

School Improvement Plan

Title I - Targeted Assistance

School Year: 2011 - 2012

School District: Hamilton Community Schools

ISD/RESA: Ottawa Area ISD

School Name: Bentheim Elementary School

Grades Served: K,1,2,3,4,5

Principal: Mr. Dan Scoville

Building Code: 04975

District Approval of Plan:

Authorized Official Signature and Date

Board of Education Approval of Plan:

Authorized Official Signature and Date

School Improvement Plan

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Introduction

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable. The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

School Information

School:	Bentheim Elementary School
District:	Hamilton Community Schools
Public/Non-Public:	Public
Grades:	K,1,2,3,4,5
School Code Number:	04975
City:	Hamilton
State/Province:	Michigan
Country:	United States

Vision, Mission and Beliefs

Vision Statement

Vision Statement:

The Hamilton Community Schools will meet the individual needs of all students.

Brand Promise:

A Hamilton education...personal experience with exceptional results.

Mission Statement

Hamilton Community Schools believes that all students can learn and achieve mastery of skills needed to be lifelong learners. This will include group and individual problem solving so students can function effectively in an ever changing society. We accept the responsibility to educate all students, and develop positive social/emotional behaviors and attitudes in an atmosphere of trust and mutual respect. This will happen through staff commitment and in cooperation with students, parents and community.

Beliefs Statement

Core Values

- Dedication
- Integrity
- Relationships
- Passion

Purpose:

Hamilton Schools - A community committed to excellence and ensuring success for all.

Mission Statement

Mission Statement:

Hamilton Community Schools believes that all students can learn and achieve mastery of skills needed to be lifelong learners. This will include group and individual problem solving so students can function effectively in an ever changing society. We accept the responsibility to educate all students, and develop positive social/emotional behaviors and attitudes in an atmosphere of trust and mutual respect. This will happen through staff commitment and in cooperation with students, parents and community.

Beliefs Statement

Beliefs Statement:

Core Values

- Dedication
- Integrity
- Relationships
- Passion

Goals

Name	Development Status	Progress Status
Math	Complete	Open
Reading	Complete	Open
Writing	Complete	Open

Goal 1: Math

Content Area: Math

Development Status: Complete

Student Goal Statement: All students will be proficient in math.

Gap Statement: MEAP math tests indicate that most students (over 95%) are scoring in the proficient range, however, about one-third of those students are scoring in Level 2. Subgroup analysis shows that the group of students with disabilities scores 10-15 proficiency points below their grade level peers.

Cause for Gap: Changes in the grade level content expectations over the past few years in the area of mathematics have required more difficult concepts to be taught at earlier grade levels. The process of making these curriculum and instructional adjustments is in process.

Algebra concepts have been difficult for teachers to teach effectively and for students to understand and apply. Targeted interventions in the area of mathematics have not been utilized extensively throughout the district.

We have also discovered through our Delta Math screeners that our students are struggling with fractions across the district.

Multiple measures/sources of data you used to identify this gap in student achievement: MEAP and MME math tests

District grade level common assessments

Delta Math Screeners and Math RtI.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? All students at grade levels assessed with OAISD math screeners will be proficient on key grade level concepts.

All students will demonstrate growth on the MEAP and MME math tests.

All students will score at grade level on common district assessments in mathematics.

Contact Name: Dan Scoville

List of Objectives:

Name	Objective
Increased Math Proficiency	All Bentheim students will increase skills in the area of mathematics: the percent of students (including those with disabilities and economically disadvantaged students) in Level 1 on the MEAP math test will increase by 10 percentage points by the fall of 2012 (assuming the cut score for Level 1 does not change).

1.1. Objective: Increased Math Proficiency

Measurable Objective Statement to Support Goal: All Bentheim students will increase skills in the area of mathematics: the percent of students (including those with disabilities and economically disadvantaged students) in Level 1 on the MEAP math test will increase by 10 percentage points by the fall of 2012 (assuming the cut score for Level 1 does not change).

List of Strategies:

Name	Strategy
Math Interventions	District staff will implement effective, research based strategies to increase students performance on key mathematics concepts (e.g., targeted small group math interventions, after school and summer instruction, professional development).

1.1.1. Strategy: Math Interventions

Strategy Statement: District staff will implement effective, research based strategies to increase students performance on key mathematics concepts (e.g., targeted small group math interventions, after school and summer instruction, professional development).

Selected Target Areas

I.1.A.2 The school's curriculum framework is based upon and organized around the adopted state and local curriculum documents.
I.1.A.5 The curriculum is sufficiently flexible to allow for adaptation and modification to meet the wide range of needs and abilities of all students.
I.2.A.1 The content of the curriculum is directly aligned and consistent with the district's curriculum framework. Processes used to develop cohesive and essential content require articulation within and across grade levels and content areas.

Other Required Information for Strategy

Assisting Struggling Students with Mathematics: Response to Intervention for Elementary and Middle Schools

Intervention: Houghton Mifflin Mathematics

Classroom Assessment and Grading that Works ? Marzano

"Inside the Black Box: Raising Standards through Classroom Assessment" (Black and William) Phi Delta Kappan (1998)

Transformative Assessment W. James Popham

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Math Intervention Activities	2011-09-08	2012-06-08	Classroom teachers and paraprofessionals Building Principals Curriculum Personnel

1.1.1.1. Activity: Math Intervention Activities

Activity Description: Classroom teachers and trained paraprofessionals will implement a program of targeted math interventions in small group settings at least twice per week. Progress will be monitored at least monthly and instructional and organizational adjustments will be made based on analysis of this assessment data. Building principals will monitor implementation of the program. Professional development, supported by OAISD math consultants, will be provided for teachers and paraprofessionals to enable selection of appropriate and effective instructional practices and resources. Intervention resources will be identified and secured.

