

District Improvement Plan

School Year: 2010

District Name: Hamilton Community Schools

Intermediate School District: Ottawa Area ISD

Grades Served: K,1,2,3,4,5,6,7,8,9,10,11,12

Superintendent: Dr. Scott Korpak

Building Code: 03100

District Approval of Plan:

Authorized Official Signature and Date

Board of Education Approval of Plan:

Authorized Official Signature and Date

District Improvement Plan

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Introduction

The Michigan Department of Education, Office of Education Improvement and Innovation and Office of Field Services has developed a series of documents and tools that are designed to assist schools in the creation and use of an **Action Portfolio** that will guide and inform the school's Continuous School Improvement Planning Process.

The **Action Portfolio** begins with the **Michigan School Improvement Framework (MSIF)**. The Framework was designed to:

- Provide schools and districts with a comprehensive framework that describes the elements of effective schools.
- Provide schools and districts in our state with a common way of describing the processes and protocols of practice of effective schools.
- Give direction to, support, and enhance the school improvement planning process.

The School Improvement Framework **Rubrics** assess the framework at the benchmark level, and provide a continuum of practice that allows buildings to identify gaps that exist between where they are in their current practice and where they want to be. The rubrics also include the EdYES! Performance Indicators that schools must use for their annual self-assessment.

The **Comprehensive Needs Assessment (CNA)** is another tool that has been developed as a part of the **Action Portfolio**. This process examines building demographics, system processes and protocols of practices, instructional program, and disaggregated student academic achievement data, so that the following questions can be answered:

- Who do we serve?
- How do we do business?
- Where are we now?
- Where do we want to be?
- What and where are the gaps?
- What is/are the root cause(s) for the gaps?
- How will we get to where we want to be?
- How will we evaluate our efforts and progress?

The CNA will help a school align these system challenges with the student achievement goals the school will establish. Ensuring that your systems are aligned with the elements of effective schools, to support your instructional program goals and objectives, is the first step to establishing the continuous school improvement process.

The **District Improvement Plan template (DIP)** has been designed to provide schools and districts with a common planning template that addresses student learning and system needs that have been identified through the schools' Comprehensive Needs Assessment. It has also been designed to address any federal, state and locally required elements that must be contained in a School Improvement Plan.

The School Improvement Framework, Rubrics, CNA, and the School Improvement Planning template were developed as a comprehensive and continuous process that can provide schools and districts with a way to look at and discuss internal systems and assess where the school is, in relationship to these elements of effective schools.

Copies of these documents can be obtained on the web at: www.mi.gov/schoolimprovement

District Information

District:	Hamilton Community Schools
ISD/RESA:	Ottawa Area ISD
Public/Non-Public:	Public
Grades:	K,1,2,3,4,5,6,7,8,9,10,11,12
District Code Number:	03100
City:	Hamilton
State/Province:	Michigan
Country:	United States

Vision

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.

Goals

ID	Name	Development Status	Progress Status
17109	Reading	Approved	Open
17644	Math Proficiency	Approved	Open
17647	Writing Proficiency	Approved	Open

Goal 1: Reading

Content Area : English Language Arts

Goal Source : Continuous Improvement

Development Status : Approved

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

Gap Statement : On the Scholastic Reading Inventory 58% of elementary students with disabilities and 61% of middle school students with disabilities scored below grade level (basic and below basic levels), compared with 20% of all elementary students and 19% of all middle school students. The scores for students in second grade indicated a greater percentage of students below grade level compared to other elementary grade levels (28% for 2nd grade; 21% for 3rd grade, 19% for 4th grade, 16% for 5th grade). Other subgroups (gender, economically disadvantaged) scored in ranges similar to the aggregate groups.

On the Oral Reading Fluency measure of the DIBELS, 15% of second graders were considered at risk, compared with 9% of first graders and 10% of third graders.

