

# School Improvement Plan

## Title I - Targeted Assistance

School Year: 2011 - 2012

School District: Hamilton Community Schools

ISD/RESA: Ottawa Area ISD

School Name: Sandyview Elementary School

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

Principal: Mr. Dan Scoville

Building Code: 03403

District Approval of Plan:

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Authorized Official Signature and Date

Board of Education Approval of Plan:

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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:	Sandyview Elementary School
District:	Hamilton Community Schools
Public/Non-Public:	Public
Grades:	K,1,2,3,4,5
School Code Number:	03403
City:	Holland
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

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

Purpose:

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

# Goals

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

## Goal 1: Reading Proficiency

**Content Area:** English Language Arts

**Development Status:** Complete

**Student Goal Statement:** Student reading proficiency will increase by 20% as measured by 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 (growth)

**MEAP**

The percent of students scoring at or above 80% of the MEAP reading test (Fall, 2013) will increase by at least 10%.

**Gap Statement:** Nearly all students perform in the proficient range on the MEAP reading subtest, however over 65% of the students score below 80% correct (depending on grade level). Over the last two years, the percent of students in Level 1 has increased at grade 3 (48 to 62% and grade 5 (58-65%). At grade 4, the percent declined from 56 to 36%.

Scholastic Reading Inventory (SRI) Proficiency measures indicate that 14% of all students (grades 2-5) were below grade level at the end of the school year (49% in the fall). Although the number of students with disabilities is very small, over 80% of these students are scoring in the Basic (below grade level) range on the SRI.

DIBELS: Measures of Oral Reading Fluency for students in grades 1, 2 and 3 indicate that students are in the "At Risk" category on this predictor of reading proficiency. At the end of the 2010/11 school year, 11% of kindergartners, 17% of first graders, 34% of second graders, and 19% of third graders had not reached benchmark targets.

**Cause for Gap:** Deficiencies in reading fluency and vocabulary knowledge contribute to lower performance levels on reading measures. Targeted small group and individual interventions provided through our RtI program have only been in place for students over the past two years.

**Multiple measures/sources of data you used to identify this gap in student achievement:** MEAP: Proficiency levels on Reading test, 2008, 2009, 2010

SRI: Proficiency Summary report and Demographic Proficiency Report

DIBELS: Summary report for all DIBELS measures comparing three yearly benchmarks

**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?** MEAP Reading subtest - Increase by 10 percent, the number of students who score 80% or greater correct, and proficiency levels (no students in Levels 3 or 4)

DIBELS measures (benchmark and progress monitoring) - No students in At-Risk category on Oral Reading Fluency; increase percent of students reaching benchmark targets by 10%.

SRI testing (three measures per year) - all students at grade level (Advanced and Proficient)

**Contact Name:** Dan Scoville

### List of Objectives:

Name	Objective
Increased reading proficiency	Increase reading proficiency by 20% as measured by DIBELS and SRI Increase percent of students scoring at least 80% correct on the MEAP Reading test by 10%.

## 1.1. Objective: Increased reading proficiency

**Measurable Objective Statement to Support Goal:** Increase reading proficiency by 20% as measured by DIBELS and SRI Increase percent of students scoring at least 80% correct on the MEAP Reading test by 10%.

### List of Strategies:

Name	Strategy
Targeted instruction in reading	Targeted instruction in whole and small group settings using Pearson Reading Street series for grades K-2 Leveled and whole group instruction using Macomb genre units for grades 3-5, content area reading materials, and grade level literature. Daily reading intervention instruction (RtI model) using a variety of materials to meet specific needs (e.g.,phonemic awareness, fluency, decoding) Consulting and coaching to support reading intervention planning and assessment provided by intervention specialist Coordination of reading and writing instruction and practice

### 1.1.1. Strategy: Targeted instruction in reading

**Strategy Statement:** Targeted instruction in whole and small group settings using Pearson Reading Street series for grades K-2

Leveled and whole group instruction using Macomb genre units for grades 3-5, content area reading materials, and grade level literature.

Daily reading intervention instruction (RtI model) using a variety of materials to meet specific needs (e.g.,phonemic awareness, fluency, decoding)

Consulting and coaching to support reading intervention planning and assessment provided by intervention

specialist

Coordination of reading and writing instruction and practice

### Selected Target Areas

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.

V.2.A.1 Staff is trained in and uses data analysis techniques that include consideration of such factors as multiple types of data, multiple sources, comparisons across groups, benchmarking and longitudinal data. The data system allows for efficient use and manipulation by collaborative teams.

