeded the grade-level expectations on the mathematics CMAS. This is better than the district's results, where 27.5% of the 6-8 students scored within this range.</p> <p>In 14/15, 65% of Hamilton's 6-8 students scored approaching or above on the mathematics CMAS. This is better than the district's results, where 53.4% of the 6-8 students scored within this range.</p> <p>In 14/15, 59.7% of Hamilton's 6-8 students did not yet meet grade-level expectations on the mathematics CMAS. This is better than the district's results, where 72.4% of the 6-8 students scored within this range.</p>																																																
	<p>Science</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">Limited Command</th> <th colspan="2">Moderate Command</th> <th colspan="2">Strong Command</th> <th colspan="2">Distinguished Command</th> </tr> <tr> <th>2014</th> <th>2015</th> <th>2014</th> <th>2015</th> <th>2014</th> <th>2015</th> <th>2014</th> <th>2015</th> </tr> </thead> <tbody> <tr> <td>8th</td> <td>27%</td> <td>35%</td> <td>29%</td> <td>28%</td> <td>38%</td> <td>30%</td> <td>3%</td> <td>4%</td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">Moderate or Above</th> <th colspan="2">Strong or Above</th> </tr> <tr> <th>2014</th> <th>2015</th> <th>2014</th> <th>2015</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>										Limited Command		Moderate Command		Strong Command		Distinguished Command		2014	2015	2014	2015	2014	2015	2014	2015	8 th	27%	35%	29%	28%	38%	30%	3%	4%		Moderate or Above		Strong or Above		2014	2015	2014	2015					
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)				Priority Performance Challenges	Root Causes																			
	8th	70%	61%	41%	33%																				
Academic Growth	<p><u>CMAS Science Trend Statements</u></p> <p>With the exception of the “limited command” domain, results within each performance domain did not have notable variations between the 2014 and 2015 assessment of Hamilton’s 8th graders.</p> <p>33% of Hamilton’s 8th grader students demonstrated strong or above command of the science standards on the 2015 CMAS. This is better than the district results, where 19.1% of the students scored within these domains, and also better than that of the state, where 26.3% of Colorado’s 8th grade students scored within these domains.</p> <p>61% of Hamilton’s 8th grade students demonstrated moderate or above command of the science standards on the 2015 CMAS. This is better than the district results, where 45% of the students scored within these domains, and also better than that of the state, where 57% of Colorado’s 8th grade students scored within these domains.</p>																								
	<p><u>CMAS</u></p> <p>CMAS growth data will be available during the 2016/17 school year.</p>																								
	<p><u>ACCESS Median Growth Percentile</u></p> <table border="1" data-bbox="285 1052 846 1292"> <thead> <tr> <th></th> <th>2013</th> <th>2014</th> <th>2015</th> </tr> </thead> <tbody> <tr> <td>6th</td> <td>51</td> <td>36.5</td> <td>42</td> </tr> <tr> <td>7th</td> <td>39</td> <td>31</td> <td>56</td> </tr> <tr> <td>8th</td> <td>*</td> <td>64</td> <td>56</td> </tr> <tr> <td>All Grades</td> <td>45</td> <td>38</td> <td>54</td> </tr> </tbody> </table> <p>* Median growth percentiles based on fewer than 20 students have been suppressed due to FERPA.</p>					2013	2014	2015	6 th	51	36.5	42	7 th	39	31	56	8 th	*	64	56	All Grades	45	38	54	
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	<p><u>ACCESS MGP Data Trend Statement</u></p> <p>Both 6th and 7th grades showed improvement in MGP from 2014 to 2015, with 7th grade having the</p>																								

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	largest increase of 25 percentile points. 8 th grade decreased by 8 percentile points. Overall, Hamilton's ELLs showed a 16-percentile point increase on the 2015 ACCESS test, which means that they are meeting district expectations of a minimum overall MGP of 50.		
Academic Growth Gaps	CMAS growth gap data will be available during the 2016/17 school year.		

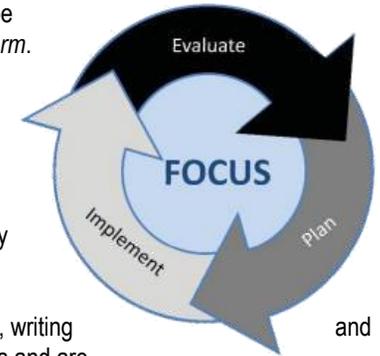
Section IV: Action Plan(s)

This section addresses the “Plan” portion of the continuous improvement cycle. First, identify annual performance targets and the interim measures. This will be documented in the required *School Target Setting Form* on the next page. Then move into action planning, which should be captured in the *Action Planning Form*.

