

U.S. Department of Education
2020 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Ms. Cheryl Thomas
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Hyatt Elementary School
(As it should appear in the official records)

School Mailing Address 325 Stan Eaton Drive
(If address is P.O. Box, also include street address.)

City Linden State MI Zip Code+4 (9 digits total) 48451-8694

County Michigan (MI)

Telephone (810) 591-8182 Fax (810) 591-4377

Web site/URL https://hyatt.lindenschools.org/ E-mail cthomas@lindenschools.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent* Mr. Russell Ciesielski E-mail rciesiel@lindenschools.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Linden Community Schools Tel. (810) 591-0983

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Scott Maker
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2020 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2014 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2015, 2016, 2017, 2018, or 2019.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2019-2020) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 3 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 5 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
 Suburban
 Rural

3. Number of students as of October 1, 2019 enrolled at each grade level or its equivalent at the school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	56	55	111
1	54	42	96
2	59	48	107
3	58	55	113
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	227	200	427

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 0.2 % Asian
 - 0.9 % Black or African American
 - 4.4 % Hispanic or Latino
 - 0.2 % Native Hawaiian or Other Pacific Islander
 - 92 % White
 - 2.3 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2018 - 2019 school year: 8%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2018 until the end of the 2018-2019 school year	16
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	17
(3) Total of all transferred students [sum of rows (1) and (2)]	33
(4) Total number of students in the school as of October 1, 2018	426
(5) Total transferred students in row (3) divided by total students in row (4)	0.08
(6) Amount in row (5) multiplied by 100	8

6. Specify each non-English language represented in the school (separate languages by commas):

Chinese

English Language Learners (ELL) in the school: 0 %

0 Total number ELL

7. Students eligible for free/reduced-priced meals: 0 %

Total number students who qualify: 0

8. Students receiving special education services: 16 %

70 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>7</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>3</u> Other Health Impaired |
| <u>2</u> Developmental Delay | <u>7</u> Specific Learning Disability |
| <u>6</u> Emotional Disturbance | <u>42</u> Speech or Language Impairment |
| <u>2</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>4</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 4

10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	18
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	5
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	13
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 24:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	94%	94%	87%	95%	95%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2019.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school’s mission or vision statement.

Educate, nurture and develop all learners; be self-directed and strive for excellence with confidence and integrity by working cooperatively with students, staff, parents, and community.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III - SUMMARY

Hyatt Elementary is a public school that supports 432 young fives through third-grade students in the Linden Community School District. Approximately 39% of our students receive free/reduced lunch and over 45% have been identified as 'at risk'. Hyatt Elementary receives federal Title I and state 31a grant funds to support 'targeted' and 'at risk' students in our building. Our school is nestled in the small town of Linden in Genesee County and shares a campus with another young fives-third grade school, Linden Elementary. The small-town feel is evident in this supportive community demonstrated by local ministerial groups; volunteers such as our therapy dog groups; small businesses; and especially by our parent group, Parents Active in Linden Schools (PALS). Hyatt Elementary has strong educators dedicated to ensuring our students are ready for the next level. Hyatt's strengths are portrayed on our state accountability measures which include a grade report card of an A and a school index score of 96.4%. Our students outperform students from demographically similar schools as indicated on the parent dashboard for MI School Data's parent dashboard for transparency. The 2018 performance summary shows that 72% of Hyatt students are proficient on all subjects on state tests, the average of similar schools shows 54% were proficient on all subjects on state tests and the state's average for proficiency on all subjects was 42%.

Hyatt Elementary is in its second year of "Promoting Positive School Climate" a county-wide initiative that provides professional development to support positive behavior in schools. We are currently reviewing our Tier II behavior support system. Last year, we established a new behavior matrix highlighting our 'SOAR' expectations to Stay Safe, Offer Kindness, Act Responsibly, and Remember Respect. We recognize students daily and provide incentives such as SOAR pencils, free popcorn, and certificates from our local business partners (McDonald's, Taco Bell, Calabria Village & Mancino's). Hyatt recognizes outstanding students of the month at our school board and thanks to parents for their support. In addition, Hyatt Elementary has adopted the 'Positivity Project' to teach character strengths. Teaching these character strengths school-wide inspires students and staff to build positive relationships and become their best selves.

