

Hampton SIP 2018-19

Hampton Elementary School

Rochester Community Schools

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Overview

Plan Name

Hampton SIP 2018-19

Plan Description

SIP

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	All Students at Hampton Elementary will be proficient readers.	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$104000
2	All Students at Hampton Elementary will be proficient writers.	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$2000
3	All students at Hampton Elementary will increase their proficiency in math.	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$1500

Goal 1: All Students at Hampton Elementary will be proficient readers.

Measurable Objective 1:

80% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Bottom 30% students will demonstrate a proficiency in Reading Comprehension in English Language Arts by 06/15/2018 as measured by Fountas & Pinnell Assessment.

Strategy 1:

Hampton Reading Strategy - Teachers will meet regularly as a grade level group to compare assessment of reading. 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 base on individual and small group needs. These targeted teaching opportunities will be provided to student 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

Tier: Tier 1

Activity - Hampton Reading Activity	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. One reading interventionists will provide LLI interventions with a focus on our bottom 30.	Professional Learning	Tier 2	Monitor	09/05/2017	06/15/2018	\$103000	Title I Part A	All K-5 Staff

Strategy 2:

Develop School-wide Cultures of Thinking - Staff will use thinking routines to facilitate student thinking and learning throughout the curriculum. Staff will also shape and promote the 8 cultural forces (time, opportunities, routines and structures, language, modeling, interactions and relationships, physical environment, and expectations) noticing how these variables impact student thinking and learning in the school culture.

Category: School Culture

Research Cited: Research:

Visible Thinking is a broad and flexible framework for enriching classroom learning in the content areas and fostering students' intellectual development at the same time. Here are some of its key goals:

- Deeper understanding of content
- Greater motivation for learning
- Development of learners' thinking and learning abilities.
- Development of learners' attitudes toward thinking and learning and their alertness to opportunities for thinking and learning (the "dispositional" side of thinking).
- A shift in classroom culture toward a community of enthusiastically engaged thinkers and learners.

Visible Thinking is the product of a number of years of research concerning children's thinking and learning, along with a sustained research and development process in classrooms.

One important finding was that skills and abilities are not enough. They are important of course, but alertness to situations that call for thinking and positive attitudes toward thinking and learning are tremendously important as well. Often, we found, children (and adults) think in shallow ways not for lack of ability to think more deeply but because they simply do not notice the opportunity or do not care. To put it all together, we say that really good thinking involves abilities, attitudes, and alertness, all three at once. Technically this is called a dispositional view of thinking. Visible Thinking is designed to foster all three.

Another important result of this research concerns the practical functionality of the Visible Thinking approach -- the thinking routines, the thinking ideals, and other elements. All these were developed in classroom contexts and have been revised and revised again to ensure workability, accessibility, rich thinking results from the activities, and teacher and student engagement.

-*"Making Thinking Visible"* Ron Ritchhart and David Perkins. "Making Thinking Visible," *Educational Leadership* 65, no. 5 (February 2008): 57-61.

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-*Thinking about Thinking: Pre-service teachers strengthen their thinking artfully* Susan Barahal. "Thinking about Thinking: Pre-service teachers strengthen their thinking artfully". *Phi Delta Kappan*, 90 (4). pp. 298-302

Tier: Tier 1

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will continue to deepen COT learning. Each staff member will choose a cultural force of focus for the year.	Professional Learning	Tier 1	Implement	09/05/2017	06/15/2018	\$1000	General Fund	Principal

Goal 2: All Students at Hampton Elementary will be proficient writers.

Measurable Objective 1:

80% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Bottom 30% students will demonstrate a proficiency in writing in English Language Arts by 06/15/2018 as measured by quarterly district writing assessments.

Strategy 1:

Hampton 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 targeted 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

Tier: Tier 1

Activity - Hampton Writing Activity	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will collaborate monthly reviewing student writing samples. Writing Pathways rubrics will be utilized to track progress of our bottom 30 students and set goals for the next monthly meeting. Writing samples will be collected across all content areas.	Teacher Collaboration, Walkthrough, Professional Learning	Tier 1	Monitor	09/08/2015	06/17/2016	\$1000	General Fund	All K - 5 Staff
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Strategy 2:

Develop School-wide Cultures of Thinking - Staff will use thinking routines to facilitate student thinking and learning throughout the curriculum. Staff will also shape and promote the 8 cultural forces (time, opportunities, routines and structures, language, modeling, interactions and relationships, physical environment, and expectations) noticing how these variables impact student thinking and learning in the school culture.