School Target Setting Form

Directions: Complete the worksheet below. Schools are expected to set their own annual targets for the performance indicators (i.e. academic achievement, academic growth, academic growth gaps, and postsecondary and workforce readiness). At a minimum, schools should set targets for each of the performance indicators where state expectations were not met; targets should also be connected to prioritized performance challenges identified in the data narrative (section III). Consider last year’s targets (see Worksheet #1) and whether adjustments need to be made. For each annual performance target, identify interim measures that will be used to monitor progress toward the annual targets at least quarterly during the school year.

Implications of Colorado Measures of Academic Success (CMAS) on Target Setting: During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, setting targets based on the percent of students scoring proficient and advanced on TCAP is not appropriate. Furthermore, CDE does not yet know if student growth percentiles and median student growth percentiles will be available for accountability, planning or reporting use. It is known that adequate growth percentiles will not be available this school year for 2014-15 results. Target setting is still expected to occur in the UIP process during this transition period. However, some modifications in typical practice may be needed. Refer to the UIP state assessment transition guidance document on the UIP website for options and considerations.



School Target Setting Form

Performance Indicators	Measures/ Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2015-16	Major Improvement Strategy
			2015-16	2016-17		
Academic Achievement (Status)	CMAS/PARCC, CoAlt, K-3 literacy measure (READ Act), local measures	ELA English/language arts achievement shows that more than half of Hamilton's 6 th and 7 th graders, and just under half of the 8 th graders, did not meet grade level performance expectations on the 2015 CMAS. Subgroup (ELL, IEP, FRL, minority) achievement lags behind their peers in English/language arts on the 2015 CMAS.	Overall status on CMAS will move from 48.5% met or above to 56%.	Overall status on CMAS will move from 56% met or above to 63.5%.	District interim assessments Curricular: standards-aligned mid and end of Unit assessments; end of Module written performance tasks	Major Improvement Strategy #1: Develop a professional learning community urgently focused on key levers of effective teaming (Troen & Boles, 2012). Major Improvement Strategy #2: Aggressively implement high-probability instruction, intentional differentiation, and Multi-Tier Systems of Support (Fuchs & Fuchs, 2010) to close the equity gap for English Language Learners, students of color, and students receiving special education services.
		M Mathematics achievement shows that more than half of Hamilton's students did not meet grade level performance expectations on the 2015 CMAS. Subgroup (ELL, IEP, FRL, minority) achievement lags	Overall status on CMAS will move from 40.3% met or above to 49%.	Overall CMAS will move from 49% met or above to 57.7%.	District interim assessments Curricular: end of Unit assessments	Major Improvement Strategy #1: Develop a professional learning community urgently focused on key levers of effective teaming (Troen & Boles, 2012). Major Improvement Strategy #2: Aggressively implement high-probability instruction, intentional differentiation, and Multi-

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			behind their peers in mathematics on the 2015 CMAS.					Tier Systems of Support (Fuchs & Fuchs, 2010) to close the equity gap for English Language Learners, students of color, and students receiving special education services.
		S						
Academic Growth	Median Growth Percentile, TCAP, CMAS/PARCC, ACCESS, local measures	ELA	To be determined once CMAS 2016 data is released.					
		M						
		ELP	English Language Learners' progress towards meeting ACCESS adequate growth targets is not occurring at an acceptable rate.	Overall MGP of 59.	Overall MGP of 64.	Curricular: end of Unit eAssessments	<p>Major Improvement Strategy #1: Develop a professional learning community urgently focused on key levers of effective teaming (Troen & Boles, 2012).</p> <p>Major Improvement Strategy #2: Aggressively implement high-probability instruction, intentional differentiation, and Multi-Tier Systems of Support (Fuchs & Fuchs, 2010) to close the equity gap for English Language Learners, students of color, and students receiving special education services.</p> <p>Major Improvement Strategy #3: Implement teaming and support</p>	

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							structures to create a positive, restorative, equitable school community for students, families, and teachers (Watchel & Watchel, 2010).
Academic Growth Gaps	Median Growth Percentile, local measures	ELA M	To be determined once CMAS 2016 data is released.				

Action Planning Form for 2015-16 and 2016-17

Major Improvement Strategy #1: Develop a professional learning community urgently focused on key levers of effective teaming (Troen & Boles, 2012).

Root Cause(s) Addressed:

Inconsistent implementation of comprehensive data driven instructional systems (DDI), including assessment analysis, collaborative planning leading to differentiated lessons, and observation/feedback. The DDI system was in its first year of structured implementation at Hamilton in 14/15, and while systems were put into place, more intentional and consistent monitoring of each aspect is needed to ensure its effectiveness.