Planned staff responsible for implementing activity: Classroom teachers and paraprofessionals
Building Principals
Curriculum Personnel

Actual staff responsible for implementing activity: Classroom teachers and paraprofessionals

Planned Timeline: Begin Date - 2011-09-08, End Date - 2012-06-08

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Math RtI Resources	Title I Part A	75,000.00	0.00

Goal 2: Reading

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: All students will be proficient in reading.

Gap Statement: On the Scholastic Reading Inventory 19% of Bentheim students who are economically disadvantaged scored below grade level (basic and below basic levels) compared to 13% overall. The scores for students in second grade indicated a greater percentage of students below grade level compared to other elementary grade levels (30% for 2nd grade; 11% for 3rd grade, 18% for 4th grade, 13% for 5th grade).

On the Oral Reading Fluency measure of the DIBELS, 25% of first graders were strategic or intensive, compared with 43% of second graders and 19% of third graders.

MEAP data analysis at the district level indicates a gap between the proficiency levels of students with disabilities and those without disabilities.

Cause for Gap: A review of students' disabilities indicates that reading comprehension, word study and other English language arts areas are challenging for these students. In addition, the delivered curriculum for these students is not yet closely aligned to the general education curriculum.

Targeted reading interventions at each grade are in place. As our lower elementary students continue to improve their reading fluency, their comprehension must remain a focus as well.

Multiple measures/sources of data you used to identify this gap in student achievement: MEAP

DIBELS measures

Scholastic Reading Inventory (SRI)

Classroom assessments, including running records and informal reading inventories

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? All students will be at grade level or above on classroom reading assessments (including running records, IRI)

Students SRI scores will be at grade level or above.

Students DIBELS scores will be at benchmark levels for all measures.

Contact Name: Dan Scoville

List of Objectives:

Name	Objective
Increased Reading Proficiency	Bentheim students will increase skills in the area of informational reading: the percent of non-disa

2.1. Objective: Increased Reading Proficiency

Measurable Objective Statement to Support Goal: Bentheim students will increase skills in the area of informational reading: the percent of non-disa

List of Strategies:

Name	Strategy
Targeted Reading Instruction	Staff will implement effective, research-based strategies to increase student performance in informational reading in their small group RtI reading intervention programs, summer school programs, after school programs and parent involvement activities. We will focus on fluency, decoding and comprehension. District staff will monitor student progress through the implementation of effective assessment and data analysis processes.

2.1.1. Strategy: Targeted Reading Instruction

Strategy Statement: Staff will implement effective, research-based strategies to increase student performance in informational reading in their small group RtI reading intervention programs, summer school programs, after school programs and parent involvement activities. We will focus on fluency, decoding and comprehension. District staff will monitor student progress through the implementation of effective assessment and data analysis processes.

Selected Target Areas

I.1.A.5 The curriculum is sufficiently flexible to allow for adaptation and modification to meet the wide range of needs and abilities of all students.
I.1.B.1 Communication and articulation about the curriculum is a high priority for the entire staff. A dialog is promoted between and across grade levels and content areas. Particular emphasis is paid to the curriculum dialog of teachers from one instructional level to another.
I.1.B.2 The school makes a concerted effort to ensure that all students have a clear understanding of what they are studying and why they are studying it.
I.1.B.3 Parents have a clear understanding of the curricular expectations for their child. A variety of opportunities are made available to them to obtain information about the goals and objectives of units of study and clarify any aspects of the curriculum they do not understand.
I.2.A.2 Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students. The result is a curriculum that allows students to derive meaning from all of their educational experiences.
I.2.B.1 The school or program ensures that students have the supports they need to meet the required standards. Teachers provide opportunities for students to use many and varied approaches to demonstrate competency. The school or program continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.
I.2.B.2 There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.

Other Required Information for Strategy

What Really Matters for Struggling Readers by Richard Allington
 The Struggling Reader: Interventions that Work by Cooper, Chard, Kiger
 Integrating Differentiated Instruction and Understanding by Design by Tomlinson and McTighe
 Research reports from the US Department of Education Institute of Education Sciences: What Works
 Clearinghouse: Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier
 Intervention in the Primary Grades

Research reports and studies from the DIBELS center at the University of Oregon and The Florida Center
 for Reading Research

Classroom Assessment and Grading that Works by Marzano

"Inside the Black Box: Raising Standards through Classroom Assessment" (Black and Wiliam) Phi Delta
 Kappan (1998)

Transformative Assessment by W. James Popham

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Targeted Reading Instruction	2010-08-31	2011-06-03	RtI coordinators: Kathy Newhouse (district level) and Brittany Goodman (building level); Dan Scoville-building principal; Classroom teachers and paraprofessionals; Curriculum personnel: Craig Hoekstra and Barb Ferguson

2.1.1.1. Activity: Targeted Reading Instruction

Activity Description: Targeted instruction in whole and small group settings will be provided by classroom teachers at elementary and middle school level. Core reading program resources (eg. Pearson Reading Street, Macomb genre units, Comprehension Tool Kit) and core content resources will be utilized.

Daily reading intervention instruction (RtI model) using a variety of materials to meet specific needs (e.g., phonemic awareness, fluency, decoding) will be provided at the elementary level by literacy coaches, classroom teachers and trained paraprofessionals. Program will be overseen by district level RtI coordinator.

Consulting and coaching to support reading intervention planning and assessment provided by intervention specialist and ISD consultants. Coordination of reading and writing instruction and practice will be implemented at each grade level through quarterly team meetings of instructional staff.

