

District Allendale Public Schools

Building Senior High

Years 2009-2010
(3-5 years)

Three - Five Year Plan for Continuous School Development



Building Plan

or



District Plan

(Please check one)

Superintendent's Signature

Building Principal's Signature

School Improvement Chairperson's Signature

9/1/09
Date Submitted

School Code 380.1277

School Development Plan

Part I. Mission Statement, Shared Vision, Belief Statements

PA289 & PA339 Section 1277 {1} Ed YES! NCLB

A. Mission Statement (Purpose of the organization) *“Why do we exist?”*

The mission of Allendale High School is to provide the best educational environment that challenges all students to reach their full potential.

B. Shared Vision *“What do we hope to become?”*

To be the #1 school district in the Ottawa Area Intermediate School District in all areas of academic performance.

C. Education Belief Statements that Support Learning for All *“How do we intend to make our vision a reality? What behaviors, attitudes and commitments will be demonstrated?”*

1. All students can learn, and learning is a shared, life-long process.
2. Education should involve a cooperative effort between students, parents, staff, and community.
3. The staff is committed to professional excellence.
4. The academic and emotional needs of all students should be met.
5. An atmosphere of respect for people, ideas, and property must prevail.
6. The educational environment must be safe, secure, welcoming, and challenging.
7. The best possible facility, programs, and support services should be provided for the students' success.
8. High expectations are essential to the development of skills needed to become responsible, productive citizens.
9. Policies need to be clear, fair, and consistently enforced.
10. Success is dependent upon a system of accountability for people, programs, and processes.

School Development Plan

Part II. Curriculum Development and Alignment

Public Act 339, Section 1277{1}, 1277{2}c, Ed YES! , NCLB

Based upon the data analysis worksheet, determine what curriculum changes are needed to attain your goals. The four core areas of the Michigan Curriculum Framework (ELA, SS, Math, and Science) must be addressed. Describe the process you have in place to review and revise curriculum. Evidence could include a timeline for curriculum review and/or a description of the review process.

For each content area, describe the following components:

①Processes in place to develop alternative measures of assessment including authentic assessment tasks as described in the Michigan Curriculum Framework Assessment Standards. ②Strategies for effective use and integration of technology as a way of improving learning. ③Variations in the local district curriculum from the Michigan Curriculum Framework. (required for building and district Annual Education Report Cards required by NCLB)

If you are Title I identified for improvement, you must revise your plan indicating how you plan to improve student achievement in the areas identified for improvement by your AYP report.

A. English Language Arts

1. Process in place to review and revise curriculum:

The district has a five-year review cycle to evaluate/revise curricula. The Language Arts Curriculum was completed in 2005-06. Department members represented Allendale High School on OAISD committees that identified Power Expectations for each core course in the MMC English curriculum. They also assisted in the development of the assessment items that will populate ELAR, which is an electronic resource for teachers to use in creating formative assessments. Department meetings are then devoted to aligning the AHS curriculum to match the Power Expectations. The department annually conducts an item analysis of MME reports and has conducted a gap analysis of our curriculum using ACT college readiness expectations in 2006-07. A district-wide writing committee was formed this year for the purpose of addressing weaknesses in the district's writing curriculum. Released time was provided for the committee to meet. Curriculum proposals are forwarded to the district curriculum council and board of education for final approval. The high school principal and two high school teachers are members of the district curriculum council.

2. Processes to develop alternative measures of assessment:

Alternative assessments are created by teachers individually and through collaboration at the departmental level.

3. Strategies for technology:

The Language Arts department uses the Internet as a research tool, uses word processing software for students to write papers, incorporates streaming video into lessons, uses email to keep parents informed and as a tool for students to submit work, uses PowerPoint for project presentations, conducts pre-tests to measure grammar skills using Senteo responders, and uses Smart Boards for showing presentations and for direct instruction. All classrooms have document cameras which can be used to project student work and other resources on the Smart Board. Googledocs and G-Mail are used for students to submit work electronically to their teacher.

4. Variations from MCF:

The MCF is the basis for the local curriculum so no deviations exist.

B. Math

1. Process in place to review and revise curriculum:

The district has a five-year review cycle to evaluate/revise curricula. Mike Klavon, content area specialist from the OAISD, assisted the math committee with revising the math curriculum in 05-06. At the building level, the math department reviewed the

Spring 2008 MME item analysis reports, PLAN test data, and ACT test data at an August inservice. They continued to meet monthly to research best practices, develop instructional strategies to address the weakness noted in the item analysis, modify instructional timelines to accommodate the Power Expectations for Algebra, Geometry, and Algebra 2. Common end of course assessments were modified accordingly. The department implemented a new textbook series in 2007-08. The online resources that came with the book allowed math teachers to modify how they present the material by incorporating the technology. Curricular changes must be submitted to the district curriculum council and board of education for approval before they are adopted.

2. *Processes to develop alternative measures of assessment:*

Alternative assessments are created by teachers individually and through collaboration at the departmental level. The math department has created a common grading scale that applies to all math course taught at AHS.

3. *Strategies for technology:*

The Internet is used to gather data to be used for mathematical analysis. Programs such as Geometer Sketchpad are used as learning tools. Graphing calculators are used in most math classes but extensively in Advanced Algebra and subsequent courses. CBL's are used periodically to create data. Email is used to communicate with parents. The Holt math series has a website students can access to get tutorials on lessons and problems. These tutorials can be used when students are absent and when they need additional support for their homework. Math teachers use Senteo responders to have students do formative assessments. They use document cameras to project students' work on the Smart Board. They also use the interactive features of the Smart Board as a hands-on learning tool for students.

