

# School Improvement Plan

School Year: 2011 - 2012

School District: Hamilton Community Schools

ISD/RESA: Ottawa Area ISD

School Name: Hamilton Elementary School

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

Principal: Mr. Craig Hoekstra

Building Code: 01545

District Approval of Plan:

---

Authorized Official Signature and Date

Board of Education Approval of Plan:

---

Authorized Official Signature and Date

# School Improvement Plan

## Contents

Introduction .....	3
School Information .....	4
Vision, Mission and Beliefs .....	5
Goals .....	6
Goal 1: Math .....	6
Goal 2: Reading .....	9
Goal 3: Writing .....	12
Resource Profile .....	16
Additional Requirements .....	17
Assurances .....	20
Stakeholders .....	26
Statement of Non-Discrimination .....	27
Supporting Documentation .....	28

# **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:	Hamilton Elementary School
District:	Hamilton Community Schools
Public/Non-Public:	Public
Grades:	K,1,2,3,4,5
School Code Number:	01545
City:	Hamilton
State/Province:	Michigan
Country:	United States

# Vision, Mission and Beliefs

## 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

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 as they continue to progress through their elementary grade levels.

**Gap Statement:** Math screener assessments (from OAISD) for grades 1-5 indicate that at least 90% of students are proficient on key math concepts of grade level below current placement, however, over 28% of students are not proficient on key math concepts (GLCEs) of current grade. MEAP math tests indicate that most students (over 98%) are scoring in the proficient range.

**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. Each grade level has an instructional and assessment for teachers to teach effectively and for students to understand and apply this content. Targeted interventions are now being implemented in the area of mathematics through collaboration with the Ottawa Area Intermediate School District's Math Response to Intervention.

**Multiple measures/sources of data you used to identify this gap in student achievement:** OAISD Math screener (grades 1-5)

MEAP 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 math tests.

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

**Contact Name:** Craig Hoekstra

**List of Objectives:**

Name	Objective
Increased math proficiency	All elementary 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 I does not change).

## 1.1. Objective: Increased math proficiency

**Measurable Objective Statement to Support Goal:** All elementary 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 I does not change).

**List of Strategies:**

Name	Strategy
Math interventions	School staff will continue to 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:** School staff will continue to 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.1 The curriculum documents are the basic framework for instruction. They contain essential and rigorous content that guides what is taught within and across grade levels. They provide consistency and continuity to the curriculum and instruction practiced at the school and reflects the belief that all students should actively construct and apply knowledge.

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.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.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.

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.3 Staff believe that active student engagement is a key feature of student success and there is an expectation that all teachers will design lessons and assessments that engage their students.

II.2.A.5 All decisions affecting student achievement are based on data. All instructional staff members are involved in this data-based decision-making which incorporates data from state, district, school, and classroom assessments.

II.2.B.2 The school improvement plan reflects a philosophy of continuous improvement. It contains measurable performance and equity goals that reflect the vision and the mission of the school.

III.2.B.1 Professional development initiatives lead teachers to reflect on their content and pedagogy. These initiatives inform and strengthen the connection between classroom application and student achievement.

## Other Required Information for Strategy

Assisting Struggling Students with Mathematics: Response to Intervention for Elementary 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
Math RtI	2011-09-08	2012-06-08	Classroom teachers and paraprofessionals Building principals Curriculum personnel

### 1.1.1.1. 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 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 II Part A	1,500.00	1,500.00

## Goal 2: Reading

**Content Area:** English Language Arts

**Development Status:** Complete

**Student Goal Statement:** Student reading proficiency will increase by 20% as measured by the MEAP.

DIBELS measures:

- Benchmark assessments for all students fall, winter and spring
- Progress monitoring for students in intensive intervention groups at least monthly

SRI:

January and May lexile level comparison

All students will be proficient in reading.

