



## Alexander Hamilton 2018 – 2020 Academic Improvement Plan



Performance Targets	Measure	2016	2017	2018	2020 target
	<b>Gr. 7 - 8 performance indicators:</b>				
	<i>Gr. 7-8 ELA i-Ready (Mid view)<sup>1,2</sup>—All</i>	36	39	28	<b>60</b>
	Gr. 7-8 ELA i-Ready—SWD	13	0	12	<b>40</b>
	Gr. 7-8 ELA i-Ready—ELL	0	0	19	<b>40</b>
	<i>Gr. 7 Math i-Ready (Mid view)—All</i>	42	39	22	<b>60</b>
	Gr. 7 Math i-Ready—SWD	15	0	7	<b>40</b>
	Gr. 7 Math i-Ready—ELL	0	20	17	<b>40</b>
	<i>Gr. 8 Algebra Regents % proficient—All</i>	69	78	78	<b>90</b>
	Gr. 8 Algebra % proficient—SWD	33	22	29	<b>40</b>
	Gr. 8 Algebra % proficient—ELL	10	22	46	<b>60</b>
	<b>Gr. 9 – 12 cohort outcomes:</b>				
	<i>% cohort passing Regents commencement exams <math>\geq</math> 65 (4 yrs - 6/30)</i>	90	84	96	<b>98</b>
	<i>% cohort graduating (4 yrs - 6/30)</i>	93	95	92	<b>98</b>
	<i>% applying to college or trade school, employment or the military</i>	-	-	-	<b>100</b>
	% applying to college	90	82	81	
	% applying to trade school	-	-	-	

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

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



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	% applying for employment	-	-	-	
	% applying for the military	-	-	-	
	<b>Measure</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2020 target</b>
	<i>% accepted to college or trade school, securing employment, or entering the military</i>	-	-	-	<b>100</b>
	% accepted to college	90	82	81	
	% accepted to trade school	-	-	-	
	% securing employment in desired trade	-	-	-	
	% entering the military	-	-	-	
	<i>% cohort graduating &amp; achieving <math>\geq 1</math> of the rigorous outcomes below:</i>	-	-	42	<b>60</b>
	% earning Adv. Designation Diploma	27	20	17	
	% earning $\geq 3$ college credits	61	56	33	
	% earning $\geq$ semester college credit ( $\geq 15$ credits)	10	13	10	
	% successfully completing $\geq 1$ AP course	31	30	24	
	% earning technical endorsement	-	-	1	
	<b>Other metrics</b>				
	% cohort scoring $\geq 3$ on $\geq 1$ AP exam	-	-	17	
	% of total AP test taken with a score $\geq 3$	-	-	55	
	% cohort earning $\geq 6$ college credits	-	-	14	
	% cohort earning $\geq 9$ college credits	-	-	11	
	% cohort earning $\geq 12$ college credits	-	-	11	



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2018 – 20 Activities	Action step	Owner	Due
Deliver challenging curriculum & instruction  	<b>Identify our at-risk students and provide proactive, research-based interventions.</b>		
	Implement the “new comers” club: welcome new students, provide a “survivor’s guide,” assign them to a peer support group similar to Peers as Leaders.	Project Excel Committee	9/2018 & ongoing
	Increase awareness of and participation in Team Learning Center (TLC) opportunity. Identify and address concerns regarding middle school students whose academic support needs are not being addressed by TLC due to transportation or other reasons.	Principal & AP	2 <sup>nd</sup> MP
	Ensure all parents, staff, and support staff understand the revised RTI process including the user’s guide and protocols.	Principal, AP, teachers & support staff	9/2018 – 6/2019
	<b>Vertically align curriculum and differentiate instruction to meet student’s needs and prepare them for rigorous outcomes.</b>		
	Populate the 12 credit Gr. 9-12 Scientific Research course.	Sabrina D. Guidance	9/2018 –19 & ongoing
	Increase the percentage of students graduating with rigorous outcomes: <ul style="list-style-type: none"> <li>• Develop 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.</li> <li>• Identify students in the 2014, 2015, 2016 &amp; 2017 cohorts who did not/are not on track to graduate with rigorous outcomes and identify why. Recommend new and innovative approaches to increase rigor.</li> <li>• Refine our measurement of rigor:               <ul style="list-style-type: none"> <li>• Define the definition of “earning”: is it “earning 3 credits on a transcript” or is it “meeting the requirement to earn the 3 credits”</li> <li>• Calculate the cohort number by examining transcripts rather than</li> </ul> </li> </ul>	Principal, cabinet, guidance  Guidance Admin   Doolittle & Engelhardt	9/2018



