

Title I Plan and Annual Update

Prepared By
Hamilton Middle School (School) SC
SC1427
State Fiscal Year: **2017**

Title I - School Restructuring

State the school goals for math.

This years goal for mathematics is to increase the number of students that are proficient and advanced per the SBAC test as follows:

6th grade students will increase from 30% to 45%

7th grade students will increase from 43% to 50%

Define the specific measurable objectives for each of the student groups that did not make AYP in math.

Students that did not make AYP in mathematics will be benchmarked using the EasyCBM in the fall, winter and spring. Students that test intensive and with teacher recommendation will receive a second dose of mathematics with their core teacher. It is our goal, measured through progress monitoring and benchmark testing, that students will be making adequate progress in mathematics.

State the school goals for reading.

This years goal for reading is to increase the number of students that are proficient and advanced per the SBAC test as follows:

6th grade students will increase from 52% to 60%

7th grade students will increase from 53% to 60%

Define the specific measurable objectives for each of the student groups that did not make AYP in reading.

Students that did not make AYP in reading will be benchmarked using the EasyCBM in the fall, winter and spring. Students that test intensive and with teacher recommendation will receive a second dose of ELA with their core teacher. It is our goal, measured through progress monitoring and benchmark testing, that students will be making adequate progress in ELA.

How is the school addressing the fundamental teaching and learning needs of the students, especially the academic problems of low-achieving students, using scientifically-based research strategies?

We are addressing the fundamental teaching and learning needs of the school in the following ways:

First, we are in our second year of implementing Marcia Tate's 20 instructional strategies. We focus on five strategies a quarter and staff members model the strategies at staff meetings and PIR days. Marcia Tate is scheduled to present to our staff in the fall of 2017!

Second, we are also in our second year of implementing Step-up to Writing district wide as well as district writing assessments, common rubrics and writing across the curriculums. All staff members have received training in using the common writing rubrics.

Third, we are have a book study on Kim Campbell's book "If You Can't Manage Them, You Can't Teach Them". It parallels Marcia Tate's philosophy and provides staff with researched based classroom management strategies.

Fourth, we are in our second year of instructional rounds. this allows staff the opportunity to observe fellow staff members and reflect upon their teaching and build a collaborative school environment.

Finally, the district has applied for AdvancED system accreditation and our review is scheduled for October 24-26

Describe the school's strategies for assessing student progress toward meeting all content standards.

We use the EasyCBM to assess students progress in Mathematics and ELA three times a year as well as the SBAC test results.

In the 8th grade data form the science CRT is used to assess student progress in that subject area.

Staff members in all curriculum areas are strongly encouraged to use pre and post test to evaluate student progress for each unit taught.

It is our policy that if a student fails a core class they are placed in a structured study hall and they must demonstrate proficiency and complete the work that they failed or did not submit for a grade.

If a student fails a core subject two quarters they are recommended for a 4 week summer school program in which they receive small group instruction in that subject area.

Describe the school's integration of Indian Education for All into all areas of the curriculum.

I.E.F.A. is strongly integrated into all of our science classes as well as Montana History and electives.

We continue to use The OPI I.E.F.A. resources for integration in all curriculum areas as well as hosting guest speakers from the Salish/Kootenai Tribe.

Public School Choice offered: Yes or No

No

Public School Choice offered: Enter a response

Hamilton Middle school is the only middle school in our district.

Supplemental Education Services offered to parents of eligible students: Yes or No

Yes

Supplemental Education Services offered to parents of eligible students: Enter a response

We offer after school tutoring by certified staff which is open to all eligible students. Our summer school program is also open to all eligible students.

Provide details of the Technical assistance provided by the LEA.

The LEA provides all the technical assistance that they are able to afford.

Parental Involvement components: How are parents involved in the planning, process, and evaluation of the Title I 14 plan?

Parents are involved via school newsletters, surveys, and participation in our parent organization (Families for Education).

Parental Involvement components: How are parents notified about the school's restructuring status?

Notices of improvement status are included in the student planners that all students receive.

Parental Involvement components: How are the required ESEA notifications distributed to parents (SES eligibility, Public School Choice, Highly Qualified Teacher notifications, etc.)?

As stated above all TransAct forms are included in the student planners, which every student receives. Parents and students are required to sign off that they have reviewed the contents of the planners.

How has the school implemented a Teacher mentoring program?

Yes, we have a mentor/mentee program in place for all new teachers and those that request support.

Reopen as a public charter: Yes or No [According to ARM 10.55.604 (11)].

No

Reopen as a public charter: Please explain.

We are not a public charter school.

Replace all or most of the school staff including the principal: Yes or No.

Yes

Replace all or most of the school staff including the principal: Explain.

I was new to the school in 2013 and we have replaced several staff member though retirement and resignations.

Other restructuring reform: Yes or No.

No

Other restructuring reform: Please explain.

Not that I am aware of.