MEAP data analysis indicates a gap between the proficiency levels of students with disabilities and those without disabilities. On the reading test, the difference between these two groups varies by grade level, but ranges from a difference of 4% in fifth grade to 22% at ninth grade. Overall, the gap at the middle school level is greater than at the elementary level (15% or less compared to 18-22%).

MME test results indicate gaps in reading proficiency for students with disabilities (30% proficient) and students who are economically disadvantaged (70% proficient) when compared to all students (81% proficient). Some differences also are evident between boys (74% proficient) and girls (87% proficient).

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 for second grade students have begun within the past year. This group of students has had fewer opportunities for these specific interventions.

At the secondary level (middle and high school), students are required to read more difficult informational text in all subject areas. The vocabulary, difficulty level and amount of reading make this a challenge for those who are not proficient and efficient readers.

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

DIBELS measures

Scholastic Reading Inventory (SRI)

Classroom assessments, including running records and informal reading inventories

ACT PLAN and EXPLORE

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 reading MEAP and MME

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 : Barb Ferguson

List of Objectives:

ID	Objective
20152	All elementary and middle school students will increase skills in the area of informational reading: the percent of non-disabled, disabled and economically disadvantaged students scoring in Level 1 of the MEAP reading test will increase by 10 percentage points on the Fall, 2011 MEAP test. The percentage of non-disabled, disabled and economically disadvantaged students scoring at grade level (above Basic) on the Scholastic Reading Inventory will increase by 10 percentage points by the end of the 2011/2012 school year. The percentage of non-disabled, disabled and economically disadvantaged students scoring in the proficient range on the MME reading test will increase by 15 percentage points on the Spring, 2012 MME test.

1.1. Objective: Increased reading proficiency

Measurable Objective Statement to Support Goal : All elementary and middle school students will increase skills in the area of informational reading: the percent of non-disabled, disabled and economically disadvantaged students scoring in Level 1 of the MEAP reading test will increase by 10 percentage points on the Fall, 2011 MEAP test. The percentage of non-disabled, disabled and economically disadvantaged students scoring at grade level (above Basic) on the Scholastic Reading Inventory will increase by 10 percentage points by the end of the 2011/2012 school year. The percentage of non-disabled, disabled and economically disadvantaged students scoring in the proficient range on the MME reading test will increase by 15 percentage points on the Spring, 2012 MME test.

List of Strategies:

ID	Strategy	Locked By
20152	District 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. District	

	staff will monitor student progress through the implementation of effective assessment and data analysis processes.	
20152	District staff will participate in ongoing, embedded and collegial professional development to support the goal of increased student reading proficiency (e.g.comprehensive and common understanding of effective assessment strategies, data collection and analysis, technology skills needed to utilize data management, integration of technolgy to meet needs of individual students, effective instructional practices in the area of informational reading and reading strategies in core content areas).	

1.1.1. Strategy: Targeted instruction in reading

Strategy Statement: District 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. District staff will monitor student progress through the implementation of effective assessment and data analysis processes.

Selected Target Areas

<p>SPR (90) Indicator 11 Continuous Improvement: The district is a learning organization committed to long-term improvement. As a result, it establishes a system-wide strategic plan, fueled by data, with clear goals and accountability for results. All schools in the district are, in turn, learning organizations committed to long-term data-driven reform and all staff is held accountable for student achievement results.</p> <p>SPR (90) Indicator 17 Comprehensive, Accessible and Meaningful Data System: Through the use of multiple types and sources of disaggregated data, the system informs efforts to close achievement gaps. This data is readily accessible to stakeholders directly involved in data-based decision-making.</p> <p>SPR (90) Indicator 19 Informed Data-Based Decision-Making: System-wide curricular and instructional decisions are based on data and research at all levels. The district structures the decision-making process so that disaggregated data provides the basis for a systematic analysis of instructional and organizational effectiveness, with the results of this analysis employed to improve student and system performance.</p> <p>SPR (90) Indicator 3 Systematic Planning for Quality Instruction: The district has a comprehensive vision for the delivery of quality, culturally relevant instruction. District leaders work directly with school leaders to ensure a reflective and evidence-based approach to teaching practice. There is a common expectation throughout all instructional levels that research-based instructional strategies are collaboratively developed, observable in classroom practice and measured by their impact on student achievement.</p> <p>SPR (90) Indicator 4 Coherent and Effective Support for the Delivery of Instruction: The district provides a collaboratively developed and implemented standards-based, system-wide framework of high quality instruction that includes common instructional strategies in a real-world context. The emphasis is on challenging, rigorous and equitable practices and support is provided to promote the success of all students. To achieve this shared vision of instruction, the district collaborates with staff to provide context- and research-based professional development.</p> <p>SPR (90) Indicator 8 Instructional Program Coherence: In order to assure coherence across the entire system, district leaders have established a vision of powerful teaching and learning in collaboration with stakeholders. The district provides direction, assistance and resources to align, support, and enhance all parts of the system in seeking to successfully achieve this vision.</p>