Hyatt Elementary focuses on the whole child concept which includes supporting the academic, social, emotional, and physical development of our students. We promote a healthy lifestyle through our health curriculum, physical education courses as well as our school-wide Fuel Up to PLAY 60 assemblies. So far this year we have had Zumba fitness and jump roping assemblies for each grade level and provided a healthy snack. Classroom teachers provide brain breaks through movement with online resources such as Go Noodle. Hyatt also has an action-based learning (ABL) room for our early childhood programs. Activities in this room incorporate movement with print and are designed to prepare the brain for learning. Hyatt schedules recess before lunch for young fives through second-grade students. We also have fitness breaks and a mileage club during the school day tracking student's miles. We recognize students when they reach 5 and 10 miles. Currently, we are researching and raising funds to install sensory walks throughout our school.

Hyatt Elementary houses the kindergarten-third grade cognitively impaired self-contained program for surrounding districts. We recognize the importance of appreciating individual differences. We celebrate 'Downs Syndrome Day' and have peer buddies that work with cognitively impaired students that are mainstreamed into our general education classrooms. On this day, parent, and author of "Chosen For Charlie", Jen Forsthoff, shares her experience of being an author and parent of a child with Down's Syndrome. She reads to every classroom and students decorate crazy socks to exemplify and appreciate our differences. Third-grade students are invited to participate in our student council and work on projects to support our community such as sock drives to support our local foster care programs, food drives to support our local community, and activities to give back such as caroling at the local senior center. These opportunities shape the positive culture of our school.

Hyatt enjoys a strong partnership with our Hyatt families. Our PALS helps to lead this home-school connection supporting our efforts such as literacy night and our community color run. Over 93% of our families attend school events such as open houses and conferences. We believe that our families are the best partners for our students. Staff communicates continuously with our stakeholders and share goals to ensure all students are successful.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas

Hyatt’s vision: A collaborative learning community committed to inspiring a passion for learning, parallels our district’s vision: Learning, Creating, Succeeding. Our mission is to establish a child-centered, nurturing and motivating environment that promotes problem-solvers and risk-takers; where learners value characteristics such as being confident, respectful and responsible citizens. We strive to cultivate a diverse learning experience where children demonstrate effort and are prepared to meet and exceed ALL challenges. We support our district’s mission to educate, nurture, and develop all learners to be self-directed and to strive for excellence with confidence and integrity by working cooperatively with students, staff, parents, and community. Our aim for K-3 collaborative instructional teams provides the pathway for our students. Hyatt’s curriculum and resources follow the framework of the Michigan Academic Standards. Our school district curriculum review process follows a five-year cycle to ensure that we have the most updated resources for our staff and students. Hyatt’s academic leaders’ guide staff in curriculum and assessment development across all subject areas. Our staff prepares lessons aligned to our adopted curriculum maps and assess their student’s progress through formative and summative assessments. We follow the district’s assessment plan which provides a framework for the alignment of the written, taught, and tested curriculum. Students are assessed with national-normed tests such as NWEA for mathematics and reading skills. We administer state tests such as Michigan’s M-Step for 3rd-grade students, Mi-Access for students in our Cognitively Impaired program, and KRA for kindergarten students. Hyatt implements district benchmark assessments such as the Developmental Reading Assessment (2nd addition), Michigan Literacy Progress Profile (MLPP), and common math assessments aligned to math standards. At the classroom level, students are assessed on summative unit assessments as well as formative assessment checks along the way toward learning: goals, targets, and objectives.

1b. Reading/English language arts

Hyatt Elementary provides a balanced approach to teaching literacy to our students. We dedicate approximately two or more hours to our literacy block. Our reader’s and writer’s workshop approach ensures students have multiple opportunities to develop as readers and writers. Students from young fives-third grade read and write texts across narrative, persuasive, and expository genres. Lessons are delivered to the whole group, small group, and 1:1 conferencing. Students are provided rigorous texts scaffolded by the teacher as well as texts at their independent and instructional levels. Our early and emergent readers have independent reading book bins that provide a range of texts for them to read during their independent reading time. Our fluent readers read chapter books and nonfiction text during independent reading. Instructional approaches such as guided reading help to accelerate our readers and integrate phonics, sight word, comprehension, and fluency skills before, during, and after the act of reading. Teachers instill the love for reading during their daily read-aloud time. In addition, our teachers create classroom environments that promote independence through engaging literacy activities while coaching and reading with individual and small groups of students. This framework provides differentiated reading opportunities for our students and time for tiered interventions. Reading interventionists provide a push in and pull out support depending on the needs of the students. Our aim is to intervene early in order to close the reading gap quickly. We use research-based interventions including Reading Recovery, Leveled Literacy Intervention (LLI), Systematic Instruction in Phonological Awareness, Phonics and Sight Words (SIPPS), Read Naturally, and Orton Gillingham. In our core writing program, students explore writing units aligned to the standards throughout the school year. They are assessed on an analytic rubric and provided feedback to edit their writing. Students are assessed on their reading and writing on benchmark assessments in the fall, winter, and spring as well as at the classroom level. Technology supports include online reading programs where teachers are able to monitor their reading progress. Students are able to access technology resources at home which strengthens our home-school connection and is available throughout the summer months.