Planned staff responsible for implementing activity: RtI coordinators: Kathy Newhouse (district

level) and Brittany Goodman (building level); Dan Scoville-building principal; Classroom teachers and paraprofessionals; Curriculum personnel: Craig Hoekstra and Barb Ferguson

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-08-31, End Date - 2011-06-03

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Reading Interventions Support	Title I Part A	90,000.00	0.00

Goal 3: Writing

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: All students will demonstrate proficiency in writing.

Gap Statement: Performance of students on the writing tests on past MEAP tests has consistently been lower than other MEAP subtests. From 2005 to 2010, 88-99% of elementary students, district-wide, were proficient in reading, while writing proficiency rates for the same students varied from 64 to 81%. Overall, the proficiency rates increased over time, although not consistently (64%, 65%, 81%, 74% from 2005 to 2008, respectively. This is true at the building level as well. Scores in other sub-tests fall in the mid 90's to 100%, while writing scores have fallen in the low to mid 80's.

The performance of students with disabilities is lower on the writing test compared to those without disabilities. In 2008, the comparisons between the two groups demonstrate the difference: 56%/78% (4th grade), 56%/78% (5th grade), 59%/91% (6th grade).

Cause for Gap: Written expression is a complex task that is difficult for students with disabilities in the area of English Language Arts. Although these students are better able to express their ideas verbally, the task of organizing and writing their thoughts is a challenging one.

Writing instruction at the elementary level has more often focused on narrative rather than informational writing.

The amount of instructional time devoted to writing instruction and the practice of writing has been inconsistent.

Vocabulary and language development of economically disadvantaged students has been found to be lower in studies of early language learning.

Multiple measures/sources of data you used to identify this gap in student achievement: District writing samples with scoring rubrics
MEAP writing tests
Common classroom assessments

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? All students will be proficient on MEAP writing tests.

All students will score within grade level benchmarks on district writing samples, based on a common rubric.

Contact Name: Dan Scoville

List of Objectives:

Name	Objective
Improve Writing Proficiency	Bentheim students (including those with disabilities) will increase their proficiency level on the w

3.1. Objective: Improve Writing Proficiency

Measurable Objective Statement to Support Goal: Bentheim students (including those with disabilities) will increase their proficiency level on the w

List of Strategies:

Name	Strategy
Improved Writing Instruction	Bentheim staff will implement writing instruction that includes research-based instructional practices for writing in core subject areas (eg., 6+1 Writing Traits, writing workshop, informational writing in all core areas, development of common rubrics for core areas, professional development).

3.1.1. Strategy: Improved Writing Instruction

Strategy Statement: Bentheim staff will implement writing instruction that includes research-based instructional practices for writing in core subject areas (eg., 6+1 Writing Traits, writing workshop, informational writing in all core areas, development of common rubrics for core areas, professional development).

Selected Target Areas

I.1.A.3 The school's curriculum documents are designed in a way that ensures cohesion within and across grade levels and content areas.

I.1.A.5 The curriculum is sufficiently flexible to allow for adaptation and modification to meet the wide range of needs and abilities of all students.

I.1.B.1 Communication and articulation about the curriculum is a high priority for the entire staff. A dialog is promoted between and across grade levels and content areas. Particular emphasis is paid to the curriculum dialog of teachers from one instructional level to another.

I.2.A.3 A collaborative culture that incorporates a philosophy of continuous improvement exists at the school or within a program. Staff members work as teams to gather and analyze information and make decisions regarding the modification of their instructional practice.

Other Required Information for Strategy

6+1 Writing traits - Ruth Culham

Formative Assessment - James Popham

Writing Essentials

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Writing Instructional Strategies and Professional Development	2010-08-31	2011-06-03	Classroom teachers Building principals Literacy coaches ELA department chairs District School Improvement team

3.1.1.1. Activity: Writing Instructional Strategies and Professional Development**Activity Description:**

- Review curriculum maps to assure alignment to content expectations and adequate allocation of instructional time for writing.
- Provide a variety of instructional interventions, including co-teaching and flexible grouping.
- Integrate writing activities across all subject areas.
- Increase engagement in writing by including greater choice and variety of writing topics during instruction.
- Provide professional development for all teachers on effective writing instruction, including review of 6+1 writing traits and informational writing in core areas.
- Make sure time spent allotted for writing instruction is sufficient
- Increase teacher knowledge and use of formative assessments to measure progress more frequently and to target instruction and interventions.
- Review and revise common assessments and grade level writing rubrics to measure growth at all grade levels.
- Investigate the use of technology to increase the effectiveness of instruction and engagement, and to

collect and analyze data on student growth.

Planned staff responsible for implementing activity: Classroom teachers

Building principals

Literacy coaches

ELA department chairs

District School Improvement team

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-08-31, End Date - 2011-06-03

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Writing Instructional Support and Professional Development	Title II Part A	10,000.00	0.00

Resource Profile

Funding Source	Planned Amount	Actual Amount
Title I Part A	\$165,000.00	\$0.00
Title II Part A	\$10,000.00	\$0.00

Additional Requirements

Comprehensive Needs Assessment

The comprehensive needs assessment (CNA) requirement is met by completing a School Data Profile/Analysis (SDP/A), School Process Profile, and Summary Report. The comprehensive needs assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan.

Use the results of the comprehensive needs assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data.

1. How was the comprehensive needs assessment conducted?

The comprehensive needs assessment was conducted in conjunction with the the Building Improvement Team and a review of the School Data Profile.

