



Alexander Hamilton 2019 – 2021 Strategic Plan



Performance Targets	Measure	2017	2018	2019	2021 target
	Gr. 7 - 8 performance indicators:				
	<i>Gr. 7-8 ELA i-Ready (Mid view)^{1,2}—All</i>	39	28	52	65
	Gr. 7-8 ELA i-Ready—SWD	0	12	52	60
	Gr. 7-8 ELA i-Ready—ELL	0	19	30	40
	<i>Gr. 7 Math i-Ready (Mid view)—All</i>	39	22	37	60
	Gr. 7 Math i-Ready—SWD	0	7	8	35
	Gr. 7 Math i-Ready—ELL	20	17	20	40
	<i>Gr. 8 Algebra Regents % proficient—All</i>	78	78	56	90
	Gr. 8 Algebra % proficient—SWD	22	29	35	50
	Gr. 8 Algebra % proficient—ELL	22	46	8	50
	Gr. 9 – 12 cohort outcomes³:				
	<i>% passing Regents commencement exams \geq 65</i>	84	86	90	98
	<i>% graduating (4 yrs - 6/30)</i>	95	92	95	98
	<i>% post-secondary plans</i>	-	-	95	100
	% applying to college	82	81	90	
	% applying to trade school	-	-	5	
	% applying for employment	-	-	2	
	% applying for the military	-	-	2	

¹ i-Ready mid view: the % of student's whose highest valid i-Ready score by year end is at/above mid-grade level.

² See Appendix for explanation regarding Gr. 7 – 8 state assessments and for i-Ready standard view trend data.

³ All cohort data calculated after four years of enrollment by June 30



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Measure	2017	2018	2019	2021 target
<i>% graduating & achieving ≥ 1 rigorous outcome:</i>	-	42	73	80
% earning Adv. Designation Diploma	20	17	17	
% earning Seal of Biliteracy ⁴	-	-	-	
% earning HS credit for ≥ 1 AP course	30	24	43	
% cohort scoring ≥ 3 on ≥ 1 AP exam	-	17	29	
% cohort earning HS credit for ≥ 1 dual enrollment course	-	-	tbd	
% earning ≥ 3 college credits	56	33	73	
% earning \geq semester college credit (≥ 15 credits)	13	10	22	
% earning technical endorsement	-	1	8	
% successfully completing ≥ 1 AP course	30	24	43	
% earning Regents diploma and the CDOS credential	-	-	tbd	
Other metrics				
% of total AP test taken with a score ≥ 3	-	55	61	
% cohort earning ≥ 6 college credits	-	14	49	
% cohort earning ≥ 9 college credits	-	11	38	
% cohort earning ≥ 12 college credits	-	11	32	

⁴ The Seal of Biliteracy is a newly approved outcome which is just being made available to Hamilton students.



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2019 – 21 Activities	Action step	Owner	Due
Explore challenging curriculum & instruction 	Identify our at-risk students and provide proactive, research-based interventions.		
	Populate and progress monitor the “new comers” clubs.	Stacey Benke Erica Carrasquillo	9/2019 & ongoing
	Deliver purposeful communication to students and families regarding participation in Team Learning Center (TLC), peer-to-peer tutoring and other academic supports available.	Principal, AP & teachers	Ongoing
	Ensure all families, staff, and support staff understand the revised RTI process including the user’s guide and protocols.	Principal, AP, teachers & support staff	9/2019 – 6/2020
	Establish rigorous expectations through aligned curriculum and differentiated instruction to promote student growth and performance.		
	Publicly showcase a roadmap clearly showing the requirements and pathways to graduation and rigorous outcomes. Present that roadmap to students and parents starting at grades 6 and beyond.	Principal, cabinet, guidance	12/2019
	Increase use of data, data dashboards, student data portfolios and formative assessments to drive instructions.	Schoolwide	Conference days
	Align Gr. 7-9 ELA & Social Studies curriculum to create a humanities approach.	ELA & Soc Studies Depts	2019-20
	Building upon grade level standards, develop and implement common best practices and materials to vertically align learning experiences by content area.	Curriculum committee Dept chairs	2019-20
	Schedule 8 th grade students to meet with guidance counselors to prepare for grade 9 and beyond.	Guidance Principal AP	4 th quarter annually
Address students’	Foster a culture built on evidence-based interventions that address the diverse social and emotional		