Inconsistent delivery and implementation coaching of professional development to help build depth and breadth of instructional best practices, especially for differentiating for specific student groups.

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):

- State Accreditation
 Title I Focus School
 Tiered Intervention Grant (TIG)
 Diagnostic Review Grant
 School Improvement Support Grant
 READ Act Requirements
 Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2015-16	2016-17				
Highly Effective Collaborative Planning Framed in the National Center on Time and Learning’s model for teacher collaborative planning, content teams have weekly, collaborative planning sessions with school leaders where they laser-focus on building lessons that: Tightly align with the CCSS and adopted curriculum; incorporate aligned checks for understanding; include evidence-based strategies to advance rigor; and differentiate for English Language Learners, students receiving	8/15: Begin training in Harvard Teaming model to emphasize teaming 1/16: Full staff training in National Center on Time and Learning Rubric for Collaborative Planning and	7/16: Train teacher leaders to lead highly effective collaborative planning meetings 8/16: Hold whole faculty next steps training to hone in on highly effective practice	Teachers Principal Assistant Principals School Instructional Facilitator Teacher Effectiveness Coach		Principal and Assistant Principals will monitor and measure effectiveness via: -Weekly coaching provided to teachers on collaboration, aligned to a rubric from the National Center on Time and Learning’s Framework for effective collaboration. -Weekly feedback on collaborative lesson plans, utilizing a rigorous rubric for effective planning that is aligned to LEAP and Charlotte Danielson’s research into assessing	In progress

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special education, and data-based groups of students. All content teams meet for 70 minutes weekly to complete the planning template.	lesson planning rubric	to launch new school year	(TEC) Early College Instructional Coach		effective teacher planning. Principal and Assistant Principals then meet with content teams and discuss planning feedback each week and coach improvement. -Weekly meeting with TEC to calibrate lesson plan feedback and plan professional development for teachers based on feedback trends.	
Data Driven Instruction As part of the collaborative planning process, content teams regularly implement focused and protocol-based cycle of data-driven instruction (DDI) to support teacher teams in targeting data-informed instructional differentiation and effective re-teaching practices. Each DDI session is focused on the DPS Priority Standards, thereby aligning teams in highest-leverage foci for improving student achievement. For example, Social Studies and Literacy teams meet together around analyzing student work grounded in the standard of writing arguments to support claims with clear reasons and relevant evidence.	8/15: Introduce faculty to DDI vision and plan 9/15-10/15: Train faculty in DDI protocols during PLC 1/16-5/16: Bi-weekly DDI sessions using protocols and feedback to teams using Uncommon Schools' rubric for effective DDI	7/16: Train teacher leaders to lead highly effective DDI meetings 8/16: Hold whole faculty next steps training to hone in on highly effective practice to launch new school year	Teachers Principal Assistant Principals School Instructional Facilitator TEC DPS Data Driven Instruction Partner Early College Instructional Coach		Principal and Assistant Principals will monitor and measure effectiveness via: -Weekly observations of the action steps in classrooms and coaching teams on implementation of data-based next steps. -Analysis of feedback provided by the DPS DDI Partner, who observes data meetings bi-monthly and analyzes progress using <i>Driven by Data's</i> rubric for effective DDI.	In progress
Differentiated Professional Learning Community (PLC) Sessions Weekly sessions intended to extend the reach of teacher leaders and are linked to needs identified by analysis of building-wide LEAP scores. Examples include PLC sessions on	11/15: Differentiated PLCs begin and meet weekly on Tuesdays and Wednesdays	8/16: Launch differentiated PLC strands for new school year	Teachers Teacher Leaders Principal		Principal and Assistant Principals will monitor and measure effectiveness via: -Monthly check in with PLC advisory team to review the topics selected for PLC sessions, along with vetting proposed presentations.	In progress