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?

What Really Matters for Struggling Readers ? Richard Allington
 The Struggling Reader ? Interventions that Work ? Cooper, Chard, Kiger
 Integrating Differentiated Instruction and Understanding by Design ? 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
 Intervention: Houghton Mifflin Mathematics
 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 ? Marzano
 "Inside the Black Box: Raising Standards through Classroom Assessment" (Black and Wiliam) ? Phi Delta Kappan (1998)
 Transformative Assessment ? W. James Popham

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
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. Targeted small group reading instruction will be provided at the middle school level by building level RtI coordinator and English Language Arts teachers. 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.	09/08/2010	06/03/2011	RtI coordinators: Kathy Newhouse and Stephanie Bleeker Building literacy coaches: to be determined Classroom teachers and paraprofessionals: assigned by building. Curriculum personnel: Craig Hoekstra and Barb Ferguson

1.1.1.1. Activity: Targeted instruction in reading

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.

Targeted small group reading instruction will be provided at the middle school level by building level RtI coordinator and English Language Arts teachers.

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.

Activity Type: None

Planned staff responsible for implementing activity: RtI coordinators: Kathy Newhouse and Stephanie Bleeker

Building literacy coaches: to be determined

Classroom teachers and paraprofessionals: assigned by building.

Curriculum personnel: Craig Hoekstra and Barb Ferguson

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/08/2010, End Date - 06/03/2011

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	185,000.00	0.00
Reading intervention support	Section 31 a	95,000.00	0.00

1.1.2. Strategy: Professional Development

Strategy Statement: District staff will participate in ongoing, embedded and collegial professional development to support the goal of increased student reading proficiency (e.g.comprehensive and common understanding of effective assessment strategies, data collection and analysis, technology skills needed to utilize data management, integration of technology to meet needs of individual students, effective instructional practices in the area of informational reading and reading strategies in core content areas).

Selected Target Areas

SPR (90) Indicator 10 Culture of Collective Responsibility: The district holds all adults accountable for student learning and the attainment of high standards. Productive relationships are developed with all stakeholders and leadership is distributed across these stakeholder groups. Therefore, the district expects individuals to be accountable for their contributions to the collective result.

SPR (90) Indicator 17 Comprehensive, Accessible and Meaningful Data System: Through the use of multiple types and sources of disaggregated data, the system informs efforts to close achievement gaps. This data is readily accessible to stakeholders directly involved in data-based decision-making.

SPR (90) Indicator 19 Informed Data-Based Decision-Making: System-wide curricular and instructional decisions are based on data and research at all levels. The district structures the decision-making process so that disaggregated data provides the basis for a systematic analysis of instructional and organizational effectiveness, with the results of this analysis employed to improve student and system performance.

SPR (90) Indicator 3 Systematic Planning for Quality Instruction: The district has a comprehensive vision for the delivery of quality, culturally relevant instruction. District leaders work directly with school leaders to ensure a reflective and evidence-based approach to teaching practice. There is a common expectation throughout all instructional levels that research-based instructional strategies are collaboratively developed, observable in classroom practice and measured by their impact on student achievement.

