

Hillman Elementary School

245 E. Third St.
Hillman, MI 49746
(989)742-4537 - phone
(989)742-4509 - fax
www.hillmanschools.com



Mission

Inspiring each student to reach their maximum potential through a collaborative, rigorous, and student-focused education.

Vision

Successful life-long learners who are ready for college, career, and life in an ever-changing world.

Core Values

Achievement – We will reach our goals!

Excellence – We give our best!

Integrity – We do the right thing!

Commitment - We educate all students!

Title I Targeted and Schoolwide Program Requirements Template

This template is aligned to the program requirements for Title I Targeted Assistance and Schoolwide schools as described in sections 1112, 1114, 1115, 1116, 2102 and 8101 of the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA).

Name of School: Hillman Community Schools

Title I Program Type: Schoolwide

Requirement 1: Comprehensive Needs Assessment

[Sections 1112(b)(1), 1114(b)(6), 1115(e)(2)(A)]

1. The school has engaged in a comprehensive needs assessment as the basis of its program development and to determine the focus for the use of its Title I, Part A funds.

YES

Requirement 2: High Quality Instruction and Supports for All Students

[Sections 1112(b)(1)(A), 1112(b)(1)(D), 1112(c)(7), 1114(b)(7)(A)(i), 1114(b)(7)(A)(ii), 1114(b)(7)(A)(iii)(I) and 1115(b)(2)(G)(i)]

1. The school has in place a high-quality curriculum aligned to State Standards.

YES

2. Which strategies from your Continuous Improvement Plan are focused on developing, strengthening, or implementing a well-rounded program of instruction to meet the academic needs of all students?

Small Group Instruction, Coaching Cycles, Expanded Learning Time, Tutoring

3. If the school uses Title I, Part A funds for early childhood, we assure that such programs meet or exceed Head Start standards.

N/A

4. Which strategies from your Continuous Improvement Plan are focused on improving conditions for learning and skills for all students outside the academic subject areas?

MTSS, Dual Enrollment, Safe & Nurturing Environment, Work Based Learning

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Requirement 3: Identification and Monitoring of High Need Students

[Sections 1112(b)(6), 1112(b)(9), 1112(b)(1)(B), 1112(c)(1), 1114(b)(3), 1114(b)(7)(A)(iii)(III), 1115(a), 1115(b)(1), 1115(b)(2)(G)(iii), and 1115(c)]

1. Describe how teachers, in consultation with parents, administrators, paraprofessionals and specialized instructional support personnel will identify children who may benefit from Title I services.

MTSS process is used to identify students based on data from NWEA, Class assessments and grades. Teachers, staff and parents can refer based on academic, social, and emotional needs. A team meets monthly or more often if needed to identify needs and put a plan of support into place. Data is monitored and the team checks back in to see if the plan is working. IF not the plan is revised after collecting data and giving time for the plan to work and see why it is not working. Additional support from the AMA our outside agencies is brought in for support if needed. Committee work is used to provide insight and give input to Administration. Each committee has student and parent representation and updates are provided to Admin monthly. Decisions are run through committees for decisions including benefits of how Title I services are working.

2. Describe the entrance and exit protocol used to identify students who may have the greatest need for supplemental services and to exit those students from services when deemed no longer necessary.

Data from NWEA is the first screener for students in ELA and Math. Hillman Elementary then uses our Daily Reading Intervention (DRI) and Daily Math Intervention (DMI) to guide us on the next level down of specific skills. This gives us data on individual skills students need for their individual needs of success in Literacy and Math and where they have specific holes. Their skills are assessed every 3-4 weeks and if they need additional interventions they continue with the skill level support or they move to the next skill. If they do not move on after two rotations the team looks closer at the student to identify why they are not moving – problem solving to see if a different staff member is needed, smaller group or more intense instruction. Possible referral to Special Education may be needed or additional testing at this point. Students that move on in skills continue until they meet grade level expectations and then they move into an acceleration group.