4. *Variations from MCF:*

The MCF is the basis for the local curriculum so no deviations exist.

School Development Plan

Part II. Curriculum Development and Alignment continued ...

Public Act 339, Section 1277{1}, 1277{2}c, Ed YES!, NCLB

C. Science

1. *Process in place to review and revise curriculum:*

The district has a five-year review cycle to evaluate/revise curricula. This was begun in 2006-07. At the building level, the science department used inservice time in an August meeting to identify weaknesses and strengths from the item analysis reports of the spring 2008 MME test periods. The department also studied trends in the PLAN test data and ACT test data. The science department members participated on committees that met at the OAISD to create Power Expectations for each course and to develop a test bank of items that can be used in formative assessments. Monthly meetings were used to create instructional timelines that incorporated the Power Expectations. Starting with the Class of 2011 all students will be required to take Chemistry or Basic Chemistry in order to graduate. The department proposed adding Advanced Placement Biology to the course offerings for 2009-10. This class, as with all proposed changes in curriculum, was approved by the district curriculum council and board of education.

2. *Processes to develop alternative measures of assessment:*

Alternative assessments are created by teachers individually and through collaboration at departmental level.

3. *Strategies for technology:*

Smart Boards, Senteo responders, laptops, and document cameras are available to all teachers and students at Allendale High School. Science teachers used these along with the Internet, streaming video, CBL's, Power Points, Googledocs, and G-mail. Emails and a Parent Portal are used to keep parents updated on their student's progress. Individual tutorials on computer are a key component in the ninth grade Physical Science course.

4. *Variations from MCF:*

The MCF is the basis for the local curriculum so no deviations exist.

D. Social Studies

1. *Process in place to review and revise curriculum:*

The district has a five-year review cycle to evaluate/revise curricula. Work on the high school curriculum was completed in 2008-09 with the development of US History with Geography. The department annually reviews standardized test data including the MEAP test (9th graders) and the spring MME test to identify strengths and weaknesses. Any proposed curricular changes are forwarded to the district curriculum council and board of education for final approval. The department meets once per month to establish instructional timelines, create common assessments, and research best instructional practices. The social studies department was given a half-day of released time to work on technology integration and other curricular issues.

2. *Processes to develop alternative measures of assessment:*

Alternative assessments are created by teachers individually and through collaboration at departmental level.

3. *Strategies for technology:*

Social Studies teachers use the Internet to research people, issues, and data. Streaming video brings film clips to students. Presentation software such as Power Point is used as an alternative to paper-pencil assessments. Email is used extensively to keep parents informed their children's progress and for students to submit papers. Each classroom is equipped with Smart Boards and document cameras. Teachers have access to Senteo responders that are used for giving quizzes and tests. All AHS students have laptop computers which allow them to research topics in the classroom and to submit assignments electronically using Googledocs and G-mail.

4. *Variations from MCF:*

The MCF is the basis for the local curriculum so no deviations exist.

E. On the Job Learning: *Describe ways you have made available in as many fields as practicable, opportunities for structured on-the-job learning such as apprenticeships & internships, combined with classroom instruction. (alignment of curriculum, instruction, assessment & professional development) S.C. 380.1277{2} f*

AHS students can each take two days per year called Exploring Career Opportunities (ECO) to job-shadow a professional in their chosen field.

All high school students in grades 9-11 complete or revise their educational development plan (EDP) annually using the Career Cruising program. Students submit course requests after revising their EDP's. The program allows students and their parents to log in from home.

Internship opportunities are available for students who have completed a prescribed curriculum in the Businesses/Human Services pathway.

Speakers from a variety of career fields do presentations in classes when appropriate. i.e. Science, Business, and Social Studies.

Several programs at the Careerline Tech Center offer students internships.

AHS has a CBVI (Community Based Vocational Instruction) program which provides special needs students with opportunities to learn job-related skills by working in local businesses.

Several courses-General Business, Life Skills, and Economics-contain units related to personal finance. i.e. All juniors take Economics in which they complete a simulation that requires them to create a personal budget based on a given job and/or family situation. Students are given situations that impact their budget and force them to make decisions about how to spend their money.

Students can attend college fairs and career fairs. The district provides transportation to the career pathway showcase at the OAISD for students and their parents and to the college fair held at Grand Rapids Community College. This year students also attended the pre-career day at Hope College. Students also attended a Leadership Development Day at Aquinas College.

School Development Plan
Part III. Plan Development

A. Delineate Stakeholders (Name & Position)

Shall be invited and allowed to voluntarily participate in the planning, development, implementation and evaluation of the district's school improvement plans. Ensure parents of targeted groups are represented. Buildings must involve staff representatives and representative input (i.e. surveys of parents and/or students) from each stakeholder group in the planning, revision, development, implementation, and evaluation of the plan. If not included, describe efforts to include each of the stakeholder groups.

PA289, PA339, Sec 1277{1} Ed YES!