**Gap Statement:** On the Scholastic Reading Inventory 50% of elementary students with disabilities with disabilities scored below grade level (basic and below basic levels), compared with 21% of all elementary students. The scores for students in third and fourth grade indicated a greater percentage of students below grade level compared to other elementary grade levels (16% for 2nd grade; 32% for 3rd grade, 26% for 4th grade, 18% 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, 13% of second graders were considered at risk, compared with 8% of first grades and 11% 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.

**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 third grade students has continued this past year. 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

SRI

DIBELS

**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:** Craig Hoekstra

#### List of Objectives:

Name	Objective
Increased reading proficiency	All elementary 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.

## 2.1. Objective: Increased reading proficiency

**Measurable Objective Statement to Support Goal:** All elementary 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.

#### List of Strategies:

Name	Strategy
Targeted instruction in reading	School 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. School staff will monitor student progress through the implementation of effective assessment and data analysis

processes.

### 2.1.1. Strategy: Targeted instruction in reading

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

#### Selected Target Areas

I.1.A.1 The curriculum documents are the basic framework for instruction. They contain essential and rigorous content that guides what is taught within and across grade levels. They provide consistency and continuity to the curriculum and instruction practiced at the school and reflects the belief that all students should actively construct and apply knowledge.

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.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.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.

V.2.B.2 Decisions are informed /supported by the careful, appropriate analysis and interpretation of sufficient data of good technical quality. Multiple types of data from multiple sources are used whenever possible.

#### Other Required Information for Strategy

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 reading	2010-09-08	2011-06-03	RtI coordinators: Kathy Newhouse Building literacy coach: Lynn Bosch Classroom teachers and paraprofessionals Curriculum personnel: Craig Hoekstra and Barb Ferguson

### 2.1.1.1. 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.

**Planned staff responsible for implementing activity:** RtI coordinators: Kathy Newhouse  
Building literacy coach: Lynn Bosch  
Classroom teachers and paraprofessionals  
Curriculum personnel: Craig Hoekstra and Barb Ferguson

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-08, 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 intervention support	General Funds	91,265.00	91,265.00

## Goal 3: Writing

**Content Area:** English Language Arts

**Development Status:** Complete

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

**Gap Statement:** While we continue to do well in the area of writing on our local assessments and on the MEAP test (when measured), we want to see the students move up one level/category (e.g. students attaining a Level III move to Level II and students attaining a Level II move to Level I in subsequent years).

**Cause for Gap:** There are a variety of areas of writing our students can improve on to move up a level as measured by the MEAP test. Through an analysis of our local writing assessment scores and previous MEAP data, it demonstrates the need for more experience with informational writing.

**Multiple measures/sources of data you used to identify this gap in student achievement:** District common assessments and previous MEAP results have been used to determine a gap in student achievement. Students at all grade levels are making positive growth, it is evident that additional growth is possible as writing occurs across the curriculum.

**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?** Increasing the number of students at any one grade level to a higher level of achievement on the MEAP is the criteria for success. MEAP results will be used, and student performance on district common assessments in the area of writing will help us identify progress in this area.

**Contact Name:** Craig Hoekstra

**List of Objectives:**

Name	Objective
Writing Growth	Students in grades 3, 4, 5 will become more proficient as measured by the writing portion of the MEAP

### 3.1. Objective: Writing Growth

**Measurable Objective Statement to Support Goal:** Students in grades 3, 4, 5 will become more proficient as measured by the writing portion of the MEAP

**List of Strategies:**

Name	Strategy
6+1 Writing	Students in all grades (Young Fives through 5th grade) will continue to focus on the identify writing traits in their daily writing. Writing will occur across the curriculum while using the writing traits. Students will acquire the necessary common language and have a variety of experiences writing on topics that will afford success as measured by the MEAP test.

### 3.1.1. Strategy: 6+1 Writing

**Strategy Statement:** Students in all grades (Young Fives through 5th grade) will continue to focus on the identify writing traits in their daily writing. Writing will occur across the curriculum while using the writing traits. Students will acquire the necessary common language and have a variety of experiences writing on topics that will afford success as measured by the MEAP test.