3. Describe how the progress of participating students is monitored and reviewed on an ongoing basis.

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All students are monitored by NWEA 3X per year. NWEA data gives initial grade level data and initial data for identifying where to start skill assessments. DMI and DRI data is used to monitor students every 3-4 weeks between NWEA cycles on individual students' skill levels. The pre-assessment of DRI and DMI allows teachers to identify specific areas of concern and places students in their individual skill level to begin work in their area for growth. Students work in small groups with adult support on a specific skill for 3-4 weeks and then are assessed to move on or continue work on their skill of need. Data is tracked and shared with students and parents during these cycles and again during NWEA progress monitoring window. This time is set aside school wide so that all students are being supported at the same time. Students that are at grade level and show no need for intervention support are in groups that are provided acceleration opportunities or STEAM activities. DRI and DMI time last for 30 minutes per day M-Th each.

Requirement 4: Services to High Need Students

[Sections 1112(b)(1)(C), 1112(b)(5), 1112(b)(6), 1112(b)(11), 1114(b)(7)(A)(iii)(III), 1115(b)(2)(A), 1115(b)(2)(B), 1115(b)(2)(G)(ii), 1115(e)(2)(A), and 1115(e)(2)(B)]

1. The school will minimize removal of children from the regular classroom during regular school hours for the delivery of supplemental services.

YES

2. Describe the Title I, Part A program services which are provided to high need children to support the provision of a well-rounded curriculum to those children.

High needs students that require additional support, including but not limited to Homeless students work with school nurses, interventionist, social workers, etc. and are scheduled at times with the least disruption to their academics. Staff work together to create a schedule to allow students to be in the classroom during instruction and may be scheduled after initial instruction has been provided by the teacher or a plan to catch them up has been made. Often lunch bunch is used so students eat lunch in small groups with a support person or supporters are pushed into the general classroom when possible.

3. If applicable, describe any expanded learning time, before- and after- school programs, and summer programs and activities offered to high need children.

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Students may be provided additional support prior to the start of school, after school or during summer programming. Doors open 35 minutes before the start of the school day and supporting adults are available to students at that time. After school tutoring is available M-Th from the end of the day until 5:30. Summer school is offered for connecting via the computer for students that need to check in and for face to face for 3-4 weeks in June and August. New students are provided times in August to come for a tour of the building with the Principal prior to our Open House Carnival that is put on by the PTSG in connection with the Title Programing Information Night to allow new students and parents a personalized tour of the building and their classroom based on schedule availability.

4. If applicable, describe any schoolwide tiered model to prevent and address behavior problems and early intervention services designed to support high need students.

Hillman Elementary School has initiated the WIT (Whatever It Takes) Room to support students that need a break or someone to check in with. This room is used to allow students to self regulate if they need a quiet place to work and they can ask to go to the WIT room and work if they need a person to help them with their work when it is independent time to work in class or they need a quiet place to work when it is group time to work in class. Students may also go to the WIT room if they need a calming place to be reminded of appropriate behaviors and then return back to the regular classroom. Some students have regular breaks scheduled because of their plans while others have breaks as needed.

In addition to the WIT room students may see the School Success worker if they have parent permission and have a plan on file. School Success supports the school to home connection and provides support with multiple avenues that may interfere with school success such as organization, trauma, or loss of home/parent. This support is based on a referral that the school and parent is aware of and a signed contract is in place for the current school year.

Hillman Elementary School also has a school nurse that is new to our facilities and we are working on the logistics of how this support will be used for intervention services.

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Requirement 5: Coordination, Integration, and Transitions

[Section 1112(b)(8), 1112(b)(10), 1112(b)(12), 1112(c)(4), 1112(c)(5), 1114(b)(7)(A)(iii)(II), 1114(b)(7)(A)(iii)(V), 1114(b)(5), 1115(b)(2)(C), and 1115(b)(2)(F)]

1. In what ways is the Title I, Part A program coordinating with and supporting the regular education program?

Hillman Elementary School is a School Wide Title I School. All staff are aware of the support Title I brings to our students and have been trained in what a Title I School brings to our population that we serve. The coordination of services supports all of our students and there is a constant flow of information from the coordinator of Title I services to the Gen Ed Educator. This year we have identified a Title One Educator that will be moving out of the classroom and back into the role of Title I Lead Support following the movement of roles in our District. We have seen the need for this and now that the changes have been made by our Board and Administration we are in a place to fill this position. We are excited to have this position filled again and our staff is excited to have the position back to support our students and staff as we serve our students. The Title I Lead will continue the work started to bring best practices in Literacy and Math into the classroom and to our students. Hillman Elementary has had many veteran staff retire in the past three years and we have a need to support our new staff with classroom management and small group instructional practices. This position will help in supporting the regulatory education program with small group instructional practices that not only help students that need additional support but support all students in all content areas.