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<p>social and emotional needs</p> 	needs of students.		
	Continue to deliver professional development for faculty and staff on sensitivity training and crisis intervention.	Admin	9/2019 - 6/2020
	Complete a close read of “The Shame of the Nation” and determine next steps.	Whole Child Committee	
	Continue to clarify the purpose and promote the use of the anonymous alerts system, including expanding its use to support students in social & emotional distress or crisis.	Principal	9/2018 - 6/2019
	Administer our social and emotional health survey to all students to measure students’ well-being and to identify needed interventions.	Admin, Support staff, Teachers	Quarterly
	Based on findings related to the close read, the anonymous alerts and the social-emotional survey, create programs for students.	Teacher leaders	9/2019 - 6/2020
	Create a central location (e.g., outside of main office, Google Doc, Red Reader, etc.) to inform students about the extra-curricular opportunities throughout the year.	Student government Tiffany Nunez Advisors	9/2019 - 6/2020
	Implement school-wide restorative justice practice over the next several years: <ul style="list-style-type: none"> · Educate staff and students regarding restorative justice and its practices · Explore and consider ways to implement an “advisory” period within the Hamilton schedule and current contract constraints. 	Ryan Sawyer Admin	2019-21
	Host one family engagement night focused on students social and emotional needs.	Admin Staff	9/2019 - 6/2020
Ensure safe, nurturing	Effectuate an equity system that focuses on cultural awareness, empowerment and purposeful communication.		



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<p>and culturally responsive schools for all</p> 	Provide professional development for staff to demystify our diverse students and create culturally responsive classrooms.	Admin	8.28.19 & ongoing
	Infuse culturally relevant materials across all content area curricula.	Teachers Dept chairs	2019-20
	Create a school environment that visually represents the cultural diversity of the school community.	School-wide	1 st quarter 2019-20
	Find out what the student body and community believe are important cultural elements to celebrate or promote. Implement culturally and self-empowering educational programs and assemblies (e.g. cultural heritage day, independence days, June 19 th observation, black history assembly, speakers from different cultural backgrounds, motivational speakers, etc.)	Admin	Fall 2019 & ongoing
	Create a platform to empower students to express ideas, issues and concerns in an open forum.	Admin Student Gov PALS	2019-20
	Increase schoolwide use of Talking Points to communicate in the preferred language of our families.	School-wide	2019-20
	Improve vertical articulation and the transition from grade level to grade level.		
	Create a short video for each grade level with helpful hints and suggestions for students entering each grade level on ways to reduce stress in the first days of school.	Assistant principal Peers as leaders (PALS)	2019-20
	Implement a mentor program with peers as leaders mentoring incoming 7 th graders.	PALS Kacie Schulman	2019-20
Host a school tour and field day for rising 6 th graders to welcome them to and become familiar with the building.	Peer leaders	5/2020	
Involve parents and	Develop opportunities for engagement among students, staff, alumni, local businesses, PTSA and colleges.		



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community 	Initiate steps to create an alumni association to foster engagement.	Alumni Guidance	2019-20 & ongoing
	Provide more opportunities for existing partners to engage with our students.	Service committee	2019-20 & ongoing

Appendix

Hamilton state assessment trend data is below:

Measure	2015	2016	2017	2018	2019
Gr. 7-8 ELA % proficient—All	24	27	38	29	48
- Gr. 7-8 ELA % proficient—SWD	0	0	0	0	4
- Gr. 7-8 ELA % proficient—ELL	0	-	0	0	6
Gr. 7 Math % proficient—All	18	28	26	21	41
- Gr. 7 Math % proficient—SWD	0	0	-	8	8
- Gr. 7 Math % proficient—ELL	0	-	-	0	20