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?

What Really Matters for Struggling Readers ? Richard Allington
 The Struggling Reader ? Interventions that Work ? Cooper, Chard, Kiger
 Integrating Differentiated Instruction and Understanding by Design ? 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 ? Marzano
 "Inside the Black Box: Raising Standards through Classroom Assessment" (Black and Wiliam) ? Phi Delta Kappan (1998)
 Transformative Assessment ? W. James Popham

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
District-wide professional development days will provide training in IRIS and PowerSchool data management systems for all professional staff. Cross grade and level teacher groups will study and implement effective instructional practices to increase informational reading skills in core areas. District wide professional days and building staff sessions will provide training and collegial instruction about effective assessment practices to build a common understanding of balanced assessment (formative and	09/07/2010	06/03/2011	District School Improvement team leaders: Val Capel, Chad Miller, Brianne Schuitemann, Doug Braschler, Scott Smith, Barb Ferguson Grade level and deparment chairpersons District Professional staff

summative).			
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1.1.2.1. Activity: Assessment and Data Management PD

Activity Description: District-wide professional development days will provide training in IRIS and PowerSchool data management systems for all professional staff.

Cross grade and level teacher groups will study and implement effective instructional practices to increase informational reading skills in core areas.

District wide professional days and building staff sessions will provide training and collegial instruction about effective assessment practices to build a common understanding of balanced assessment (formative and summative).

Activity Type: None

Planned staff responsible for implementing activity: District School Improvement team leaders: Val Capel, Chad Miller, Brianne Schuitemann, Doug Braschler, Scott Smith, Barb Ferguson
Grade level and department chairpersons
District Professional staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/07/2010, End Date - 06/03/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Professional development support	Title II Part A	45,000.00	0.00

Goal 2: Math Proficiency

Content Area : Math

Goal Source : Continuous Improvement

Development Status : Approved

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

Gap Statement : Math screener assessments (from OAISD)for grades 1-3 indicate that at least 90% of students are proficient on key math concepts of grade level below current placement, however over 50% of students are not proficient on key math concepts (GLCEs) of current grade.

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. Eighth grade students with disabilities scored significantly lower with 57% proficiency compared to 88% for all 8th graders.

Analysis of the MME math test indicates that 70% of economically disadvantaged students scored in the proficient range, while 80% of all students were proficient. The group of students with disabilities was not large enough for comparison.

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.

Multiple measures/sources of data you used to identify this gap in student achievement : OAISD Math screeners
 MEAP and MME math tests
 District grade level common 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 at grade levels assessed with OAISD math screeners will be proficient on key grade level concepts.

All students will be proficient on the MEAP and MME math tests.

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

Contact Name : Barb Ferguson

List of Objectives:

ID	Objective
20192	All elementary and middle school 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 2011. All high school students will increase skills in the area of mathematics: The percent of high school juniors (including those who are economically disadvantaged) in Level 1 will increase by 10 percentage points by the spring of 2012.

2.1. Objective: Increased math proficiency

Measurable Objective Statement to Support Goal : All elementary and middle school 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

2011. All high school students will increase skills in the area of mathematics: The percent of high school juniors (including those who are economically disadvantaged) in Level 1 will increase by 10 percentage points by the spring of 2012.

List of Strategies:

ID	Strategy	Locked By
20192	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).	

2.1.1. 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

SPR (90) Indicator 14 Coordinated Professional Development Based Upon Common Principles: The system provides job-embedded, on-going, interrelated learning opportunities for all staff to improve their effectiveness. The intent of professional development is to help build capacity and implement new skills system-wide emphasizing their application in the classroom.

SPR (90) Indicator 17 Comprehensive, Accessible and Meaningful Data System: Through the use of multiple types and sources of disaggregated data, the system informs efforts to close achievement gaps. This data is readily accessible to stakeholders directly involved in data-based decision-making.

