



Hamilton MICIP Collaboration and Planning Guide

School Improvement MICIP - Continuous Improvement



School Improvement Plan
Comprehensive Needs Assessment
Program Evaluations
Continuous Data Analysis



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Updated Data and Important Information 2022

[Hamilton NWEA Data 2021-22](#)

[WWCSD CNA - UPDATED April 2022](#)



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School Name: Hamilton Elementary

School Address: 1031 S.Schuman Westland Mi 48185

School Improvement Team Members and Role	
Kelley Michels	Principal
Joseph Layne	Asst Principal
Ann Myles	Instructional Coach
Kelly Weber	MTSS Interventionist
Alejandra Garcia	Resource teacher
Nicole Bates	Kindergarten teacher
Mary Hester (Molly)	1st grade teacher
Stacy McBroom	2nd grade teacher
Robin Kihn	4th grade teacher
Jim Sorensen	5th grade teacher

The School Improvement Process is guided by our commitment to a Multi-Tiered System of Supports, and our MTSS Framework.

Hamilton CNA

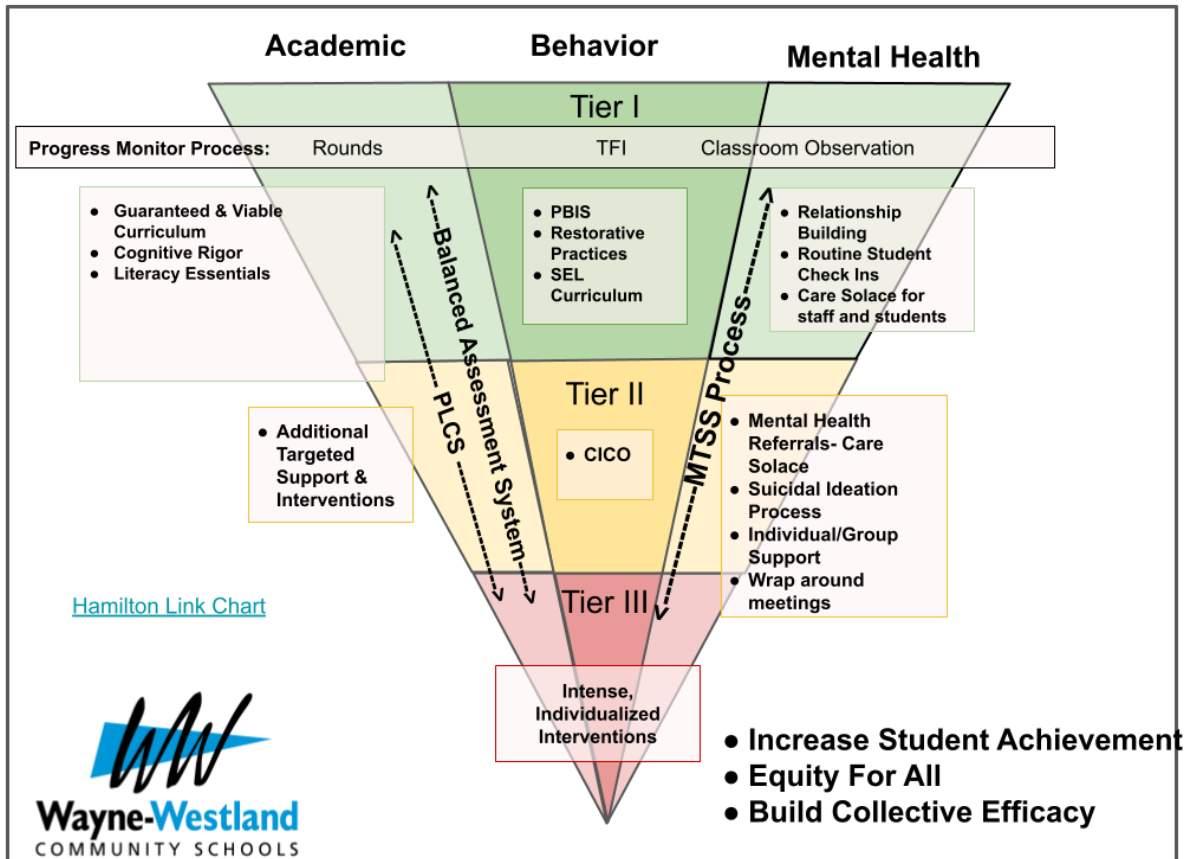
[Hamilton Goals and Plans](#)

[Program Evaluation Summary](#)

[Program Evaluation Data](#)

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Hamilton Multi-Tiered System of Supports



[Link to Hamilton MTSS chart](#)



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2022-2023 School Year Initiative Implementation Inventory

- Number Talks & Math tasks-District Initiative
- MTSS processes-District Initiative
 - Facilitate PLC meetings-data driven
 - Attendance-process & Procedures
- Tier I reading instruction with rigor and fidelity
- Small group reading instruction

Initiative Reflection

What is the connection to the district Framework? ([MTSS Graphic](#)) All three initiatives fall within the academic framework.