Bldg/Program Administrator(s)	Teacher(s)	Other School Employee(s)	Pupil(s)	Parent(s) of Pupil(s)	Other Resident(s)
Steve Schollten	Jennifer Hodges Becky Karnes Robin Kline Ron Silveira Steve Yarnal Jeff Keen Mark Vizithum Sue Rutkowski Tammy Herber	none	none	Becky Vissers Barb Gottshalk Lorri Ratliff	none
Board Member(s)					

Family Involvement: *Describe strategies at the building and district level to help families support their children's education, evaluate family involvement activities, and parent compact.*

One of the best ways that parents can get involved in their child's education is through the Parent Portal, which allows parents with internet access to view their child's grades and attendance. The site gives them the ability to print report cards and transcripts, email teachers directly, and keep abreast of due dates for assignments. We host four orientation sessions for parents of incoming new students (including ninth graders) in which we discuss graduation requirements, our schedule, and school policies. We also host an Open House for parents in the fall of the year. Report cards are mailed home at the conclusion of each trimester. Progress reports are sent to parents of special needs students every three weeks. Emails are used in addition to report cards to keep parents abreast of their child's progress. Telephone contact is a regular form of communication between the school and parents. The counseling department invites parents of new students and incoming ninth graders to meet with them individually at the beginning of the year. The ESL students created a video in Spanish designed to acquaint non-English speaking parents of Hispanic students with the school and its programs. Articles on helping students in school appear frequently in district and building newsletters. Parents are very active in music boosters, athletic boosters, the student recognition program, and the senior all-night party. Invitations are mailed to parents for the Senior Honors Convocation and the Honors Assembly which recognizes underclassmen. The district maintains a website that is updated weekly. Parents volunteer to help at athletic and music events, equestrian team events, science olympiad practices and

events. They make presentations in health classes, help run band camp, and assist with various athletic teams. Parents are invited to complete a survey at the first Parent/Teacher Conference time in the fall. Parents are invited to sign up to volunteer at each of the orientation sessions and at the annual Allendale Goes Back To School night in the township park. AHS has not used a parent compact.

School Development Plan

Part III. Plan Development continued...

Coordination of Resources: *Describe ways the district has or will develop community resources and recruit/train volunteers. Cite specific examples.*

1. APS helps to support a Vista Volunteer
2. GVSU and Allendale coordinate several programs together - 2nd grade individual math instruction, reading tutors for grades 1st - 6th, and after school tutoring.
3. Kids Hope with adult volunteers has been in place for several years.
4. Area businesses help support the PTO, Music Boosters, Athletic Boosters, and Parents' Night.
5. Miles-of-Smiles Dental Mobile Unit visits the elementary buildings.
6. The Neighborhood Center is located in the elementary building open to all parents in our community.
7. Fire Department and State Farm Insurance provides safety training for elementary students.
8. Community police officer trains students in RAD Kids and SAVE (Drug Free Program.).
9. SCAN helps our third graders understand the dangers of strangers.
10. Community Members help the Girls-On-the-Run Program.
11. OAISD consultants conducted professional development days.
12. Area businesses support our CBVI program.
13. Business people participate in our job shadowing program.
14. Parents are trained in reading strategies to support students in the Children and Parents program.
15. Early response members attend our crisis team meetings.
16. Virtual field trips are held for our students.
17. Distance learning opportunities promote the integration of technology at all levels.
18. Grand Valley students work with staff on student fitness activities.
19. Area universities and colleges student assistants and student teachers are monitored by APS staff.
20. Area dentist visits elementary classrooms and talks about caring for teeth and a career in dentistry.
21. Grand Valley Math Department participated in math and science night at the elementary.
22. The high school displays Career Pathways in showcases. Materials gathered from several community resources.
23. The high school hosts recruiters from all of the branches of the armed forces.
24. OAISD coordinates Play and Learn Early Literacy groups.
25. Community members serve as speakers in classes when appropriate.□

Role of adult and community education, libraries, and community colleges in the learning community:

Describe resources available that relate to the goals and design strategies for planned resources.

Community education provides opportunities for high school students who need to make up credits. AHS participates in dual enrollment with local colleges and universities. Most coursework is done through Grand Valley State University. In some years one or two students take classes at Grand Rapids Community College or Baker College. Students use the local library as a source for materials and as a place to use computers after school hours. Parents who have library cards can use the library's computers to access

the Parent Portal. GVSU students did internships with us in counseling and tutored in our after-school Success Center. Kathy Hanes from Allendale Township promotes events that jointly involve the school and the township such as the 4th of July parade. The OAISD funds workshops for parents and for teachers. The OAISD established a WAN which makes it possible for our students to connect with others around the country through electronic field trips. The WAN provides opportunities for students who need classes for credit recovery in the summer.

Supplemental Instructional Services: *Describe services funded through Section 31a, Title I, Parts A & C, etc. to support students identified as not achieving the core curriculum benchmarks. Also include other instructional options delineated in Education YES! Extended Learning Opportunities and Advanced Coursework Indicators.*

Some of these funds are used to provide for a school-to-work coordinator in the high school and for a support person in the CBVI (Community Based Vocational Instruction) program for special needs students. AHS ran an after-school tutor center called Success Center twice a week throughout the school year. Credit recovery classes are available on the OAISD's WAN, through E2020 courses, and through online classes from Brigham Young University, North Dakota School of Independent Study, and the MIVHS. Correspondence courses are another method for students to make up credits. We also offer summer school classes through E2020. AP classes not offered at AHS are available to our students students online from the MIVHS. Lunch time quiz bowl competitions , Science Olympiad, DECA, and dual enrollment provide additional learning opportunities for students.

Part III. Plan Development

B. Site Based Decision-Making Process

PA289, PA339 Section 1277 {1}, Education YES!, NCLB

Describe the process you use to involve various stakeholders in the planning, development, implementation, evaluation, and revision of the school improvement plan. Your site based decision making process and school improvement plan should be inclusive of all improvement processes which are occurring in your building(s) and district to achieve your academic goals. District and building level school improvement plans must be aligned.