2. Describe the process to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas.

Students at risk of failing to meet the curriculum standards identified in the Grade Level Content Expectations at Bentheim Elementary are identified through a variety of assessment measures including:

- DIBELS benchmark assessments (Sept., Jan., May) and progress monitoring for any students scoring in the at-risk category*
- The Scholastic Reading Inventory is administered to students in grades 2-5 to measure reading proficiency three times a year (Sept., Jan., May) at a minimum. Those students whose lexile levels are below the grade level standard will be considered at-risk.*
- MEAP tests for students in grades 3-5 are used to identify students who score in Levels 3 or 4. Additionally, it is our goal to increase the number of students scoring at Level 1*
- Common grade level assessments in core areas are used to identify students who are at risk on specific areas of the core curriculum*
- Delta Math Screeners are administered fall, winter and spring to identify gaps from the previous grade level and drive Math RtI instruction.*
- Teachers use classroom observation and formative assessment measures consistently to identify students who are at-risk of failing to progress in the core curriculum.*

3. List the multiple, educationally, related, objective criteria established for the needs assessment process that will be used to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core areas. The criteria must be consistent by grade level and content area.

- MEAP tests for students in grades 3-5 are used to identify students who score in Levels 3 or 4.*
- DIBELS is used for 3rd grade students to measure Oral Reading Fluency. Students scoring in the "At-Risk" category receive Title I services.*
- Students performing below grade level on the Scholastic Reading Inventory are considered at-risk as well.*
- Delta Math Screeners are used in grades 1-5 to drive instruction for Math RtI and identify learning gaps*

from the previous years.

4. Preschool through Grade 2 students shall be selected solely on the basis of such criteria as teacher judgment, interviews with parents and other developmentally appropriate academic measures. Describe those criteria, if applicable. Enter "Not Applicable" if the school does not allocate Title I funds to serve Preschool through Grade 2 students.

- *Various DIBELS measurements are used at Kindergarten, 1st and 2nd grades to determine at-risk students.*
- *The Scholastic Reading Inventory is used for 2nd grade as well. Students whose lexile scores are below grade level are considered at-risk.*
- *Teacher observations are taken into account as well, as we sit down to discuss student performance at our benchmark meetings. RtI groups are determined at these meetings also.*

Services for Eligible Students

The supplemental assistance provided to Title I, Part A eligible students are included as Activities within the Goals section of the school improvement plan.

Incorporated into Existing School Program Planning

1. Describe how the program planning for Title I, Part A students is incorporated into the existing school improvement planning process.

Our goal (staff, students and parents) is that all students can demonstrate proficiency on the core curriculum grade level content expectation. Title I and School Improvement planning is incorporated into our monthly staff meetings. Subgroups are established as needed for specific planning (e.g., Math RtI introduction). School improvement goals and data are reviewed and monitored within this framework. Parental and support staff input is provided at this level and through a variety of methods including conferences, meetings and surveys. Instructional planning for services to Title I eligible students will be incorporated into the overall and ongoing improvement planning.

Instructional Strategies

The instructional strategies that are focused on helping eligible students who are failing or at risk of failing to meet the State core curriculum standards in the four core academic areas must be included as Strategies within the Goals section. The strategies must be based on scientific research and minimize the amount of time students are pulled from the regular classroom.

Title I and Regular Education Coordination

1. Describe the coordination of Title I, Part A services with the traditional educational services offered at the school, including those services offered to students with limited English proficiency (if applicable).

Preschool students may participate in a variety of programs before attending Bentheim Elementary, including private preschool programs, Head Start, Even Start, or Great Start Readiness Programs.

Coordination between these programs and the Hamilton Community Schools is facilitated through partnerships with Lakeshore Little Peoples' Place, the Allegan Area ESA, the Ottawa Area ISD and private preschool providers. Sharing progress reports, testing information and discussions about coordination of curriculum help to provide a continuum of services for students. A parent educator provides consistent support for at-risk families during the preschool years. The ongoing relationship helps to support the transition when students enter school as kindergartners. Bentheim also hosts a Playgroup each month for preschool-aged children.

Curriculum Alignment that Corresponds to the Goals

1. Describe how the curriculum is aligned with State standards and how this alignment will help the school meet the academic Goals. Describe the process for review and revision of the curriculum; evidence could include a timeline for curriculum review or a description of the review process.

Hamilton Community Schools' core curriculum is based on the Michigan Standards and Benchmarks, including the Grade Level Content Expectations (GLCE) for elementary and middle schools and Michigan Merit Curriculum Content Standards for high schools. These include the basic learning goals for students in the areas of math, reading, writing, science, social studies, information technology, physical education, art, and music. Grade level curriculum committees review and study changes in Michigan's curriculum expectations and make recommendations for changes to Hamilton's core curriculum. During the 2010/2011 school year the emphasis was on the use of formative assessments and data collection/analysis to measure student progress on these learning targets. All elementary grade levels have completed implementation of the realigned Battle Creek Science Kits. New instructional resources for social studies curriculum at the third, fourth and fifth grades were fully implemented this school year. Initial study of the Common Core State Standards in the area of EnglishLanguageArts and Mathematics was begun with the goal of review and correlation of standards during the 2011/12 school year. Information about the core curriculum is available in each school office and on the district website: www.hamiltonschools.us

During the 2010/11 school year, professional development focused on implementation of a balanced assessment plan with increased use of formative assessments, effective instructional practices, and curriculum alignment across levels.

All students have access to Hamilton's core curriculum. Support is provided, as needed, through a variety of supportive services including special education, Title I (in Title I schools), after school tutoring, summer school and individually planned accommodations.

2. Describe how decisions about curriculum, instruction and assessment are made at this school, and how all stakeholders are involved in the process.

The District School Improvement Team, Grade Level Chairperson Committee and Department Chair Committee oversee the development, review and revision of the district curriculum, instruction, and assessment with the assistance of the curriculum director. The development of Hamilton's core curriculum is a structured procedure in which K-12 committees propose curriculum standards and objectives. Proposals for change are reviewed by grade level and department teachers. Once any revisions are completed, the final recommendation is placed on community review for 30 days before approval/disapproval by the Board of Education. Hamilton's curriculum objectives are based on the Michigan Curriculum Frameworks, Grade Level Content Expectations and are aligned with the student profile.

