



School Improvement Plan

Hamlin Elementary School

Rochester Community Schools

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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.

Improvement Plan Assurance

Introduction

During the 2018-2019 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

Improvement Plan Assurance

| Label | Assurance | Response | Comment | Attachment |
|--------------|--|---------------------------|----------------|-------------------|
| 1. | Which option was chosen for Goals and Plans? | Goals and Plans in ASSIST | Update Goals. | |

Title I Targeted Assistance Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Targeted Assistance schools. As described in sections 1111(b)(1), 1114 (b)(1)(A) and 1309(2) of the Elementary and Secondary Education Act (ESEA), the Comprehensive Needs Assessment (CNA) requirement is met by completing a School Data Analysis (SDA) and School Process Profile (SPP). 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 Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Needs Assessment

1. How was the comprehensive needs assessment process conducted?

Data was gathered in all four of the basic categories: student achievement, demographic, perception, and process data. The Title 1 Interventionist specifically utilizes teacher referral, MLPP scores for Kindergarten students, and Fountas and Pinnell reading level scores for 1st graders. The Title 1 Interventionist also meets with lower elementary teachers monthly to analyze student progress data to inform intervention grouping decisions.

2. What process was used 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?

In order to determine caseload for Title 1 services, we administer a battery of assessments (both local and district provided) and use the results of those assessments to determine the students in need of support. The district provides a Student Identification Grid that outlines the reading level expectations for the grade level. The district also provides a baseline math score used to determine students in need. The process is ongoing to ensure that the students considered to be most at risk are identified and serviced. This is reviewed quarterly to monthly by our Title 1 Interventionist and grade level teachers.

3. List the multiple, educationally related, objective criteria established for the needs assessment process - consistent by grade level and content area - 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.

To determine eligibility to receive reading and/or math assistance for students in our building K-5, consideration is given to:

- oral reading/comprehension level (running records -Fountas & Pinnell) (K-1)
- MLPP (K - 1)
- district writing assessment scores (1st gr)
- district grade level math assessments (1st gr)
- district spelling inventory (1st)

All district assessments are based on the CCSS. Additionally, both current and past teacher input is considered.

4. For schools with preschool through grade 2: Describe the identification process for preschool through grade 2 if it is based solely on criteria such as teacher judgment, interviews with parents and developmentally appropriate measures that determine which children are failing or most at risk of failing to meet the State's challenging content and student performance standards.

Students in grades K-2 are selected by looking at MLPP assessments along with F & P reading records. Additionally, we look at the district spelling assessment, writing assessment and math assessments administered. Teacher input is also considered. We refer to the district's SY 2018-2019

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Student Identification Grid to determine which students to consider for reading intervention. For math, anyone scoring 1 grade level below or more on the iReady math assessment were considered for service.

Component 2: Services to Eligible Students

1. Describe the Title I, Part A program services which are provided to ensure eligible children receive supplemental assistance in the four core academic areas.

Program services that are provided at Hamlin include:

- Full-time reading intervention program
- Leveled Literacy Intervention (LLI); 4-5 days/week for 30 min for 1st gr and 3-4 days/week for 30 min for K
- Targeted small group math support (push-in and pull-out)
- Title 1 Parent Meeting - provides support and materials for parents to use at home; meeting held in the fall
- Summer Jump Start Program; first three weeks of August
- Title 1 District Reading/Math Summer Program; end of June-July
- iReady Math Intervention; year round
- At-home reading books are provided; year round

Component 3: Incorporated Into Existing School Program Planning

1. How is program planning for eligible students incorporated into the existing school improvement planning process?

Hamlin's Title 1 program supports the regular education program. All qualifying students receive instruction in reading in their own classrooms and then meet with the interventionist. Scheduling is such that students receive reading instruction in their homeroom and then a double dose of instruction reading with the interventionist in small groups (1:1 - 1:4 teacher to student ratio). The teachers and interventionist work collaboratively to ensure that students in intervention do not miss their core literacy instruction within the classroom. The interventionist pushes into the classroom to help at-risk students during math workshop. Less often, the interventionist works 1:1 with a student. iReady math intervention is utilized as well. Math assessments, F & P running records and MLPP data are regularly collected and analyzed. The planning involved in supporting Title 1 students directly correlates to the three academic SIP goals of reading, writing, and math and ensuring that 90% or more of our students are at grade level in those subjects. Our Title 1 Interventionist is also part of our SIP team.