Process:

The Allendale Board of Education revised its governing policies with the assistance of Michigan Association of School Boards. These policies are based on student outcomes, state and federal laws, parent, student, staff, and community assessments of programs. Consensus-driven bi-weekly meetings are held with all administrators in the district. Student and staff needs are discussed, analyzed, and addressed. Staff surveys, alumni surveys, MEAP results, ACT results, MME results, gender equity, current educational research, the governing policies, administrative regulations, and NCA

accreditation criteria guide the decision-making process. Each building is accredited by NCA and has been through the Outcomes Accreditation process. All teachers serve on school improvement committees collecting data, disaggregating data, developing student outcome goals and assessments, researching teaching strategies, and evaluating the implementation of the strategies. Committee recommendations are presented to the building staff members and consensus is attained. In the 2005-2006 school year; the community, staff, parents, students, and administrators who made up the district's school improvement committee reviewed and updated the mission, belief statements, and adult roles. Three years ago the Allendale Board of Education set target goals. In 2007-08 the Board surveyed the staff, community, and senior-level students to gather data for the purpose of creating a Strategic Action Plan. June 24 forty-two people representing the Board, support staff, teaching staff, administration, and the community convened in a day-long goal setting session. The committee reviewed progress on previous goals, surveys, and data including: demographics, facilities, curriculum process, and assessments. The review resulted in a 3-5 year plan that includes short term, on-going, and long-term goals that will guide decisions at the district and building levels. The current School Improvement Plan for the high school is an outgrowth of a process begun in 2004-05. The district sent all building principals and several teachers (four from the high school) to a six-day workshop with Deb Wahlstrom on using data to make school improvement decisions. OAISD staff followed up the workshop by leading the district teaching staff in an all day workshop October 10, 2004 in which we applied the Wahlstrom model using Allendale data. The teachers on the high school improvement team and principal reviewed the work of the staff and consolidated it into a plan including strategies to be completed over the next five years. The result was the goals on which the AHS staff are currently working. The SIP plan was given to parents at a Parent Advisory Committee meeting. In 2005-06 the SI team recommended that each department be charged with addressing the building goals as they pertained to that department. This decision was made to make SI initiatives more effective by recognizing that improving reading for information skills in math, for example, may be different than improving informational reading in social studies. The SI team read Marzano's book, Classroom Instruction That Works, over the summer of 2006 and recommended two strategies to be implemented across the curriculum. Through concensus, the staff adopted them for the 06-07 school year. 2006-07 saw the next revision in SI plan as we modeled our school improvement efforts on James Aseltine's book, Supervision for Learning. This process empowers individual teachers to address specific weaknesses in their students in one of the school's goal areas. The teachers used standardized test data, classroom assessments, and personal observation to identify a potential target area for improvement. They gave their students pre-tests to collect classroom-level data and then researched strategies to address weaknesses. All learning targets had to link to one of the school improvement goals for the building. Each month we have a whole staff meeting devoted to school improvement issues. The building School Improvement team coordinates these meetings.

For the 2008-09 school year, we sent surveys to all parents of high school students. Approximately 33% were returned. Staff from the OAISD conducted faculty forums to gather teacher, aide, and office staff input. A random sampling of students (10%) was surveyed. Information from these sources was shared with the teaching staff at a meeting in March. The SI Team conducted a goal-setting session March 10 which resulted in four areas being identified for the high school's next strategic plan: respect, communication, motivation, and curriculum/intruction. The high school staff uses a consensus model for making decisions that affect the majority of the staff/students. Teachers are empowered at the deparment level to address curricular issues and procedural issues that directly affect their departments. All curriculum recommendations must be forwarded to the principal, district curriclum council, and Board of Education prior to implementation.

Check Evidence:

Sample Evidence (may include other documents):

- District and building meeting dates
- Stakeholder rosters
- School Improvement Plans

- Meeting minutes and agendas
- Curriculum review/gap analysis meetings
- Education YES! Self Assessment Indicator evidence
- Annual Education Report, including NCLB requirements
- School Board Action/Policies
- Professional Development Plan aligned to goals
- Other (list)

Part III. Plan Development

C. Analyze Your Data to Determine Needs:

PA 339 Section 1277 (2)c, Education YES!, NCLB

The school district consistently collects, analyzes and uses data. The team will need to use the appropriate (building or district) AYP report to respond to the following chart.

Evidence: Disaggregated MEAP and AYP report as required by NCLB and reported in Education YES!. In the chart below, review and report your AYP status, as identified in your MDE report. Other subgroups must be reported and if significant differences exist, the school improvement plan must address efforts made to address this. Statistically significant subgroups (N=30) used to drive decision-making and goal setting.

Disaggregated Data Needs Assessment			
Subgroup	MEAP Data Reviewed	Identified for Improvement?	Briefly reference revisions in School Improvement Plan for Identified Subgroup(s)
Aggregate (AYP)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Applicable	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Area(s) identified: <input type="checkbox"/> Reading <input type="checkbox"/> Math	Improvement goals were added for language arts, social studies, math, and science. Specifically, using detail to support writing; interpreting information from charts, tables and graphs; problem-solving; and making inferences from informational text are areas for improvement.
Socioeconomic Status (SES) (AYP)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Applicable	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Not Applicable (<30) Area(s) identified: <input type="checkbox"/> Reading <input type="checkbox"/> Math	
Limited English Proficient (LEP) (AYP)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Applicable	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Not Applicable (<30) Area(s) identified: <input type="checkbox"/> Reading <input type="checkbox"/> Math	
Disabilities (AYP)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Applicable	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Not Applicable (<30) Area(s) identified: <input type="checkbox"/> Reading <input type="checkbox"/> Math	
Ethnicity/Race (AYP)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Applicable	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Not Applicable (<30) Area(s) identified:	