1c. Mathematics

Hyatt Elementary mathematics program is aligned to the state standards and encompasses math units by grade level. The curriculum maps provide guidance and include learning targets for teachers to be able to clarify the purpose of their mathematics lessons. Teachers post learning targets and success criteria for every explicit math lesson. These lessons are part of a systematic approach that follows the learning continuum for the math content. This communication ensures that students know what is expected of them. In addition, students have daily math review, problem-solving, and mental math experiences such as ‘number talks’. Teachers have been implementing number talks this year and report that this approach helps students explain their thinking and capitalizes student’s strengths in math. Number talks also increase student engagement through student-led discussions and partner talks. This learning routine provides opportunities for students to practice ways to agree and disagree to effectively communicate their thinking.

We dedicate an hour and a half or more to math instruction. Our emerging mathematicians explore math through daily calendar math and move into explicit math lessons that evolve from hands-on learning to visualization, pictorial representations to the symbolic level. Teachers utilize best practices in teaching mathematics to strengthen our student’s critical thinking skills. Our curriculum resources are developed by mathematicians such as methods from Singapore Math. Interventionists provide pull out and push in math intervention support. We provide interventions including Do the Math, Math Recovery and core curriculum tier I support. We administer common math assessments K-3 every quarter as well as classroom summative unit assessments and formative assessment checks along the way. We provide technology math resource subscriptions for students at school as well as to access from home. Families may access these subscriptions through the summer months.

1d. Science

Hyatt’s science program is an inquiry-based instructional approach and lessons are aligned to Michigan’s adopted, ‘Next Generation Science Standards’ (NGSS). Each grade level has required performance expectations specifically, earth science, physical science, life science, and engineering design. Currently, Linden Community Schools science K-5 curriculum resources are under review. We are looking for an inquiry-based resource that provides ample expository text to support our literacy initiative. Grade level representatives and curriculum coordinators have worked hard this year to review/update curriculum maps and identify needs. We have been supplementing lessons with an online science resource, Mystery Science, that is aligned to NGSS. The students love this program and are engaged in discussions and hands-on science investigations. We have identified standards that are not covered in this supplemental resource and are looking at a more robust resource for K-5.

Our teachers integrate science into reading and writing tasks. Students develop and expound research skills through this approach. In addition, Hyatt has dedicated space for a STEM/STEAM lab. We have workspaces, investigation materials, and Chromebooks available for classrooms to work on projects in this lab. We are in the planning stages of adding robotics and computer science curriculum into our instructional offerings. Teachers are incorporating STEM activities within the current curriculum; however, we would like to invest time, staff, and resources to fully develop this vision. We are looking at STEM programs along with computer technology standards and robotics and programming curriculum such as Lego Education. Hyatt also plans for science enrichment experiences through field trips such as Ann Arbor Hands-On Museum & Forman Nature Preserve Arboretum as well as through science assemblies including Forman on the Road classroom visits, the STEM museum, the physics museum and the magic of science!

1e. Social studies/history/civic learning and engagement

The Linden Community School District adopted Michigan’s K-12 standards for social studies. These standards are aligned to the MC3 curriculum maps and resources provided by MAISA and Oakland Schools. Most recently, the state of Michigan has released new social studies standards but there are no major discrepancies at the K-3 level. Social studies curriculum is on our review cycle and will be studied formally in 3 years. Topics in social studies evolve from kindergarten-third grade beginning with a self-centered curriculum and develop concepts of family, needs/wants, citizenship, past and present, community, core

democratic values, economics, and Michigan history. Second grade empowers their students in a student-led study on communities with a culminating project, “Box City”. Students create a small city with recycled boxes and donated materials. Each class is responsible for different aspects of the city from parks and service buildings to businesses. The mayor of Linden comes to the ribbon-cutting ceremony! Third grade also has a supplemental resource, ‘Meet Michigan’ to add depth to the Michigan Content Standards. Our teachers integrate social studies into reading and writing tasks. Students develop and expound research skills through this approach. Hyatt also plans for field trips to enhance social studies concepts such as to the Henry Ford Museum and Michigan’s State Capitol as well as assemblies from community workers and assemblies learning about folk dances and Michigan history.