### Other Required Information for Strategy

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

Transformative Assessment ? W. James Popham

### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Professional Development	2011-09-07	2012-06-06	Classroom teachers Reading interventionist Paraprofessionals Principal

#### 1.1.1.1. Activity: Professional Development

**Activity Description:** Support for continued implementation of foundational reading program in grades K-2

Training that targets reading strategies for specific content area texts.

Ongoing professional study of effective reading instruction at all levels (Eg., CAFE book study for 2nd, 3rd and 4th grade teachers and special ed teachers)

Instructional strategies and structures to successfully implement reading interventions using RtI model.

Increased understanding of data measures and practice using data analysis to plan instruction in reading with emphasis on formative assessment strategies.



Increased coordination of curriculum and instructional strategies between general and special education teachers.

Training for paraprofessionals provided by classroom teachers or reading coach.

**Planned staff responsible for implementing activity:** Classroom teachers

Reading interventionist

Paraprofessionals

Principal

**Actual staff responsible for implementing activity:** Dan Scoville

Megan McCormick

Katharine Valz

Lisa Schreur

Melody Boersma

Kara Zalsman

Jared Graybiel

Laurie Custer

**Planned Timeline:** Begin Date - 2011-09-07, End Date - 2012-06-06

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Training	Title II Part A	1,500.00	0.00

## Goal 2: 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 proficient in math. Although the percent of students scoring in Level 1 increased from 2008 to 2009 (71-76% at 3rd grade, 58 to 64% in 4th grade, 58-71% in 5th grade), 25-35% are scoring in Level 2. In 2010, less than 40% (39.7%) of the students scored at least 80% correct on the MEAP math test.

Subgroup analysis shows that the group of students with disabilities scores 10-15 proficiency points below their grade level peers at the district level. Sandyview has few students with disabilities, but individual analysis of their scores shows a similar trend.

Delta math screeners given at three benchmarks (Sept, Jan, May) indicate that nearly half of the students at each grade level are not proficient in the GLCE's of the preceding year. (e.g., second graders are not proficient on all 1st grade GLCE's tested. Specific areas identified for improvement, based on the item analysis, include fractions and decimals, and measurement.

**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, including professional development. Algebra concepts have been difficult for teachers to teach effectively and for students to understand and apply. Cross level discussions about transitions and skill development have not been regularly scheduled. Targeted interventions in the area of mathematics have only been in place for the past year.

**Multiple measures/sources of data you used to identify this gap in student achievement:** MEAP - Math test 2008, 2009, 2010  
OAISD Math screeners (foundational GLCEs)  
Grade level 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?** MEAP math - The percent of students who have at least 80% correct on the MEAP math test will increase by 10% No students will score at Level 4.  
OAISD Screeners: All students will demonstrate proficiency on GLCE's by the January benchmark testing.

**Contact Name:** Dan Scoville

#### List of Objectives:

Name	Objective
Increased math proficiency	Increase performance of special education subgroup on MEAP Math measures by at least 20%. Increase percent of students in scoring at least 80% correct on MEAP Math tests by at least 10%.

## 2.1. Objective: Increased math proficiency

**Measurable Objective Statement to Support Goal:** Increase performance of special education subgroup on MEAP Math measures by at least 20%. Increase percent of students in scoring at least 80% correct on MEAP Math tests by at least 10%.

#### List of Strategies:

Name	Strategy
Math interventions	A math RtI Intervention program will be implemented at grades K through 5 to provide targeted interventions in mathematics. Data from benchmark testing and formative assessments will be used to determine small group instructional focus and to document progress. Instruction will be provided by classroom teachers and supported by trained paraprofessionals.

### 2.1.1. Strategy: Math interventions

**Strategy Statement:** A math RtI Intervention program will be implemented at grades K through 5 to provide targeted interventions in mathematics. Data from benchmark testing and formative assessments will be used to determine small group instructional focus and to document progress. Instruction will be provided by classroom teachers and supported by trained paraprofessionals.

**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.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.
I.3.A.1	Assessments are aligned with the curriculum and instruction. They have been designed by matching the appropriate measurement method to the type of learning targets (knowledge, reasoning, skill, performance or disposition.)
I.3.B.2	Data is regarded as an essential tool in the analysis and improvement of curriculum and instruction. Individual teachers, as well as teacher teams, continually assess their curricula and instructional practices and set goals that focus on revisions to school processes, curriculum and instruction.
II.1.A.7	School leaders base all school improvement decisions on data. School leaders provide a wide range of types and sources of data on which staff base their decisions regarding the effectiveness of curriculum and instructional and assessment practices.

**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 RtI	2011-09-07	2012-06-06	Classroom teachers Trained Paraprofessionals Support from OAISD instructional specialists

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**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 paraprofessionals to enable selection of appropriate and effective instructional practices and resources.