		<input type="checkbox"/> Reading <input type="checkbox"/> Math	
Gender (Report only, NCLB)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Applicable	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Not Applicable (<30) Area(s) identified: <input type="checkbox"/> Reading <input type="checkbox"/> Math	Results from the latest MME and PLAN scores are mixed with male students outperforming female students (class of 2011 and 2010) in all areas (2011) and all areas except reading (2010) on the PLAN, but with females in the class of 2009 equal to males in science, lower in math, and better in reading and writing. Female students out-performed the males in all areas in the class of 2009. ACT data for the class of 2008 showed females stronger in all areas. This held true for the class of 2009 except in math.
Migrant (Report only, NCLB)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Not Applicable	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Not Applicable (<30) Area(s) identified: <input type="checkbox"/> Reading <input type="checkbox"/> Math	
Subgroups (i.e. mobility, as selected by the building impacting student achievement)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Not Applicable	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Not Applicable (<30) Area(s) identified: <input type="checkbox"/> Reading <input type="checkbox"/> Math	

Part III. Plan Development

D. School Improvement Goal Action Plan(s) Directions:

PA339 Section 1277 {1} and {2}d, Education YES!, NCLB

Evidence: The team must make a determination in each of the four core areas based on the analysis of the Needs Assessment (Page 8) to determine the plan for each of the core areas. For each content area or subgroup identified in need of improvement the building plan must be revised to incorporate research based strategies to make Adequate Yearly Progress. Data based school improvement goals in the four core areas (ELA, Math, Science and Social Studies) are required for Title I funded buildings and highly recommended for all buildings by the Michigan Department of Education.

- Complete one Goal Action Plan (Page 10) for each of the core content areas.
- Based upon your needs assessment, list below your core curriculum priority areas.

Priority #1 English Language Arts	Priority #2 Math
Priority #3 Social Studies	Priority #4 English Language Arts
- Determine a goal statement for the identified area(s). (Example: *Improve comprehension in the area of reading.*)
- Determine objective(s) for the goal. (Examples of two objectives: *"The percentage of 3rd grade students achieving at the 60th percentile or above on the Stanford Reading Test will increase by 10% by Spring of the current year"* and *"The percentage of 4th grade students achieving at the proficient level on the MEAP will increase by 10%".*)
- Briefly cite the research which supports your choice of strategies/interventions. (Example: *Make a statement: Research indicates that the use of cooperative learning groups which engage students in substantive conversation will increase comprehension. Cawelti, G. (1999) Handbook of Research on Improving Student Achievement, Second Edition, Educational Research Service., etc. Other research resources include effective schools research, brain research, Michigan Teacher Network research.*)
- Delineate strategies and interventions that will be used to achieve your objectives. It is best to select no more than 3-5 strategies. (Example: *Provide professional development in the teaching of comprehension strategies for*

all elementary teachers.) Also designate the targeted population for the strategies/interventions listed. Strategies/interventions should reflect the Teaching and Learning Standards and the Assessment Standards from the Michigan Curriculum Framework.

7. Who is responsible? It is best to name a specific person.
8. Designate an anticipated timeline for implementation, progress and/or completion of each strategy/intervention.
9. Identify the additional resources needed to accomplish this strategy, i.e. supplies, materials, time, funding, staff.
10. Identify professional development needed to accomplish this strategy. Buildings should complete the professional development planning sheet (Page 15 of this template).
11. Identify the funding source for this strategy. Be specific. Cite specific grants and the amount allocated from each.
12. In the final Plan Status column, monitor the progress, completion and plan modifications needed in the implementation of the strategies and interventions throughout the year. Also, report student achievement progress toward the goal statement at least annually as delineated in the Objective Statement.

1 School Improvement Goal Action Plan

Content Area: ELA Math SS Sci

<p>2 Cite data sources used to determine needs: <i>(Refer to data worksheet)</i> MEAP results, MME results, PLAN results, ACT results</p>		<p>4 Goal Objective(s): <i>(Cite specific, measurable targets to accomplish your goal?)</i> Students will summarize information found in charts, graphs, and tables. Students will identify key facts and information in the text. Students will make inferences based on information found in text. Students will use contextual clues to understand the meaning of unfamiliar words.</p>					
<p>3 Priority Goal 1 # : All students will improve their ability to understand and utilize data from informational text.</p>							
<p>5 Briefly Cite Scientifically Based Research</p>	<p>6 Strategies/ Interventions & Targeted Population</p>	<p>7 Person(s) Accountable</p>	<p>8 Timeline</p>	<p>9 Resources Needed</p>	<p>10 Briefly Cite Professional Development Needed <i>(Building should also complete the attached PD Plan Worksheet)</i></p>	<p>11 Funding Source</p>	<p>12 Plan Status for each Strategy</p>

<p>Classroom Instruction That Works, Marzano</p> <p>Scaffolding Students' Interactions with Texts, Greece Central School District</p>	<p>Administer pre-tests to determine areas to target.</p> <p>Reading anticipation guides</p> <p>Underlining</p> <p>Writing notes in margins</p> <p>Vocabulary flash cards</p> <p>Paraphrasing</p> <p>Contextual clues to determine word meaning</p> <p>Syllabification</p> <p>Guided reading</p> <p>Prefix/suffix recognition</p> <p>Cooperative Learning</p>	<p>Joel Brose Brett Cataldo Scott Daling Michele Heinz Bob Konczal Tracie Sult</p>	<p>Internet OAISD personnel Released time Internet</p>	<p>Training in use of effective content- specific reading strategies.</p> <p>Training in the use of data to drive instruction</p> <p>Training in the use of technology as a teaching tool.</p>	<p>District budget</p>	<p>All teachers were trained in giving pre-tests using Senteo responders to provide instant feedback . English and foreign language teachers emphasized using contextual clues to determine word meaning. Training was not done in content-specific reading strategies. Social Studies teachers incorporated readers notebooks for taking notes on readings.</p>
<p>15</p>						