1f. For secondary schools:

1g. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

Hyatt students have specials: art, music, and physical education on a three-day rotation basis. This approach provides 40 minutes of collegial prep time for three teachers at the same time, every day. Next year we are looking at a 45-minute block and possibly adding STEM as a special in addition to the rotation.

Our music program is based on Carl Orff Shulwerk’s work and aligned with national music standards. The Orff method of teaching students musical concepts is a developmental approach and explored through singing, chanting, movement, and dancing with percussion instruments where the teacher takes on the role of conductor of their class in the composition of playing music to a folk song, with each student having a part in the production at our ‘Orff’ spring concerts.

Art is aligned to Michigan’s fine art standards and has been developed with expectations mapped out vertically young fives-third grade. Lessons focus on aspects such as medium, elements, and craftsmanship and provide models for students and explicitly teach the skills for students to master through their own creative perspective projects. Students keep portfolios of their work throughout the school year and select work to showcase at the art fair.

Physical education classes are aligned to The National Association of Sport and Physical Education (NASPE) and Michigan’s state standards. Linden Schools has adopted, the Exemplary Physical Education Curriculum (EPEC) which is a nationally recognized program. The teacher plans lessons to teach skills and learning targets and has anchor cards that provide the success criteria for every target. Classes begin with students leading their peers in their assigned squads in warm-up exercises. Next, the teacher gathers the class together to teach and model the new skill and releases the students to practice. Students self-assess their attempts with a student self-assessment rubric. The teacher assesses her students periodically on the presidential fitness tasks to measure growth. Students, staff, and families celebrate student’s success at our end of the year 'field day' filled with many fitness activities.

Classrooms are scheduled to visit the library and technology lab on a weekly basis. Our media aide reads to each class and releases them to pick out new books every week. The teachers are present to support students in their search. In addition, classes go to the technology lab to work on projects, conduct research, write papers, take assessments or login to academic programs available for them. Teachers work with the technology aide to plan for activities for their classes.

Hyatt has made every effort to provide the necessary technological resources for our students. Most of the technology we have purchased have been from grant funds, technology fundraisers, and donations from our parent organization, PALS. Every third-grade classroom has a set of Chromebooks in their classroom for a 1:1 environment. Every classroom has an interactive Promethean whiteboard. Young fives and kindergarten classrooms have sets of iPads. There are also Chromebook carts for first and second-grade classrooms to share. The district is pursuing a bond that will provide technology to every child, every teacher, and every classroom!

The Hyatt Elementary school climate committee elected to support implementing SMART skills in young fives through first-grade classrooms and posters in second and third grade to review SMART skills in their classrooms. Examples of the fourteen skills addressed in this curriculum include: Looking and Listening, Following Directions, and Taking Turns. Our staff believes that students need explicit instruction on basic behavioral social skills such as these and then to practice every year. The staff uses the same language throughout the building. In addition, we have implemented the 'Positivity Project' that focuses on 24 character strengths, highlighting one character strength per week. Being a partner with the Positivity Project provides our staff with training, resources, and strategies to teach our students these character strengths at their grade-level. We follow a calendar for the year and start out in September focusing on curiosity, teamwork, and open-mindedness. The student council has really been impacted by the Positivity Project and exemplifies this through posters and random acts of kindness through our school.