Four Bentheim staff members are grade level chairs: Kate DeWys-Special Ed; Linda LaFleur-Kindergarten; Kristi Cummings-1st Grade, Sarah Geukes-2nd Grade, Peg Housenga-3rd Grade.

Instruction by Highly Qualified Professional Staff

1. Provide an assurance statement that all teachers and Title I, Part A instructional paraprofessionals are highly qualified OR a state-approved plan is in place for staff that does not meet requirements.

All teachers and paraprofessionals providing services to students through the Title I program meet the NCLB requirements for being highly qualified. The qualifications of all staff are reported yearly through the Michigan Registry of Education Personnel.

High-Quality and Ongoing Professional Development

Use the results of the comprehensive needs assessment to create a written professional development plan that identifies ongoing, sustained professional development that is aligned to the Goals, Objectives and Strategies. The specific professional development activities must be included as Activities under the Goals section. District professional development activities that align to the school's CNA should also be included in the school-level Activities section. Title I, Part A funded professional development in a targeted program should be focused first on Title I, Part A funded staff and secondarily, if appropriate, on other staff and individuals that work closely with Title I, Part A students within the regular educational program if such participation will result in better addressing the needs of the participating students.

Strategies to Increase Parental Involvement

1. It is critical that the school improvement team refers to the legislation included in the targeted school rubric as guidance while completing this section.

Describe, in detail, the Section 1118 (e)(1-5) and (14) and (f) strategies employed by the school to increase parental involvement.

Parents of our students are highly involved. They are interested in their children's education and participate in school activities. The parent-teacher organization facilitates many events to bring families together at school. To maximize the impact of the parents involvement on students' academic success, the following strategies will be implemented:

- *Parents will understand the importance of their role and the partnership between home and school through communications like the Behavior Pledge and the Effort Poster.*
- *The parent involvement policy is attached. The Parent Compact will be addressed at parent teacher conferences in October and January.*
- *The role of the parent educator will be expanded to target the parents of Title I eligible students. Her goal will be to provide opportunities for parents to learn about how they can work effectively with their children at home to increase their achievement in areas where they struggle.*
- *Parents will continue to be encouraged to be active volunteers in school*
- *The impact of these efforts (and the parents' feelings of increased efficacy) will be evaluated through surveys of parents and teachers.*
- *Communication with parents whose primary language is not English are provided in their native*

language. This includes newsletters and progress reports.

2. Describe the role of parents in the following targeted school plan/program areas:

2a. Design

It is the mission of the Hamilton Community School District to ensure that all students learn the intended curriculum. Establishing effective parent partnerships is critical to enable all students to meet the district's high standards of achievement. To achieve this goal, and ensure parent involvement in all aspects of the district's Title I program, the Hamilton Community Schools will do the following:

Establish a District Parent Involvement Council consisting of the following representatives:

- 1 Building Administrator*
- 4 Parents (representing each elementary school)*
- 1 WISH Coordinator*
- 4 Classroom Teachers (representing each elementary school)*

2b. Implementation

Our district goal is to establish in each Title I school a Parent Involvement Team. Every effort will be made to include representation by parents of Title I students, administration, classroom teachers, and Title I staff members. The Parent Involvement Council at each Title I school will develop and implement a parent involvement policy which fulfills the requirements of the laws governing Title I.

2c. Evaluation

We will evaluate, annually, the content and effectiveness of the Title I parent involvement programs run in each Title I school. All Title I parents will be given the opportunity to participate in this evaluation. The District Parent Involvement Council will use the results to revise its parent involvement policy. A written summary of this evaluation will be shared with the Building Improvement Team.

3. Describe how the school provides individual student academic assessments results, including interpretation of those results, in a language the parents can understand.

We will inform parents about involvement opportunities available to them through a variety of communication methods including newsletter, flyers, mailing, personal contacts or Transcript articles. Individual academic results are readily available through our online grading system, PowerSchool. Parents also receive progress reports, email updates and report cards.

4. Describe the role of parents in the development of the School-Parent Compact. Provide an assurance statement that the compact is used at least annually at elementary-level parent-teacher conferences. If the

school serves only middle school or high school grades, the school may put a statement in the box that indicates this section is "Not applicable due to grade levels served".

The School-Parent Compact is sent home on the first day of school every year. Parents read it and sign it before returning it to school.

5. Describe how the parent involvement components of the targeted plan will be evaluated.

Participating members of the Parent Involvement Team will be asked to complete a Zoomerang survey to evaluate the parent involvement components of the targeted plan.

6. Summarize the results of the evaluation and how those results will be used to improve the targeted program.

We do not currently have the results because we are still in the implementation phase of the targeted plan. We expect to have results to include in next year's SIP.

7. Attach the School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy in the Supporting Documentation section. Attach the School-Parent Compact in the Supporting Documentation section.

Preschool Transition Strategies

1. Describe preschool transition strategies (more than once a year visitation). If the school serves only middle school or high school grades, the school may put a statement in the box that indicates this section is "Not applicable due to grade levels served".

Information on website. Contact with Kindergarten teacher prior to start of school/Orientation. Initiating Kinder Camp at ODC this summer.

Alternative Measures of Assessment

1. Describe the process for developing, or the alternative measures of assessment used, that will provide authentic assessment of pupils' achievements, skills, and competencies.

Students are provided a variety of assessment options through the general education classroom. We also offer differentiated instruction and assessment through our RtI program and resource room (special education).