Funding Resources

List all federal and state sources of funds allocated to this schoolwide program. The estimated general education (building) funds and federal funds allocated to this school should be recorded on the chart

Funding Source	Amount	Use of Funds
-----------------------	---------------	---------------------

Academic Performance

Curriculum

The school develops and implements a curriculum that is rigorous, intentional, and aligned to state standards.

Quality Indicator Notes

1.1 Curriculum

Curriculum

The school develops and implements a curriculum that is rigorous, intentional, and aligned to state standards.

Quality Indicator Notes

- 1.1 There is evidence that the curriculum is aligned with the Montana Content and Performance Standards and includes Indian Education for All and local tribal standards if applicable. GUIDANCE: Consider how accurate IEFA curriculum is infused across all content areas and every grade level.**
- a**

Curriculum

The school develops and implements a curriculum that is rigorous, intentional, and aligned to state standards.

Quality Indicator Notes

- 1.1 The district initiates and facilitates discussions among schools regarding curriculum standards to ensure they are clearly articulated across all levels (P-12), with particular attention to the inclusion of local cultural knowledge (as part of a living, constantly adopting system).**
- b**

Curriculum

The school develops and implements a curriculum that is rigorous, intentional, and aligned to state standards.

Quality Indicator Notes

- 1.1 The district initiates and facilitates discussions between schools in the district in order to eliminate unnecessary overlaps and close gaps.**
- c**

Curriculum

The school develops and implements a curriculum that is rigorous, intentional, and aligned to state standards.

Quality Indicator Notes

- 1.1 There is evidence of vertical communication with an intentional focus on key curriculum transition points within grade configurations (e.g., from primary to middle and middle to high).**

Curriculum

The school develops and implements a curriculum that is rigorous, intentional, and aligned to state standards.

Quality Indicator Notes

- 1.1 The school curriculum provides specific links to continuing education, cultural awareness, life and career options. GUIDANCE: If applicable, consider what curriculum changes have been necessary in light of the state's Montana High School Initiative and/or the district's Carl Perkins Plan.**

Curriculum

The school develops and implements a curriculum that is rigorous, intentional, and aligned to state standards.

Quality Indicator Notes

- 1.1f There is a systematic process in place for monitoring, evaluating and reviewing the curriculum. GUIDANCE: Consider the development and revision cycle to ensure that the district and school curriculum is continually updated.**

Curriculum

The school develops and implements a curriculum that is rigorous, intentional, and aligned to state standards.

Quality Indicator Notes

- 1.1 The curriculum provides access to a common academic core for all students. g "Common academic core – that is culturally responsive and available to all students." GUIDANCE: If applicable, consider what specific steps are being taken to close the achievement gap and ensure that American Indian students have access to a rigorous, common academic core.**

Curriculum

The school develops and implements a curriculum that is rigorous, intentional, and aligned to state standards.

Correlate Comments and Goals

- 1 What trends/issues that have significant impact on student achievement could be identified?**

Curriculum

The school develops and implements a curriculum that is rigorous, intentional, and aligned to state standards.

Correlate Comments and Goals

- 2 Are there specific issues/trends dealing with IEFA students that might be targeted for inclusion as goals in the CSI Plan?**

Curriculum

The school develops and implements a curriculum that is rigorous, intentional, and aligned to state standards.

Correlate Comments and Goals

- 3 If applicable, are there specific issues/trends dealing with American Indian Student Achievement that might be targeted for inclusion as goals in the CSI Plan?**

Curriculum

The school develops and implements a curriculum that is rigorous, intentional, and aligned to state standards.

Correlate Comments and Goals

- 4 Goal # 1**

Curriculum

The school develops and implements a curriculum that is rigorous, intentional, and aligned to state standards.

Correlate Comments and Goals

- 5 Goal # 2**

Curriculum

The school develops and implements a curriculum that is rigorous, intentional, and aligned to state standards.

Correlate Comments and Goals

6 Goal # 3

Evaluation/Assessment

The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.

Quality Indicator Notes

2.1 Evaluation/Assessment

Evaluation/Assessment

The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.

Quality Indicator Notes

2.1 Classroom assessments of student learning are frequent, rigorous and aligned with a Montana's Content and Performance Standards. GUIDANCE: Consider how local assessments are designed and used to assess classroom implementation of IEFA.

Evaluation/Assessment

The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.

Quality Indicator Notes

2.1 Teachers collaborate in the design of authentic assessment tasks aligned with the b standards and relevant to the school culture.

Evaluation/Assessment

The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.

Quality Indicator Notes

2.1 Students can articulate the academic expectations in each class and know what is c required to be proficient.

Evaluation/Assessment

The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.

Quality Indicator Notes

2.1 Test scores are used to identify curriculum gaps.

d

Evaluation/Assessment

The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.

Quality Indicator Notes

2.1 Multiple assessments are specifically designed to provide meaningful feedback on student learning instructional purposes. GUIDANCE: Consider how the academic progress of American Indian students is monitored to ensure they receive appropriate instructional support.