2. For schools with kindergarten or a Title I funded preschool program: Describe the school's early childhood transition strategies for preschool age children.

Hillman Elementary School has a Preschool Program housed in our building that allows transition to Kindergarten to happen smoothly. Preschool students are already familiar with riding our bus and being in the building. The Superintendent and Principal make trips to the Preschool room and during the last six weeks the Preschool begins to take trips to the café to eat, gym, and around the building. We make purposeful visits to the Kindergarten room and the Kindergarten Teachers visit so they know their faces when they meet them again in the fall. A transition meeting is held in May to review files and discuss students that will be attending Hillman Elementary School in the fall as well.

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3. For all schools: Describe the school's transition strategies for children entering or exiting the grade span served by your school.

Transition from the Elementary to the High School is the next transition. This happens in Middle School. We plan a Step Up Ceremony where students go to the Secondary Building during the last weeks of school to meet their team of teacher, get their schedule, spend the day and end the day when the Senior class Step Down from their place on the bleachers to the floor to say goodbye on their last day of school and the Junior class step up to take their seats as the reigning Senior class. All classes move over and the new 5th grade class Step Up to the newest class at the High School taking their place on the bleachers in the 6th grade spot. This is a great tradition and the students love it. We are a small school district and our school is the hub of the community. Students are at Hillman High School for many events prior to attending the high school so they are comfortable when they go but this day marks their first day at the "Big School"!

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4. For high schools: Describe the school's preparation and transition strategies for children to transition to post-secondary opportunities, including supports offered for dual enrollment, AP, IB and CTE/work-based learning.

CTE Visit at Alpena

CTE Letter to Parents

CTE Meeting/Orientation w/students

***Also emails go out to students regarding CTE*

Dual Enrollment/EMC Letter to Parents - 9th Grade

Dual Enrollment/EMC Night w/parents & students for first time students

Dual Enrollment/EMC Orientation w/Students

***Also emails go out to students regarding EMC/Dual Enrollment*

FAFSA Night

***Also emails go out to students several times regarding FAFSA*

Michigan Achievement / Student Aid / TIP - emails and phone calls

These all would include mailings & social media posts

Also, Carrie Sobeck: Student Success Coordinator is always available for any questions students or parents have. She meets with them one on one and creates their plan whether it be a 5 year EMC plan or help them with their program of study or help them obtain their MTA.

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Work-Based Learning is designed to build on skills acquired in coursework. This experience provides students with a combination of school-based preparation and supervised work experience intended to enable students to acquire attitudes, skills, and knowledge for career and other life roles in real work settings.

When students enroll in WBL, they fill out a packet that requires parent signature and information from their employer. The WBL coordinator completes an initial site visit and completes a safety check on the environment that the student will be working in. While the paperwork is being completed and the initial site visits are being completed, students are working in the classroom on Vector training safety modules. Once all the required paperwork is completed and safety training is completed, students are permitted to leave for their WBL experience.

Students are given paper timesheets that they are required to fill in each week, signed by their employer, and submitted to the WBL coordinator every two weeks. Students' grade comes from the timesheets being completed correctly, obtaining the required amount of hours and submitted to the WBL coordinator in a timely manner. The WBL coordinator completes a site visit once a month for each student. At the conclusion of the semester, the WBL coordinator has the employer fill out an employee evaluation and that is what is submitted for the students exam grade.

4. The school will coordinate and integrate Title I, Part A services with other educational services at the school to increase overall program effectiveness, eliminate duplication, and reduce fragmentation. The school will ensure that the funds from other federally funded programs will be used to supplement services provided to children with Title I, Part A funds under this program. This includes services and programs for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youth.

YES

5. The school will collaborate with the state and local child welfare agencies to address the transportation and other needs of children in foster care.

YES

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Requirement 6: Instruction by Effective, Qualified, and Licensed Staff

[Sections 1112(b)(2), 1112(c)(6), 1112(e)(1)(A) and 1114(b)(7)(A)(iii)(V); [MCL 380.1231](#)]

1. All the instructional support paraprofessionals, in the Title I, Part A building, meet state qualification requirements for instructional paraprofessionals.
YES
2. All the teachers, in the Title I, Part A building, meet state qualification, certification, and licensing requirements for their assigned placement.
YES
3. The school will support parental right-to-know requirements outlined in ESEA Section 1112(e)(1)(A) regarding teacher and paraprofessional qualifications.
YES
4. If the school cannot answer “YES” to questions 1 and 2, please describe the local efforts to address disparities in the distribution of ineffective, inexperienced, or out-of-field teachers.