Coordination of Title I, Part A and Other Resources

1. Describe the coordination and integration of Federal, State and local programs and services in a manner applicable to the grade level, including: violence prevention programs, nutrition programs, housing programs, Great Start Readiness Program, adult education, vocational and technical education, and job training.

All programs receiving state and federal funding are coordinated through the efforts of the central business office and the administrative staff. The NCLB requirements in the areas of violence prevention, nutrition, homelessness, vocational and technical education, and special education are met in a manner that is appropriate for the age and level of the students impacted. The Ottawa Area Intermediate School District provides consultation and assistance in all of these areas.

Ongoing Review of Eligible Student Progress

1. Describe the ongoing process and assessment tools utilized to monitor the progress of participating eligible students.

The progress of students is measured in reading and math on benchmark assessments in September, January and May. Those students who are determined to be at-risk (and eligible for Title I services) are monitored more frequently (about every two weeks) to determine the effectiveness of supplemental instruction. Benchmark meetings (teacher, intervention specialist, administrator) to review progress and make additional instructional adjustments are held about every six weeks. In addition, classroom assessments (both formative and summative) provide supporting information that is reviewed at least quarterly. Ongoing training in the identification of students and determination of effective interventions is provided with the help of the intervention specialists within the district. A district-wide early intervention steering committee oversees this process.

2. Describe how data will be utilized to inform instruction.

Progress monitoring and Benchmark data is used to determine appropriate next steps in the intervention process. That data also helps us determine appropriate student groupings for the RtI process as well as necessary interventions in the classroom. The data is also used as evidence in our Child Study Team Meetings.

3. Describe how data will be utilized to evaluate and, if necessary, revise the targeted assistance program services for students.

DIBELS data and progress monitoring data is used as an ongoing assessment tool. As mentioned previously, the data helps determine the appropriate next steps. If interventions have not been successful, new interventions are implemented. These interventions are communicated and coordinated among our literacy coach, teachers, paraprofessionals and principal.

4. Describe how evaluation of program services will be used to plan professional development for teachers related to identification of students and implementing student academic achievement standards in the classroom.

One of the most exciting aspects of our RtI process, and subsequent data, is how the bar has risen each year. Our students have demonstrated increased ability and aptitude each year, which has resulted in changes in classroom instruction. For example, half our first graders worked with one teacher doing literacy circles during RtI time for the last nine weeks of school. These students were all identified as "Benchmark" midway through the year. This allowed the rest of our support system to work with smaller groups of students who were identified as "Strategic" or "Intensive."

Effective Use of Technology

1. Describe the methods for effective use of technology as a way of improving learning and delivery of services and for integration of involving technology in the curriculum.

Technology is vital to the improvement process in Hamilton Community Schools. It is a vehicle for data collection and management, for providing individualized instruction, professional development and meeting a wide variety of student needs. Additionally, communication with parents and community, as well as among staff, is facilitated through technology.

Evaluation of the School Improvement Plan

1. Describe how the school annually evaluates the implementation of, and results achieved by, the SIP, using data from the State's annual assessments and other indicators of academic achievement.

Our Building Improvement Team analyzes data and reports out to the entire staff. This information is also shared with parents via the school newsletter. I plan to create a Podcast this summer to share the School Improvement Plan as well.

2. Describe how school and student information and progress will be shared with all stakeholders in a language that they can understand.

Institutional and student information, as well as student progress information, is shared with stakeholders through print and electronic formats (email and website). Print materials are provided in the home language for families whose primary language is a language other than English.

Grading and attendance information is also readily available through PowerSchool for those parents with internet access.

Building Level Decision-Making

1. Describe how school stakeholders are engaged in the decision-making process, including, but not limited to the development of the Goals, Objectives, Strategies and Activities included in the school improvement plan. School board members, school building administrators, teachers and other school employees, pupils, parents of pupils attending that school, parents of pupils receiving Title I, Part A services and other residents of the school district shall be invited and allowed to voluntarily participate in the development, review and evaluation of the district's school improvement plans.

The District School Improvement Team participated in a strategic planning process during the 2009/2010 school year with the help of a school improvement/curriculum consultant. This process included a review of the mission, vision, and purpose of our district improvement plan. Additionally, several members of the team attended an NCA School Improvement Leadership Training in June, 2009 to continue work on the goals for improvement. The team continues to meet quarterly to monitor progress on the goals and the improvement plan.

Our Building Improvement Team plans staff meetings. The team consists of two co-chairs, who are our NCA representative and the principal. Members for the 2010-2011 school year were Sarah Geukes and Dan Scoville. Parents are provided updates through newsletters and PTO meetings, but they have not been part of the District or Building-level Improvement Teams. We do need to get them involved. Surveys are one way we can do this.

Assurances

EdYES!

1. Literacy and math are tested annually in grades 1-5 ([MCL 380.1280b](#))

Response: *Yes*

Comments:

2. Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this).
If yes, please provide a link to the report on your website in the comments field (if applicable).

Response: *Yes*

Comments:

Educational Development Plan (EDP)

1. Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.

Response: *N/A (our school does not have grade 8)*

Comments:

2. Our school reviews and annually updates the EDPs to ensure academic course work alignment.

Response: *No*

Comments:

Health and Safety (HSAT)

The following assurances come directly from the Healthy School Action Tool (HSAT) Assessment (<http://www.mihealthtools.org/hsat>), an online tool for school buildings to assess their school health environments. If your school completed the HSAT in the past year, you may refer back to your report to answer the following assurances. Responses to these assurances are necessary - whether you've completed the HSAT or not. These assurances are designed to help school improvement teams think about conditions for learning in their school, specifically related to student health and safety, and develop strategies in their school improvement plan to address any identified needs.

1. Our School has a written policy on school safety that supports proactive, preventative approaches to ensure a safe school environment.

Response: *Written Policy, but not fully implemented*

Comments:

2. All teachers in our school have received professional development in management techniques to create calm, orderly classrooms.

Response: *No*

Comments: *This has not been an issue in our district.*

3. Our school communicates all of our health and safety policies to students, staff, substitute teachers, parents and visitors through the parent handbook or newsletter at least once a year.

Response: *Yes*

Comments:

4. Our school has used data from a student health/safety assessment at least once in the past two years to assist in planning actions that will improve our school's environment and/or to determine the impact of changes that we have made on student attitudes and behaviors.

Response: *No*

Comments:

5. Our school has taken action on the Michigan State Board of Education Policy on Comprehensive School Health Education.

Response: *Reviewed policy, but not yet adopted*

Comments:

6. All teachers who provide health education instruction received annual professional development/continuing education specifically related to health education.

Response: *No*

Comments: *However, all teachers instructing HIV/Aids and Reproductive Health/Puberty lessons have received current training.*

7. The health education curriculum used in our school is the Michigan Model for Health® Curriculum.

Response: *No, but use a health education curriculum*

Comments:

8. The health education curriculum used in our school involves student interaction with their families and their community.

Response: *Yes*

Comments:

9. Our school has taken action on the Michigan State Board of Education Policy on Quality Physical Education.

Response: *Reviewed policy, but not yet adopted*

Comments:

10. At our school, physical education teachers annually participate in professional development specific to physical education.

Response: *Yes*

Comments:

11. The physical education curriculum used in our school is:

Response: *Exemplary Physical Education Curriculum (EPEC)*

Comments:

12. At least three times during the past 12 months, our school offered programs, activities or events for families about physical activity.

Response: *No*

Comments:

13. Our school offers the following amount of total weekly minutes of physical education throughout the year.

Response: *60-90 minutes at elementary level, 106-135 minutes at middle/high level*

Comments:

14. Our school has taken action on the Michigan State Board of Education Policy on Nutrition Standards.

Response: *Reviewed policy, but not yet adopted*

Comments:

15. The food service director/manager participated in professional development related to food or nutrition during the past 12 months.

Response: *Yes*

Comments:

16. The food service director/manager supports/reinforces in the cafeteria what is taught in health education.

Response: *No*

Comments: *Both groups are working on these goals independently, but they have not coordinated with one another at this time.*

17. During the past 12 months, our school collected information from parents to help evaluate/improve school meals or foods offered a la carte, in concessions, school stores, vending machines, or as a part of classroom celebrations/parties or at school events.

Response: *No*

Comments:

18. Our school makes a good faith effort to ensure that federally reimbursable school nutrition programs are the main source of nutrition at school rather than vending or a la carte.

Response: *Yes*

Comments:

19. Our school has a health services provider or school nurse accessible to students.

Response: *Yes, but we do not have a health services provider or school nurse for every 650 students*

Comments:

20. Our school has a written policy on school safety that involves parents, and broader community, in collaborative efforts to help ensure a safe school environment.

Response: *Written policy, fully implemented*

Comments:

21. Our school has a system in place for collecting relevant student medical information.

Response: *Yes*

Comments:

22. Our school has taken action on the Michigan State Board of Education Positive Behavior Support Policy.

Response: *No action taken*

Comments:

23. During the past 12 months, the school counseling staff has provided professional development to school health staff about identification and referral of students related to violence and suicide prevention.

Response: *No*

Comments:

24. During the past 12 months, the school counselor/psychologist/social worker offered information to students (presentations, materials, individual or group counseling activities, events) about bullying, harassment and other peer to peer aggression.

Response: *Yes*

Comments:

25. During the past 12 months, the school counselor/psychologist/social worker has collaborated with appropriate school staff or community agencies to implement programs or activities related to bullying, harassment and other peer to peer aggression.

Response: *Yes*

Comments:

26. During the past 12 months, the school counseling staff identified students who are at risk of being victims or perpetrators of violence.

Response: *Yes*

Comments:

27. Our school's mission statement includes the support of employee health and safety.

Response: *No*

Comments:

28. During the past year, our school supported staff participation in health promotion programs by having a budget for staff health promotion.

Response: *No*

Comments:

29. During the past year, our school supported staff in healthy eating by providing healthy food choices at staff meetings.

Response: *Yes*

Comments:

30. Our school has a written family involvement policy that advocates for strong connections between the home, school and the community as a means of reducing barriers to student achievement.

Response: *Written policy, fully implemented*

Comments:

31. Our school has a parent education program.

Response: *Yes*

Comments:

32. During the past 12 months, our school collected information from parents to help evaluate/improve school health education in our school.

Response: *No*

Comments:

33. During non school hours the community has access to indoor facilities for physical activity (such as gym, weight room, hallway for walking, pool, basketball court).

Response: *Access to all indoor facilities*

Comments:

Stakeholders

List of names, positions and e-mail addresses of the stakeholders (staff, parents, community/business members and, as appropriate, students) who were involved in the planning, design, monitoring, and evaluation of this plan.

Title	First Name	Last Name	Position	E-mail
Mr.	Dan	Scoville	principal	dscovill@hamiltonschools.us
Mrs.	Sarah	Geukes	Teacher, NCA Rep, DSI Tea	sgeukes@hamiltonschools.us
Mrs.	Bridget	Miles	Teacher, BIT co-chair	bmiles@hamiltonschools.us
Mrs.	Jacque	Drenten	Teacher, BIT co-chair	jdrenten@hamiltonschools.us
Mrs.	Kate	DeWys	Teacher, Grade Level Chai	kdewys@hamiltonschools.us
Mrs.	Linda	LaFleur	Teacher, Grade Level Chai	llafleur@hamiltonschools.us
Mrs.	Peg	Housenga	Teacher, Grade Level Chai	phouseng@hamiltonschools.us

Statement of Non-Discrimination

Federal Office for Civil Rights

The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this school that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the district/school is responsible, or for which it receives financial assistance from the U.S. Department of Education.