3. Academic Supports:

3a. Students performing below grade level

Hyatt Elementary has a process in place to monitor student growth and provide academic supports as needed. We believe that the core academic classroom program is most important in ensuring no student fall behind their peers. We have benchmark assessment windows in the falls, winter and spring which measure literacy skills and math skills. Subgroups that are often monitored include our economically disadvantaged students, special needs students and on occasion have noted gender as a subgroup in math achievement specifically, female students. At grade level team meetings, we discuss students that are performing below grade level and look at programs or instructional approaches that will best support those students. Teachers provide initial instruction and in many instances additional support within the classroom environment. Students that are not demonstrating growth over time are provided daily, intensive intervention support for reading or math outside of the classroom in 1:1 or small group settings. Students that are falling below the 10 percentile may require an Individualized Reading Intervention Plan (IRIP). In addition, parents are requested to attend an IRIP meeting which identifies specific areas a student needs to develop in order to improve their reading which includes home resources and expectations. Student growth is continually monitored throughout the time they are attending a specific intervention program. If progress monitoring data does not support that the student is improving, the team meets to analyze the data and determine what changes need to be put in place. Teachers also bring students to the Student Assistance Team (SAT) for academic and behavioral supports for our most struggling students. Students may not be referred for special education evaluation services unless the SAT has agreed that we have provided multiple supports for a child and they are not responding to the intensive interventions.

3b. Students performing above grade level

Hyatt Elementary staff instructs our students using multiple modalities such as visual, auditory and kinesthetic methods in order to reach all learning strengths and needs. We administer benchmark assessments to identify student's abilities at all levels, including students that exceed the grade-level expectations. This provides us an opportunity to challenge these students and provide experiences for them to delve deeper into the content or skills. When students are pulled out for intensive interventions, classroom teachers also differentiate for the students that are at and above grade level utilizing learning routines such as literature circles to challenge our readers. Teachers have subscriptions for math and reading programs that allow students to move at their own pace and also provide programs such as Khan Academy to challenge our students. This is extremely helpful when parents also want to provide additional support for their children at home. Teachers utilize 1:1 conferencing and flexible small groups to help excel students that are above grade level. Hyatt does not have an established gifted program however, we do understand that providing enrichment opportunities to all students enhances their academic growth. Students have access to a wide range of text in their classroom libraries to select books at their individual levels. Teachers capitalize on students' strengths within the classroom environment to ensure they are challenged. Most recently, Hyatt implemented a new nationally-normed assessment system, NWEA, to assess math and literacy skills. The tools in this assessment program help teachers to drill down to individual student instructional levels and plan for their differential needs.

3c. Special education

Hyatt Elementary has a self-contained cognitively impaired classroom as well as a special education resource room. Both classrooms support kindergarten through third-grade students. Students that are in the cognitively impaired classroom are taught the majority of their content in that classroom and are mainstreamed out to the general education for specials (art, music, physical education) and non-instructional times to do activities with their peers. Each cognitively impaired student has peer buddies welcoming them into their classrooms and assisting them with activities. Resource students go to the resource room for instruction on goals written in the Individual Education Plan (IEP). Primarily, language arts and math goals are written for students at our school and most are in second or third grade. Some students may go to the resource room for task completion or for tests to be read aloud to them. Overall, we aim to refer students for academic special education evaluations only when they are not responding to intensive interventions and we suspect a possible learning disability. In the resource room, students receive whole group instruction, small group instruction, and 1:1 support. Our certified social worker provides therapy for individual students that have an IEP for their services. Our social worker plans specific lessons for individual student's needs to strengthen their coping strategies so that they are successful in school and beyond. Our speech pathologist individualizes instruction one to two times weekly for students identified with articulation or language goals in their IEP. In the recent past, Hyatt Elementary has housed the emotionally impaired consortium program for kindergarten through third-grade students. This year, 2019-2020 is the first year that the consortium consolidated the students at one site in a neighboring district.

3d. ELLs, if a special program or intervention is offered

Our Linden Community School District collaborates with the Genesee Intermediate School District to provide services for English Language Learners. ELL students are identified in the central enrollment process and families are provided a home language survey to determine if the student should be screened for English Language Proficiency. The results of this screener are then used to determine English Learner status. Students will receive tutoring services pending their status. Students will only be exited from services when the English Language Proficiency has been determined. Every spring, all ELL students are assessed on the state WIDA Access for ELLs assessment. This assessment analyzes individual student progress along with district assessments to determine eligibility for the following school year and/or exit from the ELL program. Currently, Hyatt Elementary has one ELL Chinese student that is doing remarkably well. His family owns a restaurant near the school and they have good relations with the student's classroom teacher. He needs minimal support at this time but does receive ELL tutoring weekly as required by our policies and guidelines.