Component 4: Instructional Strategies

1. Which instructional strategies in the plan focus on helping eligible students reach the State's standards in the four core curriculum academic areas?

Rochester Community Schools curriculum is currently aligned to the CCSS. Hamlin's grade level teams write, assess, and analyze grade level goals. We review the progress towards the goals during grade level meetings throughout the year.

Instructional strategies include:

- Reading Workshop; 5 days/week for 60+ minutes per day
- Daily 5; 5 days/week for 30 min per day
- At-home reading material provided
- Math Workshop; 4-5 days/week for 60 minutes per day
- Leveled Literacy Intervention Program; small group instruction 3-5 days/week for 30 minutes
- Targeted small group math support (push-in and pull-out)

2. Identify the research-based methods and strategies in the plan that ensure effective methods will be utilized to improve overall student academic achievement.

Children are seen daily, with small group instruction (1:1 to 1:4) delivered by a highly qualified teacher. The research-based Fountas and Pinnell Leveled Literacy Intervention (LLI) program is used. Computer-based intervention (iReady) is used for math. The interventionist is trained in Reading Recovery and Orton-Gillingham. There is an on-going review of student progress and the interventionist reports student achievement to parents so that there is a line of communication open throughout the year.

3. Describe your extended (supplemental) learning program, including how it provides an accelerated quality curriculum.

The amount of time in the program varies from child to child. They may exit from the program in a period of 10 weeks (quarterly) or stay for a full year. Monthly progress monitoring gives evidence for exiting students. The LLI program is highly successful in bringing readers who struggle up to grade level performance. F & P running records and MLPP data is regularly collected, analyzed and shared with all stakeholders to make informed decisions.

4. Describe how you ensure that students are rarely pulled from their regular classroom to receive supplemental instruction through extended learning opportunities.

Students are pulled at strategic times from their regular classroom to receive instruction. Sometimes the interventionist will "push in" instead of "pull-out". All qualifying students receive instruction in their own classrooms in the core subject of reading and then meet with the interventionist. Scheduling is such that students receive reading instruction in their homeroom and then a double "dose" of instruction in reading with the Interventionist. Teachers and the interventionist work collaboratively to ensure that LLI students do not miss their daily literacy or math instruction within the classroom. Push-in services for math intervention, with an occasional 1:1 pull out. Computer-based (iReady) math intervention is also utilized.

Component 5: Title I and Regular Education Coordination

1. In what ways do ongoing coordination and integration occur between regular education and supplemental Title I, Part A programming - including services for children with Limited English Proficiency, if applicable?

The interventionist meets weekly during grade level meetings with classroom teachers. There is a great deal of dialogue between teacher/interventionist during the course of a day. Strengths and weaknesses are shared so both parties can target teach areas students are weak in. Monthly grade level meetings are dedicated to reviewing student data and discussing children that struggle academically. Information is analyzed and key decision making on exiting and/or entering children into the program is discussed. We brainstorm ideas on how to best service individual children. ELL students work with both the interventionist and the ESL teacher. There is ongoing communication between the classroom teacher, interventionist, and ESL consultant and any other support staff; i.e., Speech Pathologist, Special Education Teachers, and/or Social Worker.

2. For schools with kindergarten: Describe the school's transition plan for preschool age children that involves more than a once a year visitation to the kindergarten classroom.

District wide, coordination of curriculum is a high priority. The RCS Pre-K program is aligned to our Kindergarten expectations which provides continuity of instruction. Beginning after the April break the PreK teachers read books about Kindergarten. The students also write letters, with PreK staff assistance, to their future Kindergarten teacher. The PreK teachers also complete student placement forms about each child that is delivered to the Kindergarten teachers. The Hamlin PreK teacher meets with Hamlin Kindergarten teachers to share information. At Hamlin, beginning in May, the Title I Interventionist begins meeting 1:1 with incoming Kindergarten students to conduct assessments and gather perception data from parents regarding students abilities. In August, incoming Kindergarten students are invited back to meet with the Title I Interventionist and classroom teachers. Teachers and interventionist observe students in a classroom setting.