<p>differentiation, increasing rigor of thinking, support with new CCSS-aligned curricula, classroom management, integrating blended learning, and high probability sheltered instruction.</p>	<p>4/16: Survey faculty to determine interest groups for next school year's differentiated PLC strands</p>		<p>Assistant Principals TEC DPS Content Specialists</p>		<p>-Weekly analysis of LEAP scores (connecting teacher observation data with the content of the professional learning sessions). -Quarterly review of "Hamilton Needs Assessment" teacher survey in order to make adjustments to PLC based on staff feedback.</p>	
<p>High-Impact Instructional Moves Focused on Advancing Rigor All content teams meet weekly in collaborative planning to select evidence-based strategies to advance rigor of thinking in each day's lesson. These strategies are selected from either Expeditionary Learning's bank of protocols to enhance rigor, AVID strategies for rigor, or College and Career Readiness Strategies. Teachers then articulate these strategies for each day in a planning template that is sent to school leaders for weekly feedback and coaching.</p>	<p>8/15: Training on AVID and CCR strategies 1/16: Begin formal implementation and weekly feedback on planning for these moves and lesson implementation each week</p>	<p>8/16: Teacher leaders lead the implementation of strategies in weekly planning and instruction</p>	<p>Principal Assistant Principals Instructional Facilitator TEC Early College Instructional Coach</p>		<p>Principal and Assistant Principals will monitor and measure effectiveness via: -Weekly feedback provided to teacher teams on the rigor of strategies selected and alignment with standards. This feedback is tracked and measured using a rigor rubric. -Weekly follow-up LEAP observations of their content teams to analyze implementation of rigorous strategies in the classroom (12) and give feedback to content teams on the impact on student learning. -Quarterly learning walks with College and Career Readiness partners to collect and analyze data on level of rigor in classrooms and gives feedback to Principal and Assistant Principals.</p>	<p>In progress</p>
<p>Coaching 1st Year Teachers Includes monthly programming, weekly coaching, weekly mentoring, and new teacher network, aligned to the New Teacher Center evidence-based</p>	<p>8/15: Coaching cycle begins 12/15: Design</p>	<p>7/16: New Teacher Ambassadors lead the</p>	<p>Teachers Teacher Leaders</p>		<p>Principal and Assistant Principals will monitor and measure effectiveness via: -Weekly review of coaching logs and</p>	<p>In progress</p>

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<p>framework.</p>	<p>teacher leader role for new teacher ambassador</p> <p>4/16: Select and appoint 2-3 new teacher ambassador leaders for HMS</p> <p>4/16-5/16: New Teacher Ambassadors plan for induction for new faculty hired</p>	<p>induction and training of our new faculty</p>	<p>Principal</p> <p>Assistant Principals</p> <p>TEC</p> <p>School Instructional Facilitator</p>		<p>associated LEAP scores of new teachers.</p>	
<p>Preparing for Teacher Leaders Strategic focus on increasing teacher leadership capacity and transition to organizational differentiated teacher leadership. Teacher Leaders will be trained and named in core subjects, English Language Acquisition, and Special Education. -Training for identified group of Teacher Leaders. -Teacher leadership design team will be focused on strategic planning, design, hiring, and communication of differentiated teacher leadership roles to deploy in 2016-17.</p>	<p>8/15: Train Teacher Leaders, who still teach full-time, to serve as curriculum leaders for this school year</p> <p>9/15-12/15: Lead Teacher Leadership and collaboration design team to develop new teacher leadership roles for 16/17 that will teach 2 classes and lead</p>	<p>8/16: New Teacher leaders begin leading collaborative planning, DDI, and coaching/feedback of their content teams</p> <p>8/16: Begin weekly development sessions for Teacher Leaders on coaching/feedback,</p>	<p>Principal</p> <p>Teacher Leader design team</p> <p>DPS Teacher Leadership Design partners</p> <p>Personnel Committee</p> <p>CSC</p>		<p>Principal and Assistant Principals will monitor and measure effectiveness via:</p> <ul style="list-style-type: none"> -Monthly collaboration meeting with Teacher Leader design team to gather stakeholder input into design process. -Submission of drafted plans for TLC to DPS design partners, who will give monthly feedback to effectiveness of design. 	<p>In progress</p>

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	<p>the remainder of the day</p> <p>1/16: Complete budget for TLC</p> <p>2/16: Recruit and hire Teacher Leader positions</p> <p>4/16-7/16: Train newly hired Teacher Leaders</p>	<p>effective collaborative planning, and leading adult teams of teachers</p>				
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* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

Major Improvement Strategy #2: Aggressively implement high-probability instruction, intentional differentiation, and Multi-Tier Systems of Support (Fuchs & Fuchs, 2010) to close the equity gap for English Language Learners, students of color, and students receiving special education services.

Root Cause(s) Addressed:

Inconsistent delivery and implementation coaching of professional development to help build depth and breadth of instructional best practices, especially for differentiating for specific student groups.

Inconsistent implementation of comprehensive Response to Intervention (RtI) systems, including student support, grade level teams, and Multi-Tiered Systems of Support (MTSS). Structures and systems were not effectively implemented to support achievement within the ELL population, including mainstream teachers' use of sheltering strategies, and ELL-centered coaching from school/district leadership.