1 School Improvement Goal Action Plan

Content Area: ELA Math SS Sci

<u>2</u> Cite data sources used to determine needs: <i>(Refer to data worksheet)</i> MEAP, PLAN, ACT, MME		<u>4</u> Goal Objective(s): <i>(Cite specific, measurable targets to accomplish your goal?)</i> Students will identify essential information in a problem. Students will create a workable plan for solving the problem. Students will use an appropriate strategy for solving the problem. The achievement of disadvantaged students will improve by a minimum of 10% over the spring 2005 MEAP test period.					
<u>3</u> Priority Goal 1 # : All students will improve their ability to problem solve using a multiple step process.							
<u>5</u> Briefly Cite Scientifically Based Research	<u>6</u> Strategies/ Interventions & Targeted Population	<u>7</u> Person(s) Accountable	<u>8</u> Timeline	<u>9</u> Resources Needed	<u>10</u> Briefly Cite Professional Development Needed <i>(Building should also complete the attached PD Plan Worksheet)</i>	<u>11</u> Funding Source	<u>12</u> Plan Status for each Strategy

<p>Marzano: Classroom Instruction That Really Works, MarzanoR.</p> <p>Wahlstrom: Using Data to Improve Student Achievement</p> <p>www.une.edu.au/bcss/psychology/john-malouff/problem-solving.php</p> <p>www.spae.k12.sc.us</p> <p>www.scientificmethod.com/probsolv.html</p>	<p>Distributed Practice</p> <p>Cumulative tests</p> <p>Pre-teach essential vocabulary</p> <p>Jigsaw Presentations</p> <p>Teach problem-solving models</p> <p>Involve students in creating their own problems.</p> <p>Administer pre-tests to determine areas for focused instruction.</p> <p>Peer evaluation using performance rubrics.</p>	<p>Craig Bleckely Ben Burk Robin Kline Ed Wienczewski Steve Yarnal Mark Vizithum Tiffany Harp Erin Overmeyer Tony Bush</p>	<p>17</p>	<p>Released time. Internet access. OAISD assistance.</p>	<p>Instruction in doing action research and conducting item analyses.</p> <p>Designing tests around specific learning objectives.</p> <p>Training in the use of technology as a teaching tool.</p>	<p>District budget</p>	<p>Pre-tests were used in all areas to determine strengths and weaknesses using Senteo responders to provide instant results.</p> <p>Math teachers provided distributed practice on weak areas through the use of openers.</p> <p>All teachers received training in Smart Boards as an interactive learning tool.</p> <p>Teachers in the fine and applied arts required students to analyze their work teachers attended training in TPRS.</p>
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1 School Improvement Goal Action Plan

Content Area: ELA Math SS Sci

<p>2 Cite data sources used to determine needs: <i>(Refer to data worksheet)</i> MEAP, MME, ACT</p>		<p>4 Goal Objective(s): <i>(Cite specific, measurable targets to accomplish your goal?)</i> Students will create, read, and interpret graphs, charts, and tables. Students will graph information found in charts and tables. Students will make predictions based on information found in graphs, charts, and tables. Students will support positions by including detail found in text, graphs, charts, and tables as measured by a persuasive writing rubric.</p>					
<p>3 Priority Goal 1 # : All students will improve their ability to gather, interpret, and analyze information.</p>							
<p>5 Briefly Cite Scientifically Based Research</p>	<p>6 Strategies/ Interventions & Targeted Population</p>	<p>7 Person(s) Accountable</p>	<p>8 Timeline</p>	<p>9 Resources Needed</p>	<p>10 Briefly Cite Professional Development Needed <i>(Building should also complete the attached PD Plan Worksheet)</i></p>	<p>11 Funding Source</p>	<p>12 Plan Status for each Strategy</p>

<p>Michigan 21st Century Applied Learning Core www.mash.org</p> <p>Marzano: Classroom Instruction That Works</p> <p>Wahlstrom: Using Data to Improve Student Achievement</p> <p>History Alive</p>	<p>Use distributed practice to teach/re-teach key concepts.</p> <p>Identify and pre-teach key vocabulary.</p> <p>Cooperative Learning</p> <p>Reciprocal learning</p> <p>Use visual representation of key vocabulary.</p> <p>Rote drill</p> <p>Involved students in creating rubrics.</p> <p>Model teacher's thought process.</p> <p>Use journal reflection.</p> <p>Graphic Organizers</p> <p>Use pre-tests to identify areas for targeted instruction.</p>	<p>Tighe Carter Tammy Herber Jennifer Hodges Ron Silveira Brian Brethauer Bob Konczal Duane Watson Joe McKenzie Terry VanDyken Reg Schierbeek Sue Rutkowski Lorrain Busman</p>	<p>19</p>	<p>Released time. Assistance from OAISD content specialist.</p>	<p>High quality test design Data analysis and interpretation</p>	<p>District budget.</p>	<p>Staff used vocabulary cards that included visuals and distributed practice that included interpreting data in lessons, on assignments, and on assessments. All strategies were implemented . Biology students in the study group performed 25% better than students in control group. 39% of the chemistry students improved their scores. There was a slight improvement in using detail in writing and in identifying key trends.in data. Weaknesses persist in analyzing</p>
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1 School Improvement Goal Action Plan