Currently all staff is highly qualified – however with the teaching shortage Hillman is actively involved in the Grow Your Own Program to recruit Educators in our area to go to school to be educators. We are part of the AMA ESD that has applied for a grant that will pay for the tuition, books and transportation for those in our community that want to get their degree in education to do so at no cost. Hillman will pay for the para test for those we hire to be a Para.

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Requirement 7: High Quality and Ongoing Professional Learning

[Sections 2102(b)(2)(A), 2102(b)(2)(B), 2102(b)(2)(F), 1114(b)(7)(A)(iii)(IV), 1115(b)(2)(D), 1115(d), and 8101(42); [MCL 380.1527](#) and [MCL 380.1526](#)]

1. Please describe the school's professional development program that outlines ongoing professional learning for all instructional staff, principals, and other school leaders.

Hillman Community Schools has a professional development calendar that has more than the required number of days for professional development. We believe that professional development should be research based and be focused on best practices that is aligned to our Strategic Plan/ MIIP Plan to keep us focused on our current goals for success. We also believe that staff members should have the opportunity to grow professionally where they feel they need to set personal goals and will do what we can to support them in those goals including but not limited to providing time off for PD, assisting in writing grants, finding grants for staff to write, and providing other forms of PD such as books and online P

2. Please describe the induction and mentoring program within your school.

Based on the new law all new (2025) all new staff will be assigned a mentor for a minimum of four years. Mentors will be based on their area of expertise, grade level, evaluation, and ability to coach another educator on best practices. Mentees will be required to keep a log of hours and topics they discussed. All new teachers are provided with The First Days of School to work with their Mentors on topics of interest and those deemed as an area of focus by the mentor and/or administration. Additional PD will be identified and defined in collaboration with team leads, mentors, and/or administration. Logs will be reviewed by administration and a copy turned in at the end of each quarter for review.

3. The school assures that professional development activities funded by Title I, Part A will be coordinated with other professional development activities held within the school
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Requirement 8: Strategies to Increase Parental and Family Engagement

[Sections 1112(b)(7), 1114(b)(2), 1114(b)(4), 1115(b)(2)(E), and 1116(b)-(f)]

1. Attach the school Parent and Family Engagement Plan that implements the district Policy.

Check the legislative citations listed in the Parent and Family Engagement template.

https://www.michigan.gov/documents/mde/Parent_and_Family_Engagement_Plan_Template_630927_7.docx

Must attach a copy of the school's Parent and Family Engagement Plan

2. Attach the Title I School-Parent Compact.

Check the legislative citations listed in the Parent and Family Engagement template.

https://www.michigan.gov/documents/mde/Parent_and_Family_Engagement_Plan_Template_630927_7.docx

Must attach a copy of the school's Title I Parent Compact

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Requirement 9: Program Development, Review and Revision

[Sections 1112(a)(1)(A), 1112(a)(5), 1114(b)(2), 1114(b)(3), 1115(b)(2)(G)(iii), and 8538; [MCL 380.1277 \(2\)\(c\) and \(1\)](#)]

1. The programs outlined above were developed, reviewed, and revised with timely and meaningful consultation that included:
 - a. Teachers
YES
 - b. Principals and other school leaders
YES
 - c. Paraprofessionals
YES
 - d. Specialized instructional support personnel
YES
 - e. Other appropriate school personnel
YES
 - f. Parents and Families
YES
 - g. Students
YES
 - h. Community members
YES
 - i. Tribes and Tribal Organizations
N/A
2. The Title I program will be reviewed at least annually and revised as necessary
YES
Date Title I program was last reviewed/revised: **5/30/2024**
3. The programs outlined above will be regularly evaluated and revised as necessary to ensure eligible children receive the assistance needed to enable them to meet the challenging State academic standards.
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Schools with Title I, Part A funded programs should complete this Title I Program Template, together with any attachments, and retain a copy of the completed template along with supporting attachments locally.

The completed template, along with supporting attachments, may be requested and should be made available for review by the Michigan Department of Education during program monitoring.