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):

- State Accreditation
 Title I Focus School
 Tiered Intervention Grant (TIG)
 Diagnostic Review Grant
 School Improvement Support Grant
 READ Act Requirements
 Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2015-16	2016-17				
<p>Planning Instruction for English Language Learners ACCESS data used to identify ELLs within each classroom. Collaborative planning time is used to plan specific for sheltering for ELLs, aligning plans to specific ACCESS-data informed based strategies for ELLs in core classes. Rubric used to measure lesson plan effectiveness for planning for sheltered instruction and provide feedback on planning. All ELLs who have not been</p>	<p>8/15: LEAP observations and feedback cycles focused on Instructional Moves appropriate for ELLs</p> <p>1/16: Launch collaborative planning focus on ELLs in core</p>	<p>8/16: Launch weekly observation and feedback by Teacher Leader for ELA (English Language Acquisition) in core teams</p> <p>8/16: Launch weekly collaborative</p>	<p>ELD Teachers</p> <p>ELA Teacher Leader</p> <p>Assistant Principal</p>		<p>Principal and Assistant Principals will monitor and measure effectiveness via:</p> <ul style="list-style-type: none"> -Weekly review of planning documents and providing feedback to teachers on the quality of the ELL supports. -Weekly classroom walk-throughs to check on the level and quality of sheltering, and to provide feedback to teachers on instructional practice. -With ELD teachers, quarterly analysis of eAssessment data to monitor progress and to adjust instruction based on student needs. 	In progress

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<p>redesignated have schedules that reflect the guidelines for English Language Development (ELD). INSIDE curriculum is used exclusively within the ELD class. ACCESS and eAssessment data is used to determine student placement within the curriculum.</p>	<p>classes</p> <p>2/16: Train faculty in top differentiation strategies for ELLs, based on ACCESS scores</p> <p>3/16: Monitor lesson plans and instruction for implementation of strategic instructional moves, aligned to best practices for each ACCESS level</p>	<p>planning led by ELA teacher leader for ELD and ELA-S teachers, guiding highly effective instruction</p>				
<p>Instructional Services Advisory (ISA) Team meets on a monthly basis in order to monitor ELL's progress and achievement, drive improved focus on interventions and collaborative communications with teachers and families around ELL learning, and outcomes, and support a culturally responsive school-wide culture for ELL students and families.</p>	<p>8/15: Appoint and train ISA team</p> <p>8/15-5/16: Monthly ISA team meetings to review EL data and specific student identification and progress</p>	<p>8/16: Launch a newly developed tracker for ELL students who are designated as "off-track". This tracker will be used by all core teachers and data teams</p>	<p>ISA Team-identified Teachers</p> <p>Principal</p> <p>Assistant Principal</p>		<p>Assistant Principal for English Language Acquisition will monitor and measure effectiveness via:</p> <ul style="list-style-type: none"> -Monthly review of the agenda and outcomes of the ISA team's specific interventions for ELL students. -Tracking the impact of the identified interventions of ELL students on interim assessments given each quarter in Math and Literacy, along with eAssessment data. 	<p>In progress</p>

<p>Teacher Leaders for Sheltered Instruction Develop group of teacher leaders trained in the evidence-based model of Guided-Language Acquisition Development (GLAD), a model for effective sheltered instruction. This team will become building-wide leaders in supporting modeling and infusion of these evidence-based sheltered instructional strategies to accelerate EL achievement and increased differentiation.</p>	<p>9/15: Initial GLAD training</p> <p>10/15-5/16: Facilitated PD sessions in Oct - May</p> <p>2/16: Whole-faculty PD on sheltered instruction</p> <p>3/16: Appoint teacher leader for English Language Acquisition who will lead the implementation of highly effective sheltered instruction in all core classes, aligned to GLAD strategies</p>	<p>8/16: Develop a GLAD-academy for all teachers to attend during PLC time</p>	<p>GLAD Teacher Leaders</p> <p>GLAD trained teachers</p> <p>Assistant Principal</p>	<p>\$1000 in substitutes for training; school-based funding for professional learning/dev elopment</p> <p>\$2000 in follow up GLAD training in 2016-17, school-based funding for professional learning/dev elopment</p>	<p>Principal and Assistant Principals will monitor and measure effectiveness via:</p> <ul style="list-style-type: none"> -Weekly feedback on GLAD strategies and sheltered strategies embedded into lesson plans, aligned to specific data of ELLs in classes. -Quarterly review of the type of feedback and coaching on LEAP observations, specifically analyzing sheltered instruction in practice. 	<p>In progress</p>
<p>Implement Tier 2 and Tier 3 Math and Reading Interventions A multi-tier system of support (MTSS) team will meet weekly to analyze multiple data sources to identify students needing Tier 2 and Tier 3 interventions in math and literacy.</p>	<p>8/15: Launch MTSS team to analyze student data and determine students</p>	<p>8/16: Launch MTSS team for new school year. Implement more differentiated</p>	<p>Assistant Principal</p> <p>Literacy intervention teacher</p>	<p>\$500 in extra duty pay for teachers in literacy intervention</p>	<p>Principals and Assistant Principals will monitor and measure effectiveness via:</p> <ul style="list-style-type: none"> -Weekly analysis of the MTSS tracker, which teachers complete on each student in math and literacy interventions. -Monthly LEAP observations of reading intervention and feedback sessions with 	<p>In progress</p>