Contact Information

Schools/Districts are required to designate an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities.

Name/Position:	Craig Hoekstra, Human Rights Officer
Address:	3472 Highway M-40
Telephone Number:	269-751-5413

References

- Title VI of the Civil Rights Act of 1964
- The Age Discrimination Act of 1975
- The Americans with Disabilities Act of 1990
- Elliott-Larsen prohibits discrimination against religion

Supporting Documentation

The following documentation was attached. These are appended to this PDF and will display in the following pages:

- School-Parent Involvement Plan
- School-Parent Compact

Hamilton Community Schools

School –Parent Involvement Plan

PARENT INVOLVEMENT IN THE SCHOOL PROGRAM

The Board of Education believes that durable and significant learning by a student is more likely to occur when there is an effective partnership between the school and the student's parents/guardians ("parents"). Such a partnership means a mutual belief in and commitment to significant educational goals for a student, a plan for the means to accomplish those goals, cooperation on developing and implementing solutions to problems that may be encountered, and continuing communication regarding the progress in accomplishing the goal(s). To this end, parents should be meaningfully involved in:

- A. developing and implementing appropriate strategies for helping their child achieve the learning objectives that lead to accomplishing the learning outcomes;
- B. providing a school and home environment which encourages learning and augments, at home, the learning experiences provided by the school;
- C. developing English language proficiency.

The Board is committed to communicating to parents at a level and in a language they can understand, where practicable.

The Board through this policy directs the establishment of a Parental Involvement Plan by which a school-parent partnership can be established and provided to the parent of each child in the District. The plan must encompass parent participation, through meetings and other forms of communication. The Parental Involvement Plan shall be distributed to all parents and students through publication in the Student Handbook or other suitable means.

The Superintendent shall direct the development of a Parental Involvement Plan for the District (with building/program specific goals as desired) which may include, among others, the following strategies:

- A. Provide child's individual assessment results, reading results, progress reports, report cards, parent conferences.
- B. Provide a description and explanation of the curriculum in use at the District, the form of assessment used to measure student progress and the proficiency levels students are expected to meet. The District will also provide each school's discipline plan along with a tardy plan.
- C. Arrange flexible scheduled parent/teacher conferences and parent requested conferences.
- D. Post PTA/PTO meetings, and parent involvement meetings on the District website and via-e-mail.
- E. Publish District and School Newsletter(s) informing parents about the Parental Involvement Plan and other events at the school(s). This newsletter will also send a positive invitation to parents to participate in various activities while providing parents information at a glance about scheduled District and school meetings and activities.
- F. Schedule at least one (1) student conference annually with the teacher(s) to inform

parents of student's progress.

- G. Make calls, use e-mail letters as needed for teachers and administrators to communicate with parents.
- H. Distribute home language surveys annually to identify students for whom English is a second language to provide a means for developing individualized instruction when needed.
- I. Encourage continued positive partnerships involvement throughout the community by staff and administrators.
- J. Establish after school academic clubs to provide students additional opportunities to develop skills.
- K. Encourage active faculty participation in PTA or PTSO. Goal of 100% participation.
- L. Have students perform at various functions throughout the community.
- M. Encourage parents to serve as chaperones for class field trips and other school activities.
- N. Hold an annual recognition event for parents and volunteers who have helped throughout the year.

Relations with Parents

The Board needs parents to assume and exercise responsibility for their children's behavior, including the behavior of students who have reached the legal age of majority, but are still supported by the parent. During the school hours, the Board, through its designated administrators, recognizes the responsibility to monitor students' behavior and, as with academic matters, the importance of cooperation between the school and the parents in matters relating to conduct.

For the benefit of the child, the Board encourages parents to support their child's career in school by:

- A. participating in school functions, organizations and committees;
- B. supporting the teachers and the schools in maintaining discipline and a safe and orderly learning environment;
- C. requiring their child to observe all school rules and regulations;
- D. supporting or enforcing consequences for their child's willful misbehavior in school;
- E. sending their children to school with proper attention to his/her health, personal cleanliness, and dress;
- F. maintaining an active interest in their child's daily work, monitoring and making it possible for him/her to complete assigned homework by providing a quiet place and suitable conditions for study;
- G. reading all communications from the school, signing, and returning them promptly when required;
- H. cooperating with the school in attending conferences set up for the exchange of information of their child's progress in school.

School-Parent-Student Compact

The Hamilton Community School District, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the District's high standards.

School Responsibilities

The Hamilton Community School District will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the district's student academic achievement standards.
- Hold parent/teacher conferences at least two times annually, during which this compact will be discussed as it relates to the individual child's achievement.
- Provide parents with frequent reports on their children's progress.
- Provide parents reasonable access to staff.
- Provide parents opportunities to volunteer and participate in their child's class and to observe classroom activities.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television our children watch.
- Volunteer in my child's classroom.
- Promote positive use of my child's extracurricular time.
- Attend both fall and spring parent/teacher conferences.
- Stay informed about my child's education by reading all notices, mailed or sent home with the students, from the school or the school district.

Student Responsibilities (as appropriate)

I, as a student, will share the responsibility to improve my academic achievement and achieve the District's high standards. Specifically, I will:

- Do my homework every day and ask for help when I need to.
- Read, or be read to, for 15-30 minutes every day outside of school time.
- Give to my parents all notices and information received by me from my school every day.
- Pay attention in class and do my best.
- Follow all school rules.
- Treat other people with respect and dignity.