Content Area: ELA Math SS Sci

<p><u>2</u> Cite data sources used to determine needs: <i>(Refer to data worksheet)</i> MEAP comment codes on Reading and Writing assessments, MME/ACT data</p>		<p><u>4</u> Goal Objective(s): <i>(Cite specific, measurable targets to accomplish your goal?)</i> Students will be proficient on the MEAP/MME writing assessment Students will be proficient on the grammar/usage portion of the ACT test.</p>					
<p><u>3</u> Priority Goal 1 # : All students will improve their ability to use supporting detail from multiple sources to defend a position.</p>							
<p><u>5</u> Briefly Cite Scientifically Based Research</p>	<p><u>6</u> Strategies/ Interventions & Targeted Population</p>	<p><u>7</u> Person(s) Accountable</p>	<p><u>8</u> Timeline</p>	<p><u>9</u> Resources Needed</p>	<p><u>10</u> Briefly Cite Professional Development Needed <i>(Building should also complete the attached PD Plan Worksheet)</i></p>	<p><u>11</u> Funding Source</p>	<p><u>12</u> Plan Status for each Strategy</p>

<p>Classroom Instruction That Works Marzano www.csuenglishsuccess.org Using Data to Improve Student Learning Wahlstrom Barron's text: 1100 Words You Need to Know www.owl.english.purdue.edu/handouts/grammar</p>	<p>Use distributed practice to teach/re-teach essential skills.</p> <p>Use DOLSB (daily grammar in context of writing review).</p> <p>Vocabulary in Action exercises.</p> <p>Online grammar practice.</p> <p>High quality rubrics</p> <p>Emphasize key vocabulary with visual representations.</p>	<p>Mary Brillhart</p> <p>Jenna Chisholm</p> <p>Cherry Peterson</p> <p>Becky Karnes</p> <p>Mike Sispera</p>	<p>21</p>	<p>Time to collaborate</p>	<p>Inservice on creating quality rubrics Instruction in use of data to drive instruction.</p>	<p>District budget</p>	<p>English teachers implemented DOLSB and saw slight improvement from pre-to post-tests. Targeted students improved by 13% while the remainder of the class improved their scores by 16%. English teachers emphasized vocabulary and grammar in preparation for the ACT test. Students in the ACT prep class improved their reading and writing scores by nearly 10% on the post-test. The class of 2008 score slightly lower on the ACT in English, 18.3 versus 18.7, than the class of 2007 on the ACT.</p>
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NSDC Standards for Staff Development

(Revised, 2001)

Content Standards

Staff development that improves the learning of all students:

- Prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement. (Equity)
- Deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately. (Quality Teaching)
- Provides educators with knowledge and skills to involve families and other stakeholders appropriately. (Family Involvement)

Process Standards

Staff development that improves the learning of all students:

- Uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement. (Data-Driven)
- Uses multiple sources of information to guide improvement and demonstrate its impact. (Evaluation)
- Prepares educators to apply research to decision making. (Research-Based)
- Uses learning strategies appropriate to the intended goal. (Design)
- Applies knowledge about human learning and change. (Learning)
- Provides educators with the knowledge and skills to collaborate. (Collaboration)

Context Standards

Staff development that improves the learning of all students:

- Organizes adults into learning communities whose goals are aligned with those of the school and district. (Learning Communities)

- Requires skillful school and district leaders who guide continuous instructional improvement. (Leadership)
- Requires resources to support adult learning and collaboration. (Resources)

Individual School Improvement Goal Professional Development Plan

(Complete planning sheet for each goal.)

Content Area: ELA Math SS Sci

Aligned School Improvement Goal: 1

Activity	Participation/ Target Audience	Person Responsible	Timeline	Expected Outcome	Resources needed	Funding Source	Progress
Training in Aseltine's improvement model.	High School teachers	SI team	August 2006	Improved student performance on standardized tests	OAISD support Professional development time	District budget	Staff was inserviced in Aseltine's model during pre-school year professional days.
Classroom interventions that have proven positive effects on learning: vocabulary instruction and distributed practice				Increased success for at-risk students in at least one school improvement target area.			Staff agreed that emphasizing vocabulary and using distributed practice would be implemented by all teachers in 2006-07.
Aligning Curriculum to the ACT test standards and MDE course content expectations.	English teachers	Curriculum director	Fall 2006	English courses expectations will be adjusted to prepare students to be successful on the ACT test.	Financial for released time		English teachers completed a gap analysis of our curriculum using ACT guidelines and began studying the MDE course content expectations.

**Individual School Improvement Goal
Professional Development Plan**

(Complete planning sheet for each goal.)

Content Area: ELA Math SS Sci

Aligned School Improvement Goal: 1

Activity	Participation/ Target Audience	Person Responsible	Timeline	Expected Outcome	Resources needed	Funding Source	Progress
Power Expectations Workshop	English teachers	Mike Sispera Cherry Peterson	Fall 2007	Identification of key HSCEs Modification of HS Curriculum	Released time	OAISD	Power expectations have been identified. Curriculum realignment has begun.
Calvin College Wrting Festival		Jenna Chishom Becky Karnes	April 2008		Substitute costs	District budget	Completed
Demystifying ACT Writing		Becky Karnes	Fall 2007	Strategies for improving ACT writing scores	Substitute costs	District budget	Completed

**Individual School Improvement Goal
Professional Development Plan**

(Complete planning sheet for each goal.)

Content Area: ELA Math SS Sci

Aligned School Improvement Goal: 1

Activity	Participation/ Target Audience	Person Responsible	Timeline	Expected Outcome	Resources needed	Funding Source	Progress

**Individual School Improvement Goal
Professional Development Plan**

(Complete planning sheet for each goal.)