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<p>Identified Tier 2 and Tier 3 math students will be enrolled in the Denver Math Fellows intervention, which utilizes small group instruction to build specific math skills. Pair Denver Math Fellows math intervention with core math teachers for weekly collaborative data analysis and planning. Identified Tier 2 and Tier 3 literacy students will be enrolled in a literacy intervention class that will utilize a balanced-literacy approach to building literacy skills. Invest in weekly collaborative planning bringing together all literacy intervention teachers.</p>	<p>needing Tier 2 and Tier 3 interventions in math and literacy</p> <p>9/15: Begin monthly MTSS data meetings to track student progress in Tier 2 and Tier 3 interventions and make necessary and strategic adjustments</p> <p>3/16: Launch study of literacy intervention approach</p>	<p>tracking of Tier 2 vs. Tier 3 interventions</p>	<p>Denver Math Fellows Coordinator</p> <p>Math and Language Arts teachers</p>	<p>to plan together for weekly instruction (they do not share a planning period during the day)</p>	<p>teachers.</p> <ul style="list-style-type: none"> -Weekly lesson plan review of literacy intervention and feedback to teachers. -Monthly partnership meeting and data evaluation with Math Fellows Coordinator 	
<p>Implement Young Men of Purpose Intervention (YMOP) Tailored to focus on empowering and developing supports for male students of color, this intervention meets weekly and develops resiliency approaches for identified students.</p>	<p>9/15: Identify students who would benefit from resiliency training of YMOP</p> <p>10/15: Launch YMOP</p>	<p>7/16: Based on impact analysis results, determine if to fund this intervention again</p>	<p>Assistant Principal</p> <p>Student Deans</p> <p>YMOP Leader</p>	<p>\$10,000 from student activity fees</p>	<p>Assistant Principal will monitor and measure effectiveness via quarterly:</p> <ul style="list-style-type: none"> -Tracking the attendance and engagement data of students involved in YMOP -Correlating the impact of YMOP on literacy and math achievement of involved students. -Annual survey of involved YMOP students to gather student perception and input 	

* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

Major Improvement Strategy #3: Implement teaming and support structures to create a positive, restorative, equitable school community for students, families, and teachers (Watchel & Watchel, 2010).

Root Cause(s) Addressed:

Inconsistent delivery and implementation coaching of professional development to help build depth and breadth of instructional best practices, especially for differentiating for specific student groups.

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):

- State Accreditation
 Title I Focus School
 Tiered Intervention Grant (TIG)
 Diagnostic Review Grant
 School Improvement Support Grant
 READ Act Requirements
 Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2015-16	2016-17				
Weekly Attendance and Behavior MTSS meetings Weekly, grade-level meetings with teachers, school counselors, school psychologists, and social workers, who join together to focus on implementing tiered systems of interventions for students needing additional attendance or behavioral support.	7/15: Develop attendance and behavior MTSS protocol to use with teams 8/15: Launch team meetings	8/16: Enable Teacher Leaders and Deans with leading weekly attendance and behavior MTSS meetings	Teachers Teacher Leaders Student Deans Mental Health support staff Assistant Principal		Assistant Principal will monitor and measure effectiveness via: -Weekly observation of meetings and providing feedback to Deans leading the meetings. -Tracking the impact of interventions on students in the weekly engagement report (which tracks attendance and behavior data).	In progress
In School Intervention Room (ISIR) To support students who have demonstrated Tier 2 and Tier 3 behaviors needing intervention, this support room provides counseling,	8/15: Identify teacher to lead ISIR and train teacher in protocols and	8/16: Train ISIR teacher to launch new year and implement ISIR	ISIR Teacher Student Deans Social Worker		Assistant Principal will monitor and measure effectiveness via: -Weekly review of the engagement report and	In progress