Component 6: Instruction by Highly Qualified Staff

| Label | Assurance | Response | Comment | Attachment |
|--------------|--|-----------------|---|-------------------|
| | 1. Do all of the Title I, Part A instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this. | No | We do not have instructional paraprofessionals that are funded through Title 1. | |

| Label | Assurance | Response | Comment | Attachment |
|--------------|---|-----------------|---|-------------------|
| | 2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this. | Yes | All RCS teachers are required to be highly qualified. | |

Component 7: High Quality and Ongoing Professional Development/Learning

1. What types of ongoing and sustained professional development/learning will the staff (teachers, principals, and paraprofessionals) receive to work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

Professional development is offered in the following areas:

- Reading workshop
- Writing workshop
- Math workshop
- Cultures of Thinking (CoT)
- Story Champs and Blitz
- District Title I Meetings

At the building level we focused on Cultures of Thinking and technology integration.

2. If appropriate, what types of ongoing and sustained professional development/learning will be provided to parents, pupil services personnel, and other staff who work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

Each year we have an annual Title 1 Parent meeting to provide materials and support for parents at home. The K - 1 interventionist meets with parents to explain the program and the best way to support their child at home. Professional development will be provided in the areas of literacy and math for teachers working with at-risk students during the Title I summer program.

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|--------------------------|------------|
| | 3. Your school's professional development/learning plan or calendar is complete. | Yes | See attached PD calendar | Calendar |

Component 8: Strategies to Increase Parental Involvement

1. How are parents involved in the design of the Targeted Assistance program plan?

Parents provide feedback through surveys given throughout the year.

2. How are parents involved in the implementation of the Targeted Assistance program plan?

After each meeting with parents, a survey is given allowing parents to rate the meeting, ask questions, and provide feedback or suggestions. At the end of the year, another survey is sent home so parents can assess their child's progress, rate the program and give suggestions.

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|---------|------------|
| | 3. Are parents involved in the evaluation of the Targeted Assistance program plan? How are parents involved in the evaluation of the Targeted Assistance program plan? | Yes | Survey | |

4. Describe how the parent involvement activities outlined in Section 1118 e (1)-(5) and (14) and Section 1118 (f) are implemented.

After each meeting with the parent, the initial explanation of the Title 1 program and the Title 1 parent meeting in the fall; a survey is given to parents allowing them to rate the meeting, ask questions, and provide suggestions/feedback. At the end of the year, another survey is sent home so parents can assess their child's progress, rate the program and give suggestions. All three occasions allow for parental input and feedback.

5. Describe how the parent involvement activities are evaluated.

Parent feedback and student achievement.

6. Describe how the school-parent compact is developed.

School-wide parent compact was developed in conjunction with the building learning consultant and the interventionist. Parents also provide input in two ways; via the parent survey given in the spring and via the survey at the parent meeting. Parents are asked to rate the program and to provide any ideas or suggestions for improvement.

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|------------------------------|------------|
| | 7. Do you have a Title I School-Parent Compact? | Yes | See attached Parent Compact. | |

8. How does the school provide individual student academic assessment results in a language parents can understand?

Teachers meet with individual parents. When an interpreter is needed, the school has provided this support to our families. Feedback to parents on progress monitoring of their child is sent home with specific suggestions on specific skills to improve.

| Label | Assurance | Response | Comment | Attachment |
|--------------|---|-----------------|---|-------------------|
| | 9. Does the school have a Title I Parental Involvement Policy/Plan? | Yes | See attached Parent Involvement Policy/Plan | |

10. Describe how the parent compact is used at elementary-level parent teacher conferences.

Teachers make reference to the parent compact at conferences (fall & spring). If in agreement, parents sign the compact.

Component 9: Coordination of Title I and Other Resources

1. Describe how the Federal, State and local programs are coordinated and integrated to serve eligible children.

Oversight by the administration assures that all children have access to the programs and services needed; Title 1, Title 3 resources help support our at risk and ESL students. Title 1 allocation is based on our Free and Reduced lunch percentage.