3e. Other populations (e.g., migrant), if a special program or intervention is offered

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Hyatt's staff and our SOAR program are key components in motivating our student population. Students and staff start their day with morning announcements to help focus the day. Morning announcements remind students of the character strength we are learning for that week and the character strength is reinforced by the teachers in their classrooms. During our morning announcements, we say the Pledge of Allegiance, recognize staff and student birthdays, and SOARing students as well as fitness awards for students accumulating mileage from our mileage club.

Each classroom has classroom norms and expectations that are aligned to our SOAR expectations to 'Stay Safe', 'Offer Kindness', 'Act Responsibly', and 'Remember Respect'. Students are eager to follow our expectations that we discuss on our morning announcements and in the classroom setting. All staff plays a part in recognizing students that SOAR throughout the day and reward our students with SOAR tickets. Students sign their tickets and turn them into the office. In addition, we draw names daily for rewards as well as our recess aides award class certificates to earn a free recess.

Classroom teachers utilize engagement strategies to ensure their students SOAR. We have worked on engagement strategies through our evaluation tool to exemplify highly effective classrooms. Hyatt teachers ask high-quality questions to probe and deepen student understandings or misconceptions. Teachers provide multiple opportunities for student 'ownership' in their work. Teachers capitalize on students' strengths and participation techniques in their classrooms. Teachers at Hyatt have made great strides in increasing student to student discourse throughout their lessons. These strategies continue to be our main school improvement focus as 'Student Engagement' will be our theme for the 2020-2021 school year. We are participating in a district book study on David Burgess' book, "Teach Like A Pirate". If you were to glance into a classroom you would see students partnered throughout the lesson making meaning together.

2. Engaging Families and Community:

Hyatt Elementary has strong ties with our community and parent group. We are dedicated to being present, dependable and committed to our stakeholders. We provide positive and informative communications to our stakeholders from the school level to the classrooms. We utilize school messenger software to send out voice, email and text messages as well as other platforms and online sites to communicate. We have developed partnerships with our parent group, PALS that has made a significant impact on our school from fundraising, providing annual classroom grants, technology purchases, book drives, assemblies, talent shows and family nights. As the principal, I attend Hyatt PALS meetings monthly to update our parent group on our school improvement goals, share needs for our school, discuss fundraising ideas and help plan events. In the past couple of years, PALS has helped fund furniture for our art room and a second-grade classroom. The Linden Kiwanis has always been a strong partner for the Linden Community Schools and has helped Hyatt with purchasing an Interactive Promethean whiteboard for a new young fives classroom as well as money to help PALS purchase extra clothes for students that need a change of clothing when they are at school. Hope Lutheran Church's Kids Hope program has provided mentors for 'at risk' students. Our local grocery store, Alpine Marketplace, consistently supports our school with donations as well as catering meals for our staff. In the fall, local business, Edward Jones, has a school supply drive for our elementary schools in Linden equipping students with backpacks and necessary school supplies. Our partnership with Delivering Hope provides backpacks from the Eastern Michigan Food Bank for identified families. Our relationships with local colleges like the University of Michigan-Flint enable student teacher placements in our school and access to their family center activities. And of course, we appreciate our partnerships with local restaurants: Mancino's of Fenton, Calabria Village, Taco Bell and McDonald's for providing gift certificates to our SOARing students.

3. Creating Professional Culture:

Hyatt Elementary staff are cooperative and willing to meet and exceed goals and expectations set before them. The school's leadership instills the desire for Hyatt teachers to have very high expectations for their students and they have set the bar very high. They understand that everything matters for our students and families. They continually impress me with their strong work ethic. I personally believe in developing professional capital. We have had great success with staff getting on board to support each other in their work such as peer mentoring and coaching. We have rigorous hiring practices from a meet and greet experience to teaching a lesson with students for an interview team to observe. We always include a parent and/or community representative, teachers, and administrators in our hiring process. All candidates are screened and highly qualified for the positions we post but it is important that we find the right match for Hyatt Elementary as well as the right grade placement. I have been very fortunate to have early childhood, literacy, and administration in my background and have a good feel for teachers and their individual strengths. At times, I may encourage a teacher to change their grade level and in all cases, teachers have been grateful for the needed change. When your staff is happy and possess self-efficacy in their individual roles, students achieve at high levels of success! Each grade level team meets formally and informally. Our staff help to determine and plan the professional development and activities that support our school improvement goals. This past year, with recommendations from each grade level, we focused on 'Number Talks'. Professional development included a math specialist that came to present on this topic, modeled lessons for each grade level, coached staff and provided feedback and returned for another presentation to provide hands-on activities staff can use to strengthen structuring numbers. In addition, our own math interventionist coordinated a book study on 'Number Talks' where staff met before school to discuss the book and reference resources within the text, and watch number talk lesson videos. Staff also shared their experiences implementing this mental math strategy that empowers students to verbalize their thinking, work collaboratively, and see their thinking recorded symbolically by their teacher.