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	course lists.		
	Schedule 8 <sup>th</sup> grade students to meet with guidance counselors to prepare for grade 9 and beyond.	Guidance Principal AP	4 <sup>th</sup> quarter annually
<b>Address students' social and emotional needs</b>  	<b>Create and promote a culture and establish procedures and strategies that identify and foster students' social and emotional needs.</b>		
	Deliver professional development for faculty and staff on sensitivity training and crisis intervention.	Whole child committee	9/2018 - 6/2019
	Create programs for students including sensitivity training, social media dangers and awareness, etc. (E.g., Big sister, big brother, student support groups)	Committee	9/2018 - 6/2019
	Design and implement a survey using Panorama (or similar tool) to measure, target and improve school culture and students' social and emotional health.	Committee	11/2018 & ongoing 2X annually
	Continue to clarify the purpose and promote the use of the anonymous alerts system.	Principal	9/2018 - 6/2019
	Form a student "honor court" encouraging peer mediation.	Student gov Peers as leaders	2019-20
	Develop parent workshops on the whole child.	Committee	9/2018 - 6/2019
<b>Ensure a rich learning environment</b>	<b>Improve vertical articulation and the transition from grade level to grade level.</b>		
	Inform 7 <sup>th</sup> grade teachers about rising 6 <sup>th</sup> graders: <ul style="list-style-type: none"> <li>Develop a form for 6<sup>th</sup> grade teachers to communicate what 7<sup>th</sup> grade teacher need to know about the rising 7<sup>th</sup> grade class: strengths, areas of growth, interpersonal relationships and supports needed.</li> </ul>	7 <sup>th</sup> grade teachers	5/2019



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	<ul style="list-style-type: none"> <li>• Distribute final form to 6<sup>th</sup> grade teachers and guidance.</li> <li>• Complete and deliver forms to 7<sup>th</sup> grade teachers.</li> </ul>	Jr. High Team	
	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.	Student body	Raider games event
	Setup a 6 <sup>th</sup> grade interview (speed date style) with Peers as Leaders for facetime and questions.	PALS/Health teacher	5/2019
	Host a scavenger hunt for rising 6 <sup>th</sup> graders to welcome them to and become familiar with the building.	Principal & AP Peer leaders Student gov't	Six flag day or August conf days
Involve parents and community  	<b>Support our culturally diverse community.</b>		
	Contact local cultural organizations to explore ways to partner to support cultural cooperation.	Hamilton com. members	2018-19 & ongoing
	Develop new opportunities for parents to engage in fun ways.	Hamilton com. committee	2018-19 & ongoing
	<b>Develop broader partnerships with alumni, local businesses, PTSA and colleges that increase opportunities for students.</b>		
	Initiate steps to create an alumni association.	Student gov't	2018-19 & ongoing
	Provide a list of community service opportunities for students.	Service committee	2018-19 & ongoing
	Expand career day.	Service committee	2018-19 & ongoing



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### Appendix

Hamilton state assessment trend data is below:

Measure	2014	2015	2016	2017	2018
Gr. 7-8 ELA % proficient—All	28	24	27	38	
- Gr. 7-8 ELA % proficient—SWD	0	0	0	0	
- Gr. 7-8 ELA % proficient—ELL	0	0	-	0	
Gr. 7 Math % proficient—All	24	18	28	26	
- Gr. 7 Math % proficient—SWD	9	0	0	-	
- Gr. 7 Math % proficient—ELL	0	0	-	-	