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<p>behavior modification, and academic intervention by a certified teacher and social worker. The primary aim of this intervention is to prevent exclusionary actions in discipline that are proven to worsen the achievement gap.</p>	<p>approaches</p> <p>8/15: Begin quarterly training for ISIR teacher with district support partners</p>	<p>effectiveness rubric</p>	<p>Assistant Principal</p>		<p>analysis of impact of ISIR on suspension data. -Using a rubric, monthly audit of ISIR fidelity and effectiveness. ISIR Teacher then receives this feedback and any necessary coaching.</p>	
<p>Positive Behavior In School Model Develop emphasis on school-wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create a positive school environment. Specifically, Hamilton will implement Tier 1 PBIS supports in teaching the “5 Ps,” which are school-wide expectations to students in every class and reinforcing them through positive behavior office referrals, where students are given school-wide recognition for embodying the 5 Ps. Hamilton will implement weekly attendance incentives for classes that have no first-period tardies.</p>	<p>8/15: Train students in 5Ps, the Hamilton expectations</p> <p>9/15: Launch positive office referrals, aligned to 5Ps and begin tracking positive office referral data</p>	<p>8/16: Appoint PBIS leadership committee</p> <p>8/16: Begin weekly tracker of PBIS data, led by teacher leaders, to analyze positive behavior by grade level and link monthly PBIS rewards to this data</p> <p>8/16: Identify PBIS classroom exemplars for other faculty to learn from</p>	<p>Assistant Principal</p> <p>Student Deans</p> <p>Teachers</p>		<p>Assistant Principal will monitor and measure effectiveness via: -Weekly analysis of PBIS data through positive behavior office referrals and comparing to negative behavior data, in suspensions and referrals in IC. -Monthly analysis of impact of attendance incentives on weekly engagement report attendance data, directly measuring correlation between PBIS attendance recognitions and grade-level and school-level attendance.</p>	<p>In progress</p>
<p>Restorative Approaches Within our discipline model, develop an intentional focus on using a process with students that collaboratively identifies the harm done by one’s actions and establishes a way to repair the harm. Deans will use restorative</p>	<p>8/16: Restorative Approaches Training for Deans and then ongoing implementation of RA conferences with students</p>	<p>8/16: Launch a more formal implementation of peer mediation, where peer restorative leaders create a peace resolution center</p>	<p>Teachers</p> <p>Student Deans</p> <p>Assistant Principals</p> <p>Mental Health Support</p>	<p>\$5500 from school-based budget/professional development funds to bring Dr. Richard Milner to speak and purchase his</p>	<p>Assistant Principal will monitor and measure the effectiveness via: -Monthly observation of restorative conferences led by each Dean and providing Deans with coaching/feedback.</p>	<p>In progress</p>

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<p>conferences with students to improve their conflict-resolution skills and resolve discipline incidents with productive actions that help students solve their problems while remaining in school, rather than through the exclusionary actions of suspension. Additionally, a group of students will be trained as student-level restorative approaches leaders to lead peer conflict resolution. The entire staff will be trained in Trauma-Informed Care approaches, which empower teachers to understand restorative needs of students and actions they can take in the classroom to support restorative growth. Teachers will be trained in restorative, culturally-responsive teaching by Dr. Rich Milner, a national leader in this field.</p>	<p>11/16: Training by Dr. Rich Milner in Culturally Responsive Instruction</p> <p>12/16: Train student leaders as restorative peer mediators and then have them lead weekly interventions with their peers</p> <p>1/16: Training of teachers in Trauma-Informed Practice</p>	<p>and can refer their peers to this mediation</p>	<p>Staff</p>	<p>book for the faculty</p>	<p>-Monthly analysis of the impact of restorative approaches on weekly engagement data, such as attendance and suspension.</p> <p>-Quarterly analysis of L1 and L2 LEAP data, triangulated with racial and SES-level grouped discipline data, to analyze impact of culturally-relevant and trauma-informed practice.</p>	
<p>No Nonsense Nurturing (NNN) Lead a weekly PLC (professional learning community) in first semester aimed at empowering teachers to take a no-nonsense, yet nurturing approach to managing their classrooms; an approach, which promotes the academic success of all students.</p>	<p>8/15: Launch NNN training for teachers</p>	<p>8/16: Launch NNN training for all new teachers and those with LEAP scores that indicate need for support</p> <p>8/16: Launch IC referral data tracker and link it to NNN intervention for analysis and support of teachers</p>	<p>Teachers</p> <p>School Instructional Facilitator</p> <p>Student Deans</p>		<p>Principal and Assistant Principals will monitor and measure effectiveness via:</p> <p>-Weekly analysis of LEAP observation data to determine impact of NNN strategies on teacher practice and classroom management efficacy.</p> <p>-Quarterly analysis of IC referral data from enrolled teachers and determining impact of NNN on student</p>	<p>In progress</p>