Content Area: ELA Math SS Sci

Aligned School Improvement Goal: 2

Activity	Participation/ Target Audience	Person Responsible	Timeline	Expected Outcome	Resources needed	Funding Source	Progress
Training in Aseltine's improvement model. Classroom interventions that have proven positive effects on learning: vocabulary	High school teachers	SI team	Aug.2006	Improved student performance on standardized tests Increased success for at-risk students in at leasts one school improvement target area	OAISD support Inservice time	District budget	Staff was inserviced in Aseltine's model during pre-school year professional days. Staff agreed that emphasizing vocabulary and using distributed practice would be implemented by all teachers

**Individual School Improvement Goal
Professional Development Plan**

(Complete planning sheet for each goal.)

Content Area: ELA Math SS Sci

Aligned School Improvement Goal: 2

Activity	Participation/ Target Audience	Person Responsible	Timeline	Expected Outcome	Resources needed	Funding Source	Progress
<p>instruction and distributed practice</p> <p>Aligning Curriculum to the ACT test standards and MDE course content expectations.</p>	<p>All deparments</p>	<p>Curriculum and special ed directors</p>	<p>06-07 and 07-08 school years</p>	<p>Completed curriculum in all core areas that includes essential content expectations. Modified curriculum in special education that covers the key content.</p>			<p>in 2006-07.</p> <p>Revising curricula began with using ACT standards to conduct a gap analysis of our curricula. Special ed teachers use GLCEs and HSCEs to set goals and objectives for special needs students. Math and Science completed re-alignment in 07-08. English work is on-going into 08-09. Social Studies implemented World History with Geography. Began writing curriculum for US History with Geography in 07-08. To be completed in summer 08.</p>

**Individual School Improvement Goal
Professional Development Plan**

(Complete planning sheet for each goal.)

Content Area: ELA Math SS Sci

Aligned School Improvement Goal: 2

Activity	Participation/ Target Audience	Person Responsible	Timeline	Expected Outcome	Resources needed	Funding Source	Progress

**Individual School Improvement Goal
Professional Development Plan**

(Complete planning sheet for each goal.)

Content Area: ELA Math SS Sci

Aligned School Improvement Goal: 1

Activity	Participation/ Target Audience	Person Responsible	Timeline	Expected Outcome	Resources needed	Funding Source	Progress
Training in Aseltine's improvement model. Classroom	math department	Principal	Aug. 2006	Improved student performance on standardized tests Increased success for	Released time. OAISD support	District budget	Staff was inserviced in Aseltine's model during pre- school year professional days.

**Individual School Improvement Goal
Professional Development Plan**

(Complete planning sheet for each goal.)

Content Area: ELA Math SS Sci

Aligned School Improvement Goal: 1

Activity	Participation/ Target Audience	Person Responsible	Timeline	Expected Outcome	Resources needed	Funding Source	Progress
<p>interventions that have proven positive effects on learning: vocabulary instruction and distributed practice</p> <p>Aligning Curriculum to the ACT test standards and MDE course content expectations.</p> <p>Include resources from Holt math series in classroom lessons.</p>		<p>Curriculum Director OAISD math specialist</p> <p>Holt publishing representative</p>	<p>06-07 and 07-08 school years</p> <p>Spring 2008</p>	<p>at-risk students in at least one school improvement target area.</p> <p>Math courses expectations will be adjusted to prepare students to be successful on the ACT test.</p> <p>Teachers utilize the test design and curriculum modification features of the textbook.</p>	<p>Meeting time</p> <p>Released time</p>		<p>Staff agreed that emphasizing vocabulary and using distributed practice would be implemented by all teachers in 2006-07.</p> <p>Gap analysis and curriculum modifications are completed for existing courses in which content expectations have been developed. New textbook has been implemented in 07-08 for Algebra, Geometry and Advanced Algebra. Senior year math course or equivalent courses need to be identified.</p> <p>Training in use of textbook resources has been accomplished. Training in use of Smart Boards and new graphing calculators planned</p>

**Individual School Improvement Goal
Professional Development Plan**

(Complete planning sheet for each goal.)

Content Area: ELA Math SS Sci

Aligned School Improvement Goal: 1

Activity	Participation/ Target Audience	Person Responsible	Timeline	Expected Outcome	Resources needed	Funding Source	Progress
							for fall 2008.

**Individual School Improvement Goal
Professional Development Plan**

(Complete planning sheet for each goal.)

Content Area: ELA Math SS Sci

Aligned School Improvement Goal: 1

Activity	Participation/ Target Audience	Person Responsible	Timeline	Expected Outcome	Resources needed	Funding Source	Progress
<p>Training in Aseltine's improvement model.</p> <p>Classroom interventions that have proven positive effects on learning: vocabulary instruction and distributed practice</p>	High School teachers	SI team	Aug. 2006	<p>Improved student performance on standardized tests</p> <p>Increased success for at-risk students in at least one school improvement target area.</p>	Released time. OAISD support.	District budget	<p>Staff was inserviced in Aseltine's model during pre-school year professional days.</p> <p>Staff agreed that emphasizing vocabulary and using distributed practice would be implemented by all teachers in 2006-07.</p>
Aligning Curriculum to the ACT test standards and MDE course content expectations.	Social studies teachers.	Curriculum director OAISD content area specialist Principal	06-07 and 07-08 school years	Social Studies curriculum will be aligned to the graduation requirements and essential course content expectations.			<p>The curriculum for World History with Geograhya has been completed and implemented.</p> <p>State's core curriculum has been adopted by the Board of Education.</p> <p>Creation of US History with Geography curriculum has begun.</p>

**Individual School Improvement Goal
Professional Development Plan**

(Complete planning sheet for each goal.)

Content Area: ELA Math SS Sci

Aligned School Improvement Goal: 1

Activity	Participation/ Target Audience	Person Responsible	Timeline	Expected Outcome	Resources needed	Funding Source	Progress