What personnel are involved in the implementation? The teaching staff, para professionals, administrators and coaches will be involved in these school wide initiatives.

What is the expected outcome? The expected outcomes are to improve tier one instruction in reading and math to lead to student achievement, increase rigor with questioning strategies in math and reading, increase fidelity with small group reading instruction, and improve student attendance by having a clearly defined expectation and process for support.

What evidence for outcomes are there thus far?

The evidence thus far comes from achievement data that indicates that Hamilton students struggle with math application and reading comprehension and our attendance data that indicates one third of students were truant this year.



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What is the financial commitment and source of funding?

The financial commitment is to support the role of Instructional coach to improve teaching practices and strategies in the area of small group reading instruction. The additional costs will come from providing staff with professional development and release time to collaborate and analyze data to drive instruction.

[Hamilton Title Budget](#)

What professional development exists including coaches and performance feedback?

We currently have an Instructional coach who will provide professional development around best practices in math and reading. Additionally we have identified staff who will provided professional development around the implementation of technology and online platforms that provide formative data in both math and reading. Staff will also participate in ongoing professional development around formative assessment.

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Assess Needs - Literacy

Data Story #1

Data Sets

[Hamilton CNA- 21-22](#) Data was used for this data story as it best describes the most relevant and reliable data.

Data Story Response: (Summarize the story the data above is telling).

The data story tells us that first, fourth and fifth grades went down in percentile rank from fall to spring. Grades second and third went up eight and seven points respectively, from Fall to Spring.

Gap Analysis - Literacy

The gap analysis indicates that an average of 60% of Hamilton students are scoring below the grade level norm on the NWEA.

Reflect on the identified learning gaps and answer the following questions - Literacy

The following questions can be helpful in guiding your team's discussions around the data and goals you will set.

- 1. What strengths have been uncovered? What growth has been identified?**
 - a. Strengths that have been identified are vocabulary acquisition and use, literary text, craft and structure.
- 2. What learner needs are not being met?** Students lack phonemic awareness and comprehension. Students need additional targeted classroom support in a small group setting focused on reading comprehension and foundational skills at their level based on formative and summative assessment.
- 3. What district programs, supports, and services are designated to meet student, classroom, and leadership growth?** The district programs that are in place to support this area of growth include Title I funding for assigned staff to work with at-risk students. Additionally, we have

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an Instructional coach to provide professional development to staff and a new allocation for a staff member to track growth data and provide intervention services for students not showing adequate growth.

4. **Are there any major challenges not being addressed by a service, program, or activity?** No
5. **Are learners at the greatest risk receiving prevention programs, services, and supports? If not, why?** Yes.

Analyze the Root Cause - Literacy

Using the Five Whys tool to analyze your overall Literacy Data, identify the root cause of the data you are analyzing. You can complete this directly on the template provided, and link it to this document, or answer the five whys below.

- [2021-22 CNA Data](#)
- [Hamilton Summary 5 Whys](#)

Based on the results of the Root Cause Analysis (5 whys), is there any other data that should be added to your school data story? If no additional data is needed, continue to define a Challenge Statement. Define the results of your Root Cause Analysis in one sentence. This challenge statement describes the need, challenge, or opportunity for growth that the continuous improvement plan will address. You might consider using an "If..., then..." statement such as, "If we establish a shared equitable mindset and a coordinated systemic process to guide students toward higher-level learning opportunities, then student enrollment in Advanced Placement, CTE, or Dual-enrollment courses will increase, and postsecondary programs will reflect the district demographic make-up."

Example: *The district needs to allocate resources to develop a system to implement GELN Literacy Essentials at School B and maintain resources to continue implementation and progress at School A.*

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Challenge Statement - Literacy:

Hamilton staff need to align tier I instruction across grade levels, implement small group interventions based on continuous data analysis.

Plan - Literacy

Literacy (ELA) Goal

Our goal is to provide rigorous tier I instruction and targeted reading interventions with fidelity to increase ELA, M-Step scores by 5% in 2023 5th grade will grow from 23% proficient to 28, 4th grade will grow from 28% proficient to 33% proficient and 3rd grade will grow from 27% proficient to 32% proficient.