2. Describe how the plan demonstrates coordination and integration of Federal, State and local programs and services in a manner applicable to the grade levels of the school: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Hamlin offers a comprehensive program and an array of services to meet the individual needs of all students; i.e., Free and reduced lunch and breakfast for over 20% of our students, Headstart, Rochester Area Youth Assistance,

Component 10: Ongoing Review of Student Progress

1. Describe how the progress of participating students is reviewed on an ongoing basis.

District assessment occur at the beginning, middle, and end of the year. These assessments provide information on student growth. Additionally, progress of participating students is reviewed at monthly grade level meetings in which the Title I Interventionist and grade level teams review and analyze student assessment data to ensure that services for each child match his/her needs.

2. Describe how the Targeted Assistance program is revised to provide supplemental learning opportunities that enable participating children to meet the State's challenging student achievement standards.

Through the monthly analysis of student achievement data and grade level collaboration with teachers, a supplemental learning opportunity was identified. This summer we will be offering a Jump Start Summer Learning program. Identified students will be invited to attend the program, which will take place in August. Certified teachers from Hamlin will be teaching the program and targeting specific learning needs of identified students.

3. Describe how teachers have been trained to identify students who need additional assistance or how to implement student achievement standards in the classroom based on the review of student progress.

All staff had had extensive training on curriculum assessments. This includes reading, writhing and math. Additionally, district training has provided on going professional development on running record miscue analysis and the reading workshop model.

Evaluation

NOTE: This is NOT a Targeted Assistance Plan Rubric Requirement---but it IS part of the process of Continuous School Improvement. This has been patterned after the Schoolwide Plan requirements, and it fulfills PA 25 requirements for an annual review of the plan.

1. Describe how the school evaluates the implementation of the Targeted Assistance program at least annually.

Student progress is assessed at the beginning, middle, and end of the year using district assessments. Data is analyzed and shared throughout the year to determine success rate.

2. Describe how the school evaluates the results achieved by the Targeted Assistance program using data from the State's annual assessments and other indicators of academic achievement.

At the conclusion of each school year, the Title 1 Interventionist analyzes number of students serviced, number of students released from the program, and academic improvement of the students on the district's Fountas and Pinnell system.

3. Describe how the school determines whether the Targeted Assistance program has been effective in increasing the achievement of eligible students who are furthest from achieving the standards.

Progress Monitoring is done monthly by the Interventionist. Information is documented showing student growth and/or exiting information. A very large percentage of Title 1 students are successful in meeting grade level expectations by year-end, if not earlier. In the lower grades the number of levels a Title 1 child moves up in reading most often surpasses the expectations for an average child using the district's Student Identification Grid , thus closing the gap for those Title 1 students.

4. Describe the process that is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of eligible students in the Targeted Assistance program.

Interventionist collaborates with classroom teachers to do ongoing formative assessments on all of our at risk students to closely monitor learning and to adjust instruction appropriately. Program evaluations are being conducted to evaluate the effectiveness of programs and monitor student achievement.

Hamlin SIP 2018-19

Overview

Plan Name

Hamlin SIP 2018-19

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

| # | Goal Name | Goal Details | Goal Type | Total Funding |
|---|--|---|-----------|---------------|
| 1 | Hamlin Elementary staff will cultivate a Culture of Thinking for students. | Objectives: 1 Strategies: 1 Activities: 4 | Academic | \$6000 |
| 2 | Students will be proficient in Reading | Objectives: 1 Strategies: 1 Activities: 3 | Academic | \$21001 |
| 3 | Students will be proficient in Writing | Objectives: 1 Strategies: 1 Activities: 1 | Academic | \$1000 |
| 4 | Students will be proficient in Math | Objectives: 1 Strategies: 1 Activities: 2 | Academic | \$13000 |

Goal 1: Hamlin Elementary staff will cultivate a Culture of Thinking for students.

Measurable Objective 1:

100% of All Students will collaborate to learn in a Culture of Thinking in Practical Living by 06/18/2021 as measured by at least 90% of staff participation on a team related to one of the following: Culture of Thinking, Deep Learning, PBIS (RULER), or Diversity.

Strategy 1:

Hamlin CoT Strategy - Hamlin staff will participate in professional development on Cultures of Thinking, Deep Learning, PBIS (RULER - Socio Emotional Learning), or Diversity and will participate on one or more of these teams at Hamlin to benefit students to be able to navigate through life with tools and strategies.

Category: Other - Practical Living

Research Cited: Dr. Ron Rittchart from Harvard, Project Zero, Dr. Marc Brackett from Yale, Yale Center for Emotional Intelligence, Michael Fullan - Deep Learning

Tier: Tier 1

| Activity - Hamlin CoT Activity | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|--------|---------|------------|------------|-------------------|-------------------|--------------------------|
| Teachers will attend professional learning through Oakland Schools. | Professional Learning | Tier 1 | Monitor | 09/04/2018 | 06/18/2021 | \$1000 | Title II Part A | Teachers, Administrators |

| Activity - Hamlin RULER Activity | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|----------------------------|--------|---------|------------|------------|-------------------|-------------------|--|
| Teachers will attend professional development on SEL-RULER at OS. The RULER approach is a research and evidence based initiative shown to boost emotional intelligence, improve academic achievement, decrease behavioral issues, and enrich school and classroom climates and culture. | Behavioral Support Program | Tier 1 | Monitor | 09/04/2018 | 06/18/2021 | \$1000 | Title II Part A | Teaching staff, Principal, social worker, resource teacher |

| Activity - Hamlin Camp Michindoh Activity | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|------------------|--------|---------|------------|------------|-------------------|-------------------|-------------------------------|
| 5th grade students will attend a 3 day/2 night camp to support science learning, problem solving, team building, building a positive culture and making thinking visible. | Extra Curricular | Tier 1 | Monitor | 09/04/2018 | 06/18/2021 | \$1000 | Title I Part A | 5th gr teachers and principal |

| Activity - Hamlin Deep Learning | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
| | | | | | | | | |

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|--|-----------------------|--------|-----------|------------|------------|--------|-----------------|--|
| Teachers will participate in professional learning around Deep Learning. This could be done through a book club, attending a Global Deep Learning conference, attending a regional conference, attending Deep Learning at Oakland Schools. Teachers will share their learning and implement their learning in the classroom or school. | Professional Learning | Tier 1 | Implement | 09/04/2018 | 06/18/2021 | \$3000 | Title II Part A | Teachers, Learning Consultant, Principal |
|--|-----------------------|--------|-----------|------------|------------|--------|-----------------|--|

Goal 2: Students will be proficient in Reading

Measurable Objective 1:

93% of All Students will demonstrate a proficiency within the grade level band of text levels or above in Reading by 06/18/2021 as measured by Fountas & Pinnell reading assessment.

Strategy 1:

Hamlin Reading Strategy - Teachers will meet regularly as a grade level group to compare assessment of reading data. They will share what is working well in their classrooms in reading. With data from these assessments, teachers will set up and instruct students in targeted areas based on individual and small group needs. These targeted teaching opportunities will be provided to students who have not yet met proficiency levels, to those who meet grade level expectations and to those who exceed the grade level content expectations.

Category: English/Language Arts

Research Cited: Marzano and Dufour

Tier: Tier 1

| Activity - Hamlin Reading Activity 1 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|--------|---------|------------|------------|-------------------|-------------------|-------------------|
| Teachers will provide time each day for sustained reading opportunities and will monitor students' progress in comprehension through conferencing with students on a weekly basis during workshop time. | Professional Learning | Tier 1 | Monitor | 09/04/2018 | 06/18/2021 | \$1 | General Fund | All K-5 Staff |

| Activity - Hamlin Reading Activity 2 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|------------------------|--------|---------|------------|------------|-------------------|-------------------|---|
| LLI - Leveled Literacy Intervention System | Supplemental Materials | Tier 2 | Monitor | 09/04/2018 | 06/18/2021 | \$9000 | Title I Part A | LC and Reading Interventionist. Teachers can utilize LLI in small groups as well. |

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| Activity - Hamlin Reading Activity 3 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|--------|---------|------------|------------|-------------------|-------------------|---|
| The JumpStart program will take place in the first three weeks of August. It will service approximately 40-60 students in K-4 in numeracy and literacy. The teacher to student ratio will be approximately 1:10. The goal is to give these students a jump start to the start of their school year as they have all demonstrated below grade level performance in both ELA and math. | Academic Support Program | Tier 2 | Monitor | 07/30/2018 | 08/16/2018 | \$12000 | Title I Part A | Four-five teachers for approximately 40-60 students |

Goal 3: Students will be proficient in Writing

Measurable Objective 1:

90% of All Students will demonstrate a proficiency using the average of the district post assessment scores in Writing by 06/18/2021 as measured by grade level proficiency target on the learning progressions rubric.

Strategy 1:

Hamlin Writing Strategy - Teachers will meet regularly to share data and improvement in student writing. Teachers will analyze the data from the writing assessments and daily writing assignments and will establish tiered writing instructional groups. Periodically students will be clustered to provide specific instruction to improve weak writers, advance on grade level writers, and challenge advanced writers.

Category: English/Language Arts

Research Cited: Reading and Writing Teacher's College at Columbia University - Lucy Caulkins

Tier: Tier 1

| Activity - Hamlin Writing Activity 1 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|-------------------|
| All teachers will use the Teachers' College writing units. They will present a mini lesson on a specific topic for students to learn and to include in their daily writing. The mini lesson will be presented to students in a 10 minute lesson format after making a connection for the student to the need for the lesson. Students would then be given daily writing time that is uninterrupted for 30-40 minutes. Following the writing time students would come together to share for a short period of time. | Professional Learning | Tier 1 | Implement | 09/04/2018 | 06/18/2021 | \$1000 | General Fund | All K-5 staff |

Goal 4: Students will be proficient in Math

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Measurable Objective 1:

90% of All Students will demonstrate a proficiency level per district benchmark in Mathematics by 06/18/2021 as measured by district year-end assessment (70% or higher).

Strategy 1:

Hamlin Math Strategy - Teachers will meet weekly to review student success on math activities and assessments. Teachers will share results and discuss strategies that were successful. Teachers will increase small group instruction in the area of math and target areas where students did not meet proficiency levels. Additional opportunities will be provided to students who have demonstrated proficiency. Students needing intervention receive support through iReady software computer based intervention.

Category: Mathematics

Research Cited: University of Chicago

Marzano

Tier: Tier 1

| Activity - Hamlin Math Activity 1 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|--------|---------|------------|------------|-------------------|-------------------|--|
| All students will practice facts (addition, subtraction, multiplication, and division) through a home/school collaborative effort. All teachers will engaged in weekly collaboration meetings to discuss strategies, assessments and activities in math. Students will be placed into targeted groups for additional instruction following assessments. Groups will focus on those who did not meet proficiency levels, those who have met grade level expectations and those who are beyond grade level content expectations. The use of iReady software will enhance these learning opportunities. | Academic Support Program | Tier 1 | Monitor | 09/04/2018 | 06/18/2021 | \$1000 | Title I Part A | All K-5 staff |
| Activity - Hamlin JumpStart Program | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| The JumpStart program will take place in the first three weeks of August. It will service approximately 40-60 students in K-4 in both numeracy and literacy. The targeted students who are eligible for Title 1 and ESL (Title III) services. The teacher to student ratio will be approximately 1:10. The goal is to give these students a jump start to the start of their school year as they have all demonstrated below grade level performance in math and ELA. | Academic Support Program | Tier 2 | Monitor | 09/04/2018 | 06/18/2021 | \$12000 | Title I Part A | Four to five teachers will support approximately 40-60 students. |

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---------------------------|--|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|
| Hamlin Writing Activity 1 | All teachers will use the Teachers' College writing units. They will present a mini lesson on a specific topic for students to learn and to include in their daily writing. The mini lesson will be presented to students in a 10 minute lesson format after making a connection for the student to the need for the lesson. Students would then be given daily writing time that is uninterrupted for 30-40 minutes. Following the writing time students would come together to share for a short period of time. | Professional Learning | Tier 1 | Implement | 09/04/2018 | 06/18/2021 | \$1000 | All K-5 staff |
| Hamlin Reading Activity 1 | Teachers will provide time each day for sustained reading opportunities and will monitor students' progress in comprehension through conferencing with students on a weekly basis during workshop time. | Professional Learning | Tier 1 | Monitor | 09/04/2018 | 06/18/2021 | \$1 | All K-5 Staff |