SPR (90) Indicator 4 Coherent and Effective Support for the Delivery of Instruction: The district provides a collaboratively developed and implemented standards-based, system-wide framework of high quality instruction that includes common instructional strategies in a real-world context. The emphasis is on challenging, rigorous and equitable practices and support is provided to promote the success of all students. To achieve this shared vision of instruction, the district collaborates with staff to provide context- and research-based professional development.

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?

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 Wiliam) ? Phi Delta Kappan (1998)

Transformative Assessment ? W. James Popham

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Classroom teachers and trained paraprofessionals will implement a program of targeted math interventions in small group settings at least twice a week. Progress will be monitored at least monthly and instructional and organizational adjustments will be made based on analysis of the assessment data. Building principals will monitor implementation of the program. Professional development, supported by OAISD math consultants, will be provided for teachers and parapros to enable selection of appropriate and effective instructional practices and resources. Intervention resources will be identified and secured.	09/08/2010	06/03/2011	Classroom teachers and paraprofessionals Building principals Curriculum personnel

2.1.1.1. Activity: Math RtI

Activity Description: Classroom teachers and trained paraprofessionals will implement a program of targeted math interventions in small group settings at least twice a week. Progress will be monitored at least monthly and instructional and organizational adjustments will be made based on analysis of the assessment data.

Building principals will monitor implementation of the program.

Professional development, supported by OAISD math consultants, will be provided for teachers and parapros to enable selection of appropriate and effective instructional practices and resources.

Intervention resources will be identified and secured.

Activity Type: None

Planned staff responsible for implementing activity: Classroom teachers and paraprofessionals
Building principals
Curriculum personnel

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/08/2010, End Date - 06/03/2011

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	15,000.00	0.00

Math RtI resources HE HMS

Section 31 a

25,000.00

0.00

Goal 3: Writing Proficiency

Content Area : English Language Arts

Goal Source : Continuous Improvement

Development Status : Approved

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

Gap Statement : Performance of students on the writing tests on past MEAP and MME tests has consistently been lower than other MEAP and MME subtests. From 2005 to 2008, 88-99% of elementary students 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). 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), 54%/86% (7th grade), 58%/91% (8th grade).

The proficiency level of economically disadvantaged high school students on the MME writing test was 49%, compared to a proficiency level of 63% for the class as a whole.

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 and MME 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 and MME writing tests.

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

Contact Name : Barb Ferguson

List of Objectives:

ID	Objective
20250	All elementary and middle school students (including those with disabilities) will increase their proficiency

level on the writing test of the MEAP by 15 percentage points by the fall of 2011 in grade levels tested. All high school students (including those who are economically disadvantaged) will increase their proficiency level on the writing test of the MME by 15 percentage points by the spring of 2012.

3.1. Objective: Improved writing proficiency

Measurable Objective Statement to Support Goal : All elementary and middle school students (including those with disabilities) will increase their proficiency level on the writing test of the MEAP by 15 percentage points by the fall of 2011 in grade levels tested.

All high school students (including those who are economically disadvantaged) will increase their proficiency level on the writing test of the MME by 15 percentage points by the spring of 2012.

List of Strategies:

ID	Strategy	Locked By
20250	District 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: District 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

SPR (90) Indicator 4 Coherent and Effective Support for the Delivery of Instruction: The district provides a collaboratively developed and implemented standards-based, system-wide framework of high quality instruction that includes common instructional strategies in a real-world context. The emphasis is on challenging, rigorous and equitable practices and support is provided to promote the success of all students. To achieve this shared vision of instruction, the district collaborates with staff to provide context- and research-based professional development.

SPR (90) Indicator 5 Use of Multiple Measures to Support School-wide Decision-making: The district is committed to the use of multiple measures to inform decisions at both the school and district level. Multiple sources of data are used to guide instruction, monitor student achievement, assure equity, provide accountability and determine resource allocation.

SPR (90) Indicator 6 High Standards and Clear Expectations: There is a system-wide climate that supports student learning with equity as a core value. Everyone in the district is united in purpose to assure that all students learn to high standards in order to close achievement gaps. District leaders and school

administrators set clear expectations and decentralize responsibility for decisions through the provision of internal accountability measures.

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?

- 6+1 Writing traits - Ruth Culham
- Formative Assessment - James Popham
- Writing Essentials -

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
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. 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.	09/07/2010	06/03/2011	Classroom teachers Building principals Literacy coaches ELA department chairs District School Improvement team

3.1.1.1. Activity: writing instructional strategies and PD

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.

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.

Activity Type: None

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 - 09/07/2010, End Date - 06/03/2011

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
Writing instruction resources and support	General Funds	6,000.00	0.00

Resource Profile

Funding Source	Planned Amount	Actual Amount
General Funds	\$6,000.00	\$0.00
Section 31 a	\$120,000.00	\$0.00
Title I Part A	\$200,000.00	\$0.00
Title II Part A	\$55,000.00	\$0.00

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
Dr.	Scott	Korpak	Superintendent	skorpak@hamiltonschools.us
Mr.	Doug	Braschler	HS Principal	dbraschl@hamiltonschools.us
Mrs.	Barbara	Ferguson	Curriculum Director	bferguso@hamiltonschools.us
Mr.	Chad	Miller	Teacher	cmiller2@hamiltonschools.us
Mrs.	Brianne	Schuitemann	Teacher	bschuite@hamiltonschools.us
Mrs.	Val	Capel	Teacher	vcapel@hamiltonschools.us
Mrs.	Gina	Sneller	Counselor	gsneller@hamiltonschools.us
Mrs.	Sarah	Smith	Teacher	ssmith@hamiltonschools.us
Mr.	Kevin	Spotts	Teacher	kspotts@hamiltonschools.us
Mr.	Chris	Myers	Teacher	cmyers@hamiltonschools.us
Mrs.	Jill	Wolf	Teacher	jbramos@hamiltonschools.us
Mrs.	Melissa	Chambers	Teacher	messenbu@hamiltonschools.us
Mrs.	Amy	Striegle	Teacher	astriegl@hamiltonschools.us
Mrs.	Annette	Coval	Teacher	acoval@hamiltonschools.us
Mr.	Scott	Smith	MS Principal	ssmith1@hamiltonschools.us
Mr.	Mike	Gelmi	Asst. Principal	mgelmi@hamiltonschools.us
Mrs.	Sarah	Geukes	Teacher	sgeukes@hamiltonschools.us
Mrs.	Jodi	Hansen	Teacher	jlhansen@hamiltonschools.us
Mrs.	Lindsey	Olsen	Teacher	lkolsen@hamiltonschools.us
Ms.	Clausene	Carlson	Special Education Teacher	ccarlso2@hamiltonschools.us
Mr.	Tim	Lyman	Elementary Principal	tlyman@hamiltonschools.us
Mr.	Dan	Scoville	Elementary Principal	dscovill@hamiltonschools.us
Mr.	Craig	Hoekstra	Elementary Principal	choekstr@hamiltonschools.us

1. Describe how all stakeholders are involved in the planning, design, monitoring and evaluation of this institution improvement plan.

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.

2. Describe how decisions about curriculum, instruction and assessment are made at this institution, 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.

3. Describe how institution 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.

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.

Position of Contact:

Superintendent

Address:

4815 136th Ave

Telephone Number:

269-751-5148

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

Conclusion

1. What Professional Learning activities will you need to provide to support the successful implementation of this school improvement plan?

Study of effective assessment practices and balanced assessment planning.

Effective instructional practices in the area of reading and math interventions and writing across the curriculum.

Data collection and analysis.

Use of technology to support data management and to meet needs of individual students.

2. How has the institution integrated its available fiscal resources to support this school improvement plan?

Grant funding (Title I, Title IIa, 31a) supports personnel and trainings. District resources include general fund support and the use of district personnel to support and lead ongoing efforts in the areas of professional development and school improvement.

3. How has the institution assessed the need for and integrated the use of technology to support this school improvement plan?

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.