Evaluation/Assessment

The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.

Quality Indicator Notes

2.1f Performance standards are clearly communicated, evident in classrooms and observable in student work.

Evaluation/Assessment

The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.

Quality Indicator Notes

2.1 Implementation of the state-required Assessment Program is coordinated by school and district leadership.

Evaluation/Assessment

The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.

Quality Indicator Notes

2.1 Samples of student work are analyzed to inform instruction, revise curriculum and pedagogy and obtain information on student progress.

Evaluation/Assessment

The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.

Correlate Comments and Goals

- 1 What trends/issues that have significant impact on student achievement could be identified?**

Evaluation/Assessment

The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.

Correlate Comments and Goals

- 2 Are there specific issues/trends dealing with IEFA students that might be targeted for inclusion as goals in the CSI Plan?**

Evaluation/Assessment

The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.

Correlate Comments and Goals

- 3 If applicable, are there specific issues/trends dealing with American Indian Student Achievement that might be targeted for inclusion as goals in the CSI Plan?**

Evaluation/Assessment

The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.

Correlate Comments and Goals

- 4 Goal # 1**

Evaluation/Assessment

The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.

Correlate Comments and Goals

5 Goal # 2

Evaluation/Assessment

The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.

Correlate Comments and Goals

6 Goal # 3

Instruction

The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance.

Quality Indicator Notes

3.1 Instruction

Instruction

The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance.

Quality Indicator Notes

3.1 There is evidence that effective and varied instructional strategies are used in all a classrooms. GUIDANCE: If applicable consider what changes in instructional strategies have been necessary in light of the state's Montana High School Initiative, the state's RTI Initiative and or the district's Carl Perkins Plan.

Instruction

The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance.

Quality Indicator Notes

3.1 Instructional strategies and learning activities are aligned with the district and b school learning goals, and assessment expectations for student learning and specific cultural needs.

Instruction

The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance.

Quality Indicator Notes

3.1 Instructional strategies and activities are consistently monitored and aligned with the changing needs of a diverse student population to ensure various learning approaches and learning styles are addressed.

Instruction

The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance.

Quality Indicator Notes

3.1 Teachers demonstrate the content knowledge necessary to challenge and motivated students to high levels of learning. GUIDANCE: Consider whether teachers have sufficient background knowledge regarding IEFA.

Instruction

The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance.

Quality Indicator Notes

3.1 There is evidence that teachers incorporate the use of technology in their classrooms.

Instruction

The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance.

Quality Indicator Notes

3.1f Instructional resources (textbooks, supplemental reading, and technology) are sufficient to effectively deliver the curriculum. GUIDANCE: Consider whether instructional materials, including textbooks and supplemental materials, have been reviewed for bias.

Instruction

The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance.

Quality Indicator Notes

3.1 Teachers examine and discuss student work collaboratively and use this information to inform their practice.

Instruction

The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance.

Quality Indicator Notes

3.1 There is evidence that homework is frequent and monitored and tied to instructional practice.

Instruction

The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance.

Correlate Comments and Goals

1 What trends/issues that have significant impact on student achievement could be identified?

Instruction

The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance.

Correlate Comments and Goals

2 Are there specific issues/trends dealing with IEFA students that might be targeted for inclusion as goals in the CSI Plan?

Instruction

The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance.

Correlate Comments and Goals

- 3 If applicable, are there specific issues/trends dealing with American Indian Student Achievement that might be targeted for inclusion as goals in the CSI Plan?**

Instruction

The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance.

Correlate Comments and Goals

- 4 Goal # 1**

Instruction

The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance.

Correlate Comments and Goals

- 5 Goal # 2**

Instruction

The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance.

Correlate Comments and Goals

- 6 Goal # 3**

Category Comments and Goals for Academic Performance

Comments for Academic Performance Category

Correlate Comments and Goals

- 1 What trends/issues that have significant impact on student achievement could be identified?**

Category Comments and Goals for Academic Performance

Comments for Academic Performance Category

Correlate Comments and Goals

- 2 Are there specific issues/trends dealing with IEFA students that might be targeted for inclusion as goals in the CSI Plan?**

Category Comments and Goals for Academic Performance

Comments for Academic Performance Category

Correlate Comments and Goals

- 3 If applicable, are there specific issues/trends dealing with American Indian Student Achievement that might be targeted for inclusion as goals in the CSI Plan?**

Category Comments and Goals for Academic Performance

Comments for Academic Performance Category

Correlate Comments and Goals

- 4 Goal # 1**

Category Comments and Goals for Academic Performance

Comments for Academic Performance Category

Correlate Comments and Goals

- 5 Goal # 2**

Category Comments and Goals for Academic Performance

Comments for Academic Performance Category

Correlate Comments and Goals

- 6 Goal # 3**