Category: School Culture

Research Cited: Research:

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- Deeper understanding of content

- Greater motivation for learning

- Development of learners' thinking and learning abilities.

- Development of learners' attitudes toward thinking and learning and their alertness to opportunities for thinking and learning (the "dispositional" side of thinking).

- A shift in classroom culture toward a community of enthusiastically engaged thinkers and learners.

Visible Thinking is the product of a number of years of research concerning children's thinking and learning, along with a sustained research and development process in classrooms.

One important finding was that skills and abilities are not enough. They are important of course, but alertness to situations that call for thinking and positive attitudes toward thinking and learning are tremendously important as well. Often, we found, children (and adults) think in shallow ways not for lack of ability to think more deeply but because they simply do not notice the opportunity or do not care. To put it all together, we say that really good thinking involves abilities, attitudes, and alertness, all three at once. Technically this is called a dispositional view of thinking. Visible Thinking is designed to foster all three.

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Tier: Tier 1

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will continue to deepen their understanding of COT. Each staff member will have a focus study of one cultural force.	Professional Learning	Tier 1	Getting Ready	09/05/2017	06/15/2018	\$1000	General Fund	Principal

Goal 3: All students at Hampton Elementary will increase their proficiency in math.

Measurable Objective 1:

80% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Bottom 30% students will demonstrate a proficiency in problem solving skills in Mathematics by 06/15/2018 as measured by District quarterly assessment.

Strategy 1:

Hampton Math Strategy - Teachers will research best practices around math instruction that focus on instruction for targeted group incorporating collaboration among grade level teachers, sharing of strategies and results.

Category: Mathematics

Research Cited: University of Chicago Math Program

Response to Intervention-An Alignment Guide for Do The Math.

Tier: Tier 1

Activity - Hampton Math Activity	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete quarterly constructed response items.	Teacher Collaboration, Walkthrough, Curriculum Development	Tier 1		09/05/2017	06/15/2018	\$500	Title I Part A	All K - 5 Staff

Strategy 2:

Develop School-wide Cultures of Thinking - Staff will use thinking routines to facilitate student thinking and learning throughout the curriculum. Staff will also shape and promote the 8 cultural forces (time, opportunities, routines and structures, language, modeling, interactions and relationships, physical environment, and expectations) noticing how these variables impact student thinking and learning in the school culture.

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Tier: Tier 1

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Hampton Math Activity	Students will complete quarterly constructed response items.	Teacher Collaboration, Walkthrough, Curriculum Development	Tier 1		09/05/2017	06/15/2018	\$500	All K - 5 Staff
Hampton Reading Activity	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. One reading interventionists will provide LLI interventions with a focus on our bottom 30.	Professional Learning	Tier 2	Monitor	09/05/2017	06/15/2018	\$103000	All K-5 Staff

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Learning	Staff will continue to deepen COT learning. Each staff member will choose a cultural force of focus for the year.	Professional Learning	Tier 1	Implement	09/05/2017	06/15/2018	\$1000	Principal
Professional Learning	Staff will continue to deepen their understanding of COT. Each staff member will focus on one cultural force.	Professional Learning	Tier 1		09/05/2017	06/15/2018	\$1000	Principal
Professional Learning	Staff will continue to deepen their understanding of COT. Each staff member will have a focus study of one cultural force.	Professional Learning	Tier 1	Getting Ready	09/05/2017	06/15/2018	\$1000	Principal
Hampton Writing Activity	Teachers will collaborate monthly reviewing student writing samples. Writing Pathways rubrics will be utilized to track progress of our bottom 30 students and set goals for the next monthly meeting. Writing samples will be collected across all content areas.	Teacher Collaboration, Walkthrough, Professional Learning	Tier 1	Monitor	09/08/2015	06/17/2016	\$1000	All K - 5 Staff