#### Selected Target Areas

I.3.A.3 Student assessment is viewed as an essential component in the monitoring of student achievement. Aligned standardized assessments, periodic benchmark assessments as well as a variety of culminating assessments are incorporated into daily practice. In addition, teachers use frequent formative assessment activities to inform instruction.

II.2.A.4 A spirit of collaboration, inquiry, risk-taking, and reflective practice is embedded into the school culture. School staff members collaborate frequently to dialog about and investigate their teaching practices. The school functions as a collaborative learning community in which every member contributes to whole-school improvement, including teacher development and student outcomes.

V.1.A.4 The school generates, identifies, collects, and stores data from many different sources for use in supporting more comprehensive data analyses, and more accurate data-based decision-making.

V.1.C.1 Defined / documented data support processes exist for the use of the data system and the management of the school's data resources.

#### Other Required Information for Strategy

District supported research that addresses the area of need and continued development.

#### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Writing Activities	2010-09-08	2011-06-03	Classroom teachers Craig Hoekstra, Principal

#### 3.1.1.1. Activity: Writing Activities

**Activity Description:** We have planned grade level writing experiences that are developmentally appropriate to effectively measure student growth as the goals achieved.

**Planned staff responsible for implementing activity:** Classroom teachers  
Craig Hoekstra, Principal

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-08, 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 Intervention	General Funds	1,500.00	1,500.00

## Resource Profile

<b>Funding Source</b>	<b>Planned Amount</b>	<b>Actual Amount</b>
General Funds	\$92,765.00	\$92,765.00
Title II Part A	\$1,500.00	\$1,500.00



# 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 needs assessment was conducted throughout the 2010-11 school year by members representing all stakeholders (Teachers, Parents, Administrators, Non-Professional Staff and Members) in the school. While students were not a part of the process it is our intent to involve them in the future.*

## 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](http://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.

*Our District School Improvement Team meets quarterly to reflect on academic goals and the culture of the building to best support the school's philosophy and student learning. The Hamilton Elementary School Improvement Team bases its decisions on how we can best meet the needs of all students as we reflect on current data and research. Through discussion, decisions are conceptualized and brought before the entire staff for consensus building. Our School Improvement Team consists of one chair (teacher), two NCA representatives (teachers), an additional teacher, and the building principal. The team uses data and research to develop goals and action plans for addressing the goals.*

### **Staff 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. These 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.

### **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).*

### **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.

*Through research and a district level committee, it was determined and was ultimately supported by our community to integrate updated and new technology to enhance learning opportunities for students. The technology that was ultimately selected had specific instructional purpose and plan for implementation.*

### **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 the data as part of the review and planning process and shares*

*out the results to the staff and to parents via written communications. A great deal of time is dedicated to*

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

*We have developed a strong communication system that has afforded all stakeholders to have good and reliable data to reflect on as future instructional decisions are made as goal continue to be worked towards and met.*

### **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 attending that school, 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 Building Improvement Team is designed to support, plan and reflect on the educational offerings within our school community. The members consist of:*

*Craig Hoekstra, Building Principal*

*Val Capel, SI Chair and NCA member*

*Michele Randle, teacher*

*Katie Wilson, teacher*

*Lindsey Olsen, teacher*

*Andy Rienstra, teacher*

*Nan Lubers, support staff*

*Jennifer Heyerman, parent*

*These individuals meet regularly as all areas are addressed.*

## 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: *The link below will provide the needed information for Hamilton Elementary's AER.*

*[www.hamiltonschools.us](http://www.hamiltonschools.us)*

### 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. Provided as needed.*

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 that provide instruction in the areas of HIV and reproductive health have received 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 goals in this area, but not in conjunction.*

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: *Yes*

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.	Craig	Hoekstra	Principal	choekstr@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
Address:	4815 - 136th Ave. Hamilton, MI 49419
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

## Supporting Documentation

*No documentation was attached.*