Intervention resources will be identified and secured.

Math curriculum will be reviewed based on student performance data and common core standards to determine revisions needed.

**Planned staff responsible for implementing activity:** Classroom teachers  
Trained Paraprofessionals  
Support from OAISD instructional specialists

**Actual staff responsible for implementing activity:** Megan McCormick  
Katharine Valz  
Lisa Schreur  
Melody Boersma  
Jared Graybiel  
Laurie Custer  
Kara Zalsman  
Bettye Fields  
Brenda Hertz

**Planned Timeline:** Begin Date - 2011-09-07, End Date - 2012-06-06

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Paraprofessional time to support intervention groups	Section 31 a	35,000.00	0.00

## Goal 3: Writing

**Content Area:** English Language Arts

**Development Status:** Complete

**Student Goal Statement:** Increase writing proficiency for all students on informational and narrative writing.

**Gap Statement:** Performance of students on the writing tests on past MEAP tests has consistently been lower than other 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 2010 MEAP fourth grade writing proficiency level was 67%, higher than the state and district average. The performance of students with disabilities is lower on the writing test compared to those without disabilities when analyzed at the district level. 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). Too few students with disabilities are enrolled in the 4th grade at this school for appropriate analysis.

**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:** MEAP writing for students in 4th grade  
District writing rubrics and writing samples

**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?** At least 90% of all students will demonstrate writing proficiency on district measure (grade level rubrics used to evaluate).

**Contact Name:** Dan Scoville

**List of Objectives:**

Name	Objective
Improved writing proficiency	The percent of students who score at least 80% on the writing rubric on the 4th grade Math MEAP will increase by 10%. At least 80% of students in all grades will be proficient in writing as measured by grade level writing samples, scored with common rubric.

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### **3.1. Objective: Improved writing proficiency**

**Measurable Objective Statement to Support Goal:** The percent of students who score at least 80% on the writing rubric on the 4th grade Math MEAP will increase by 10%.

At least 80% of students in all grades will be proficient in writing as measured by grade level writing samples, scored with common rubric.

**List of Strategies:**

Name	Strategy
Improved writing instruction	All teaching 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). Grade level learning teams will review writing samples using common rubrics.

### 3.1.1. Strategy: Improved writing instruction

**Strategy Statement:** All teaching 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).

Grade level learning teams will review writing samples using common rubrics.

**Selected Target Areas**

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.

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.

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.

III.1.B.1 Staff members have extensive knowledge of their content area and/or grade level and maintain this knowledge through accessing frequent professional development opportunities. They seek frequent opportunities to share this knowledge through collaboration with other staff.

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**

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 PD	2011-09-07	2012-06-06	Classroom teachers Grade level teams

**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.

**Planned staff responsible for implementing activity:** Classroom teachers  
Grade level teams

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-09-07, End Date - 2012-06-06

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Professional development	Title II Part A	1,000.00	0.00

## Resource Profile

Funding Source	Planned Amount	Actual Amount
Section 31 a	\$35,000.00	\$0.00
Title II Part A	\$2,500.00	\$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 School Data Profile and Analysis was completed in coordination with the building improvement team and the district school improvement team.*

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 Sandyview 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 for 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*
- Screening assessments in mathematics have been developed by the Ottawa Area ISD to identify students who do not demonstrate understanding and proficiency on key math content standards.*
- 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.

*Oral Reading Fluency (DIBELS benchmarks) are used to identify students in grade 3 who are reading below grade level expectations. Informal Reading Inventory (IRI) assessments provide similar information for students in grades 4 and 5. The SRI (Scholastic Reading Inventory) is administered three times a year to determine lexile reading levels for students in grades 2-5; those below grade level expectations are identified. OAISD Delta math screeners identify students who have not yet mastered foundational math*

*concepts from the previous grade.*

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.

*Quarterly meetings with teachers and administrators are used to review observational data and results of classroom assessments to identify at-risk students. In addition, DIBELS measures and OAISD Delta Math screeners provide data for student selection.*

### **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. As a small school, 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. Sandyview Elementary has recently qualified for Title I services. 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 Sandyview 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.*

### **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)*

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.*

### **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 April.*
- *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

*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

*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

*Evaluate annually the content and effectiveness of the Title I parent involvement activities 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 of each building.*

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

*Parents receive progress reports twice a year. Parent-teacher conferences are scheduled at least two times each year. All staff have voicemail and email that are available to parents and used by teachers to communicate information about student progress. Student assessment information is available to parents online through the district's student information system. Specific concerns about possible disabilities or other learning problems is communicated in writing and through parent meetings with a team of teachers and consultants. Communication with parents whose primary language is not English are provided in their native language. This includes newsletters and progress reports.*

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".