Title II Part A

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|----------------------|--|-----------------------|--------|-----------|------------|------------|-------------------|--|
| Hamlin Deep Learning | Teachers will participate in professional learning around Deep Learning. This could be done through a book club, attending a Global Deep Learning conference, attending a regional conference, attending Deep Learning at Oakland Schools. Teachers will share their learning and implement their learning in the classroom or school. | Professional Learning | Tier 1 | Implement | 09/04/2018 | 06/18/2021 | \$3000 | Teachers, Learning Consultant, Principal |
| Hamlin CoT Activity | Teachers will attend professional learning through Oakland Schools. | Professional Learning | Tier 1 | Monitor | 09/04/2018 | 06/18/2021 | \$1000 | Teachers, Administrator |

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| | | | | | | | | |
|-----------------------|---|----------------------------|--------|---------|------------|------------|--------|--|
| Hamlin RULER Activity | Teachers will attend professional development on SEL-RULER at OS. The RULER approach is a research and evidence based initiative shown to boost emotional intelligence, improve academic achievement, decrease behavioral issues, and enrich school and classroom climates and culture. | Behavioral Support Program | Tier 1 | Monitor | 09/04/2018 | 06/18/2021 | \$1000 | Teaching staff, Principal, social worker, resource teacher |
|-----------------------|---|----------------------------|--------|---------|------------|------------|--------|--|

Title I Part A

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|--------------------------------|--|--------------------------|--------|---------|------------|------------|-------------------|---|
| Hamlin Camp Michindoh Activity | 5th grade students will attend a 3 day/2 night camp to support science learning, problem solving, team building, building a positive culture and making thinking visible. | Extra Curricular | Tier 1 | Monitor | 09/04/2018 | 06/18/2021 | \$1000 | 5th gr teachers and principal |
| Hamlin Reading Activity 2 | LLI - Leveled Literacy Intervention System | Supplemental Materials | Tier 2 | Monitor | 09/04/2018 | 06/18/2021 | \$9000 | LC and Reading Interventionist. Teachers can utilize LLI in small groups as well. |
| Hamlin JumpStart Program | The JumpStart program will take place in the first three weeks of August. It will service approximately 40-60 students in K-4 in both numeracy and literacy. The targeted students who are eligible for Title 1 and ESL (Title III) services. The teacher to student ratio will be approximately 1:10. The goal is to give these students a jump start to the start of their school year as they have all demonstrated below grade level performance in math and ELA. | Academic Support Program | Tier 2 | Monitor | 09/04/2018 | 06/18/2021 | \$12000 | Four to five teachers will support approximately 40-60 students. |
| Hamlin Math Activity 1 | All students will practice facts (addition, subtraction, multiplication, and division) through a home/school collaborative effort. All teachers will engaged in weekly collaboration meetings to discuss strategies, assessments and activities in math. Students will be placed into targeted groups for additional instruction following assessments. Groups will focus on those who did not meet proficiency levels, those who have met grade level expectations and those who are beyond grade level content expectations. The use of iReady software will enhance these learning opportunities. | Academic Support Program | Tier 1 | Monitor | 09/04/2018 | 06/18/2021 | \$1000 | All K-5 staff |

School Improvement Plan

Hamlin Elementary School

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| Hamlin Reading Activity 3 | The JumpStart program will take place in the first three weeks of August. It will service approximately 40-60 students in K-4 in numeracy and literacy. The teacher to student ratio will be approximately 1:10. The goal is to give these students a jump start to the start of their school year as they have all demonstrated below grade level performance in both ELA and math. | Academic Support Program | Tier 2 | Monitor | 07/30/2018 | 08/16/2018 | \$12000 | Four-five teachers for approximately 40-60 students |
|---------------------------|--|--------------------------|--------|---------|------------|------------|---------|---|