<p>Advancement via Individual Determination (AVID) Offer 2 AVID elective classes per grade level and train core teachers in AVID strategies. AVID aims to improve the resilience, college-readiness, and engagement of at-risk students. Send teachers to AVID trainings in culturally-responsive teaching, and reading and writing strategies.</p>	<p>7/15: Send a school team to AVID national institute</p> <p>8/15: Appoint and train a new AVID Site Coordinator and site team</p> <p>9/15: Principal joins Colorado AVID Principal Collaborative in order to gain state-wide network of information and support</p> <p>9/15-5/16: Train select teachers in culturally-responsive strategies from AVID</p> <p>12/15: Principal and AVID Site Coordinator attend national AVID conference</p> <p>1/16: Require AVID strategies to be written into weekly</p>	<p>8/16: Determine school-wide AVID strategies, aligned to each grade-level's needs</p> <p>8/16: Expand AVID implementation</p>	<p>AVID-trained Teachers</p> <p>AVID Site Coordinator</p> <p>AVID Site Team</p> <p>Teachers</p> <p>Principal</p>	<p>\$5000 through AVID Grant</p>	<p>engagement.</p> <p>The AVID Site Coordinator and Principal will measure and monitor effectiveness via:</p> <ul style="list-style-type: none"> -Analysis of findings from twice-yearly audits of the AVID implementation by utilizing the AVID implementation rubric, scored by district experts in AVID. -Conducting 4 LEAP observations per year of AVID Teachers and providing feedback on the effectiveness of teaching and learning in the AVID elective. -Conducting a pre and post-survey (September 2015 and May 2016) of the entire faculty measuring the perceived impact of AVID on students and school culture. -Tracking the engagement (attendance and behavior) and achievement data of AVID-elective students and monitoring impact at the end of each semester. 	<p>In progress</p>
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	<p>lesson plans in all core subjects</p> <p>2/16: Host an AVID parent night for families at Hamilton</p>					
<p>ELA Parent Advisory Committee (ELA PAC) and Principal Office Hours in Community Centers</p> <p>Meetings allow supported access to the school for ELL parents. Meeting topics include: a welcome tour and general information about HMS, how to interpret ACCESS and CMAS results, and learning about HMS's discipline and attendance systems. PAC meetings allow for parent leadership in school and greater connection to DPS as a whole. 4 PAC meetings during the 15/16 school year. Parents also encouraged to join the DPS PAC. Quarterly Principal Office Hours in Community Centers.</p>	<p>9/15: Hold first ELA Parent Advisory Committee Meeting and Principal Office Hours in the Community and continue this every quarter</p> <p>11/15: Second ELA PAC meeting</p> <p>4/16: Third ELA PAC Meeting</p>	<p>8/16: Publish calendar of ELA PAC meetings and Principal Office Hours in Community</p>	<p>Principal</p> <p>ELA Teacher Leader</p> <p>Assistant Principal</p> <p>Parents</p> <p>Hamilton Community Liaison</p>		<p>Assistant Principal will measure and monitor effectiveness via:</p> <ul style="list-style-type: none"> -Monthly review of attendance at the ELA PAC and Principal Office Hour meetings. -Yearly analysis of correlation between increased parent engagement strategies and on-track rates of ELLs at the end of the school year. 	<p>In progress</p>
<p>Weekly Communication</p> <p>In order to deepen their understanding about the events that impact their students, the parent community receives weekly communication in the <i>HMS Weekly Bulletin</i> regarding school news and events. This is sent out in consent decree languages via a weekly Principal Call Out, emailed bulletin, and is posted to the school website. A</p>	<p>8/15: Begin system of writing weekly principal call out on Sundays and translation into languages along with weekly bulletin for families</p> <p>8/15: Have front</p>	<p>8/16: Improve system by having weekly call-out and bulletin translated into all consent-decree languages. Have front office phone system translated into Arabic in addition to other languages.</p>	<p>Hamilton Community Liaison</p> <p>Hamilton Office Manager</p> <p>Principal</p>		<p>The Principal will monitor and measure the effectiveness via:</p> <ul style="list-style-type: none"> -Yearly analysis of the results of the DPS Parent Engagement Survey. -Attending the ELA PAC, Principal Office Hours, and other parent events, and regularly soliciting feedback from parents on the school's 	<p>In progress</p>

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monthly summary of key events is translated into language from the Consent Decree.	office phone system overhauled to include Spanish for families				communications.	
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