*Students who are identified through these measures will receive targeted instruction to improve areas of deficiency and to accelerate growth. The format for instructional interventions provided to students eligible for Title I services will include:*

- Small group instruction provided by highly qualified teachers that targets the specific area of need (in reading, writing and math). A Response to Intervention (RtI) model will be used to provide additional instruction within the classroom setting. Progress will be monitored bi-weekly for students in these intensive intervention groups. The use of classroom paraprofessionals to provide supervision and guidance to other instructional groups will enable to teacher to work with the intensive level students.*
- Oversight and monitoring of the intervention instruction will be provided by an intervention specialist who will support teachers through resource review, progress monitoring and data collection.*
- After school (extended day) support will be provided for students who are not progressing in the core curriculum.*

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

*Parent surveys and feedback from the Building Improvement Team will be used to evaluate the components*

*of the parent involvement plan.*

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

*Implementation is not complete with survey results providing feedback about general district goals and involvement. More specific questions will be needed in future surveys.*

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".

*Communication with preschool parents begins a year before students enter school. Written communication, information about school readiness on the district website, a registration/data gathering session and welcome from the teacher all precede the orientation event. Parents and students attend the orientation together as a preparation for the beginning of the school year. Followup communication with the parents is provided through newsletters, email, and direct conversation.*

### **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.

*Opportunities for alternative assessments are provided as needed for students, often with consultation from specialists (special education teachers, physical and occupational therapists). Authentic assessment of core skills takes place through classroom observations and evaluation of student skill demonstrations.*

### **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.

*Assessment data is reviewed by classroom teachers and literacy coaches to determine effectiveness of intervention strategies and the need for changes. Quarterly data reviews are conducted by teachers and building administrators.*

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

*Quarterly data reviews will provide information to be used for evaluation of the targeted assistance services and any changes needed.*

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.

*The review and revision of building improvement goals and the professional development for teachers to support those goals is completed each year based on analysis of student achievement and progress on goals.*

### **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.

*The building improvement team and building staff review assessment results quarterly. The SIP is reviewed in the spring with the yearly data summary so that revisions can be made for the upcoming school year. Additional input and review are provided as a part of the district NCA accreditation process and participation in the District School Improvement Team.*

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.*

## **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 established 3-5 year goals through a strategic planning process in 2009/2010. At that time the decision was made to pursue district level accreditation through the North Central Association. The District School Improvement Team and the Building Improvement Team have worked in coordination to establish, implement and monitor annual initiatives to reach the goals. The teams meet quarterly to monitor progress on the goals and the improvement plan. The plan for Sandyview Elementary reflects the unique needs of our students and addresses the overall goals of our school and district.*



## Assurances

### EdYES! (pending statutory approval to be changed to MI-SAAS) (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: *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 area of need. All classrooms are calm and orderly.*

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: *All teachers teaching reproductive health/puberty lessons or HIV/AIDS lessons 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: *Efforts to improve nutrition through food service have been initiated, but the coordination between food service and health education instruction is not in place.*

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.	Melody	Boersma	teacher	mboersma@hamiltonschools.us
Mrs.	Kara	Zalsman	paraprofessional	kzalsman@yahoo.com
Mrs.	Sue	Schierbeek	parent	schierbeek@hope.edu

# 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:	David Tebo
Address:	4815 136th Avenue
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**

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

1. 1. Describe the strategies to increase parental involvement. Refer to NCLB *Section 1118(e)(1)-(5)*, *Section 1118(f)* and the Title I Targeted Assistance Plan Rubric for additional information.

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 March.
- 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 parent involvement in the following requirements:

a. 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)

b. 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.

c. 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 of each building.

3. Hold an annual meeting in each Title I school to acquaint parents with Title I guidelines, district, and individual school parent involvement policies. At this meeting parents will be given a School-Parent Compact. This compact will outline 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. Input will be gathered regarding changes that will increase the effectiveness of the compact.

4. Parents will be given a copy of the school-parent compact to be signed during the parent teacher conferences each fall.

5. Parents receive progress reports twice a year. Parent-teacher conferences are scheduled at least two times each year. All staff have voicemail and email that are available to parents and used by teachers to communicate information about student progress. Student assessment information is available to parents online through the district's student information system. Specific concerns about possible disabilities or other learning problems is communicated in writing and through parent meetings with a team of teachers and consultants. Communication with parents whose primary language is not English are provided in their native language. This includes newsletters and progress reports.



## **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.

### **Signatures:**

\_\_\_\_\_  
School Representative

\_\_\_\_\_  
Parent(s)

\_\_\_\_\_  
Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date