4. School Leadership:

Hyatt Elementary has established leadership roles for our staff. We believe that all voices should be heard and make every effort to recruit staff with talents to help us move forward. Hyatt has a school leadership team attending the county-wide 'Promoting Positive School Climate' (PPSC) training. This PPSC team consists of a special education teacher, social worker, social skills facilitator/coach, paraprofessional, and the principal. We have the District School Improvement Committee (DISC) chairs that deliver the overarching district goals and expectations to our school staff as well as facilitate the school improvement process at Hyatt. We have created grade-level representatives that rotate every year and are elected by the grade level team members. The representatives serve as team leaders for their grade level, special (art/music/P.E.) and special education teams. These team leaders communicate directly with the principal and coordinate meetings and events for their team including data dialogue meetings to analyze student strengths and weaknesses after benchmark assessment windows. Hyatt has curriculum coordinators that sit on the district Curriculum Instruction and Assessment (CIA) committee and help to revise and monitor district policies in curriculum and assessment development. We have math, language arts, science and social studies coordinator positions at our school. These coordinators also play a key leadership role in the development of our school improvement goals, strategies, and activities. Our Student Assistance Team (SAT) consists of administration, our social worker, teachers, and a special education teacher. This committee provides guidance and support for staff focusing on students with severe behaviors and academic deficits. We have representatives that sit on the district Technology Oversight committee that represent our school and share our concerns and successes in the area of technology with the committee. The principal works alongside leaders on each committee to ensure the big picture is supported at Hyatt Elementary. The staff meets bi-monthly and various leaders report out information as necessary including professional development resources such as articles or recommended strategies.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Hyatt's literacy collaborative continues to strengthen our delivery system with Tier I, Tier II and Tier III support for our young readers. This collaborative has many facets that have supported our staff and students in the goal to ensure ALL students are literate. We believe that the core academic classroom program is most important in ensuring no student falls behind their peers. We have benchmark assessment windows in the fall, winter and spring which measure literacy skills. Following each assessment window, we conduct grade-level meetings to identify strengths and weaknesses in our curriculum and instruction and identify areas to improve specific to the grade level. Professional learning teams conduct data dialogues, analyze student growth and determine which students require additional reading intervention. For students that qualify for interventions, we monitor students' progress closely and communicate with the parents about their child's growth. Our interventions include 1:1 intensive support as well as small group support. Interventions are specific to the student or group and address reading accuracy, fluency, phonics, phonemic awareness, and writing skills. We believe in providing the best professional development for those charged with literacy instruction. We invest in staff with programs such as Reading Recovery, Orton Gillingham, Literacy Footprints/Guided Reading and close reading strategies. Our Reading Recovery certified staff meets with kindergarten and first-grade teachers annually to observe a Reading Recovery lesson and study the components that come out of best practices in reading instruction. Our K-2 staff has formal training in Literacy Footprints from a certified Reading Recovery Teacher Leader that models and coaches teachers in guided reading. We have provided staff with professional books including Jan Richardson's 'Next Steps to Guided Reading' and Connie Hamilton's 'Hacking Questions: 11 Answers That Create a Culture of Inquiry in Your Classroom'. Recently, Connie Hamilton spent two years at Hyatt with groups of teachers in a professional learning model, Collaborative Instructional Focus Teams (CIFT). Our school leadership team conducts surveys such as a recent survey on School-Wide Literacy Essential Practices. This survey helps direct our school improvement goal and objectives in the areas of reading and writing. Currently, our staff has identified summer reading as an area to target. We communicated this need to our curriculum director who assisted us in obtaining a summer literacy grant to provide books to students in the summer months. This literacy collaborative has been a great strategy to organize our school for the recent Michigan Department of Education's Read By Grade 3 literacy initiative. Our students have been meeting and exceeding the state proficiency cut score required on the third-grade state assessment