ELA Targets:

- Quantitative Data-Additional Measures
 - **Tier II students:** The percent of students receiving Tier II supports will decrease by 10% by the end of the 2023 school year from 251 to 226.
 - **Student reading Level:** The percent of students reading at grade level will increase from an average of 38% proficient in Spring of 2022 to 43% proficient by the end of the 2023 school year.
 - Proficiency percents Spring 2022
 - Kindergarten-33%
 - First grade- 32%
 - Second grade 49%
 - Third grade 33%
 - Fourth grade 45%
 - Fifth grade did not report the reading level

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Assess Needs - Math

Data Story #2

Data Sets

[Hamilton CNA](#)- 21-22 data was used for this data story as it best describes the most relevant and reliable data.

Data Story Response: (Summarize the story the data above is telling).

The data story tells us that in the 2021-22 data our 1st and 4th grade had significant low growth. 1st grade fall to spring NWEA growth for 1st grade was -1.89 and 4th grade was -0.79. 2nd, 3rd and 5th grade had a slightly higher growth rate. The growth increase for fall to spring for NWEA 2nd was 1.36, 3rd 1.27 and 5th grade 0.13. Kindergarten did not take the NWEA in the fall of the 2021-22 school year.

Gap Analysis

The gap analysis indicates that while grades 2nd, 3rd and 5th grade met or exceeded their grade-level norms projected growth for math 1st and 4th grade fell below the expected growth from fall to spring.

The gap analysis indicates that an average of 74% of Hamilton students are scoring below the grade level norm on the NWEA.

Reflect on the identified learning gaps and answer the following questions - MATH

The following questions can be helpful in guiding your team's discussions around the data and goals you will set.

1. What strengths have been uncovered? What growth has been identified? What learner needs are not being met?

Strengths that have been identified are geometry and numbers and operations.



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2. What district programs, supports, and services are designated to meet student, classroom, and leadership growth?

Students need additional targeted support in a small group setting focused on numbers and operations and measurement and data. There is also a focus around number talks and math tasks to help support student growth. Math 180 for 5th grade and Reflex Math K-5 for additional instructional technology to support math instruction.

3. Are there any major challenges not being addressed by a service, program, or activity?

No, we do not have any major challenges not being addressed.

4. Are learners at the greatest risk receiving prevention programs, services, and supports? If not, why? Yes

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Analyze the Root Cause

Using the Five Whys tool to analyze your overall Literacy Data, identify the root cause of the data you are analyzing. You can complete this directly on the template provided, and link it to this document, or answer the five whys below.

- [2021-22 CNA Data](#)
- [Hamilton Summary 5 Whys](#)

Based on the results of the Root Cause Analysis (5 whys) , is there any other data that should be added to your school data Story? If no additional data is needed, continue to define a Challenge Statement.

Create a Challenge Statement

If Hamilton teachers increase student engagement through the use of math tasks with fidelity and a focus on Math priority standards then NWEA and MSTEP scores would improve.

Plan - Math

MATH Goal:

Provide rigorous tier 1 instruction based on priority standards and targeted math intervention with fidelity to increase student achievement. Hamilton NWEA achievement data will show a minimum of a 5% increase in the achievement percentile for each grade by Spring 2023

K 39%-43%
1st 23%-28%
2nd 35%-38%
3rd 27%-32%
4th 18%-23%
5th 11%-16%

Math Targets:

- **Quantitative Data**

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- **Student math level**: The percent of students at grade level for math will increase from 26% to 31% by the end of the 2023 school year.

Assess Needs - Behavior

Data Story #3

Data Sets Behavior data was not accurate due to COVID- behavior did not represent the reality of a typical school year. Behavior data will be analyzed at the end of the 22/23 school year

Data Story Response: (Summarize the story the data above is telling).

Gap Analysis

Identify and List any gaps in **Behavior** between your current reality and desired state.

Reflect on the identified learning gaps and answer the following questions - Behavior

The following questions can be helpful in guiding your team's discussions around the data and goals you will set.

1. What strengths have been uncovered? What growth has been identified? What learner needs are not being met?
2. What district programs, supports, and services are designated to meet student, classroom, and leadership growth?
3. Are there any major challenges not being addressed by a service, program, or activity?
4. Are learners at the greatest risk receiving prevention programs, services, and supports? If not, why?



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Plan - Behavior

Define Behavior Goal

Create a one-sentence goal to solve the issue defined in your Challenge Statement. The goal should include a measure and a due date.

***Example:** Our goal is to provide opportunities for students to study together, in order to improve MATH M-Step scores by 5% by 2022.*

Behavior Goal:

Define Evaluation Impact Measures for your Behavior Goal:

Behavior Targets:

- **Quantitative Data**
 - Select which data from your story you would like to track.
 - How will the data change? Increase in Value Decrease in Value
 - _____ % Change
 - Measure Due Date: