



School Improvement Plan

School Year: 2009-2010
School District: West Ottawa Public Schools
School Name: Harbor Lights Middle School
Grades Served: 6-8
Principal: Ms. Jeri Start

District Code: 70070
Building Code: 08613
Intermediate School District Code: 70



District Approval of Plan:

Authorized Official Signature and Date

Board of Education Approval of Plan:

Authorized Official Signature and Date

School Vision Statement: The vision of Harbor Lights Middle School is to become a collaborative learning community that nurtures ability, celebrates achievement and honors diversity in a supportive environment in which all students reach their potential.

School Mission Statement: Harbor Lights Middle School will pursue academic excellence, promote citizenship, and provide each student with the knowledge, skills, and attitudes necessary for a successful future.

State of Michigan School Improvement Planning

School: Harbor Lights Middle School

School Year: 2009-10

Section I: Comprehensive Analysis Report on Student Achievement

Content Area: Reading

Active Goal

Maintenance Goal

Revised Goal

Student Goal Statement: All students will be proficient readers.

Statement of gap in student achievement (Need Statement):

Significant gaps (5% or greater) exist across grade levels between:

- Students with disabilities and students without disabilities
- Economically disadvantaged and non-economically disadvantaged
- ELL and non-ELL students
- Hispanic and Caucasian students
- Black and Caucasian students
- Asian and Caucasian students

Item analysis of MEAP data for grades 7 and 8 reveal need for improvement in reading comprehension specifically, RCM.06.03 and RCM.07.03: Analyzing themes by drawing conclusions, making connections, making inferences, and synthesizing.

Contributing Cause for the gap in student achievement:

- Lack of intentional instruction of reading strategies.
- Limited use of reading data to inform instructional decisions and corresponding professional development.
- Limited use of research-based strategies to address the learning needs of a diverse demographic.
- Students with disabilities have received consistent access to the regular education curriculum for only 3 years.
- ESL curriculum is not aligned with the English Language Proficiency Standards and the ELA Grade Level Expectations.

List the multiple sources of data used to identify the gap in student achievement: MEAP and EXPLORE

Section II: Comprehensive Analysis Report on System Processes and Practices

Listed below are the challenges from the Comprehensive Needs Assessment Strand reports, the EdYES! Report, the Standards Assessment Report or the Self Assessment Report that were aligned with this content area goal to be included in this School Improvement Plan. (These should be addressed as strategies/action steps in your SIP in Section III)

Strand1: Teaching for Learning	Strand 2: Leadership	Strand 3: Personnel & Professional Learning	Strand 4: School & Community Relations	Strand 5: Data & Info. Management
	S2-Shared Leadership: Collaborative Inquiry	S2-Professional Learning: Results Driven		

Section III: Plan to Accomplish Student Achievement Goals

Measurable Objective Statement to support Goal: By the 2011-12 school year, at least 89% of students in each grade level will be proficient readers as measured by the MEAP, EXPLORE, and a local reading assessment (yet to be determined). Additionally, each subgroup will score at least 89% proficient or increase the percentage of students who are proficient readers by 10% annually.

For this objective, list the multiple measure of assessments to be used that will provide authentic assessment of pupils'

achievement, skills, and competencies: MEAP, EXPLORE, and Common Assessments.

Strategy Statement: Staff will meet in collaborative teams and consistently use demographic and achievement data to inform decisions regarding implementation of best practices, instructional resources, and assessment tools for use in reading.

Action Steps	Staff Responsible	Timeline for Activity		Resources Needed			Monitoring Plan	Evidence of Success
		Begin	End	Resource	Source	Amount		
<u>Reading Strategies</u> Implement reading strategies through new teaching resources (McDougal Littel).	ELA Teachers Principal	Sept. 2008	Ongoing	Textbook & supporting resources	Gen. Fund	No cost (purchased last year)	Administrator observations	Improved performance on: <ul style="list-style-type: none"> • Common Assessments • MEAP • EXPLORE
<u>Benchmarking</u> <ul style="list-style-type: none"> • Complete realignment of curriculum and development of common assessments. • Begin benchmarking at all grade levels • Review and revise common assessments paying special attention to GLCE's RCM.06.03 and RCM.07.03. • Collect common assessment data in Data Director. • Track student mastery of benchmarks. • Use data to drive instructional conversations and adjustments. 	ELA teachers Principal Office for T & L	Fall 2009	Ongoing	Data Director Test Banks	Gen fund		Data Director reports Use of data in collaborative (PLC) meetings	Improved performance on: <ul style="list-style-type: none"> • Mastery of benchmarks • Common Assessments • EXPLORE • MEAP
<u>Professional Learning Communities</u> <ul style="list-style-type: none"> • Build a culture of collaboration • Provide time and parameters for collaborative interaction • Provide access to appropriate data and develop skills in using data to inform instruction • Provide embedded professional development 	Dept. Chair Principal	Sept. 2009	Ongoing	PLC Time/Building Meeting Schedule	Gen. Fund		Meeting agenda/minutes	Principal observation of changing instructional practices Improved performance on: <ul style="list-style-type: none"> • Common Assessments • EXPLORE • MEAP

<u>Balanced Assessment Program</u> <ul style="list-style-type: none"> • Increase staff understanding and use of balanced assessment. • Increase staff understanding and use of formative assessment as an instructional strategy. • Team will attend year-long training at OAISD. • Team members will train other staff members in the use of balanced assessment. 	Balanced Assessment Team <ul style="list-style-type: none"> • Principal • One tchr from each core content area • Sp. Ed. tchr 	Aug. 2009	May 2010 for team trng. Ongoing work with staff	OAISD Training PD time for work with staf	PD Budget	\$2500	Team attendance records Staff in-service records	Principals observations of changes in teaching & assessment practice. Improved performance on: <ul style="list-style-type: none"> • Common assessments • EXPLORE • MEAP
<u>Soar to Success</u> Reading intervention class.	Teachers Counselors Principals	Sept. 2007	Ongoing	Soar to Success program	Gen. Fund		Student schedules Soar to Success program assessment	Improved performance on: <ul style="list-style-type: none"> • Common Assessments • Soar to Success Assessment • MEAP • EXPLORE
<u>Reading Across the Content Areas</u> Content area teachers will integrate reading strategies in daily lessons.	All Teachers	Fall 2009	Ongoing	Prof Dev.			Principals will look for reading strategies during classroom walk-throughs	Improved performance on: <ul style="list-style-type: none"> • Common assessments • EXPLORE • MEAP
<u>Doug Fisher Workshop</u> Send four teachers to Doug Fisher's workshop "In a Reading State of Mind".	Teachers Principal	April 22, 2009	Sept. 2009	Meeting	Gen. Fund		Core teachers will make a presentation to the rest of the staff	Completion of presentation
<u>Access to reg. ed Curric.</u> Students with disabilities will continue to receive consistent access to the regular education curriculum.	Special Education staff, principal	06-07 school year	Ongoing	Regular Education Curriculum	Gen. Fund		Classroom walk-throughs. Special Education staff attendance at department meetings	Increase in student achievement of students with disabilities
<u>Alignment of ESL Curric.</u> Align ESL curriculum with the English Language Proficiency Standards and the ELA Grade Level Expectations.	ESL staff, ESL director, Asst. Sup. for Teach and Learn, Principal	Fall, 2009	May 2010	Release time to complete curriculum work.	Gen. Fund		Principal will attend some curriculum development mtgs. Asst. Sup., ESL director, and principal will review completed curriculum.	Completion of aligned curriculum.

<p>Teacher Assessment Model</p> <ul style="list-style-type: none"> The district will implement a teacher assessment model that fulfills the following: <ul style="list-style-type: none"> Establish a common instructional framework Research-based (Charlotte Danielson's work) Promote consistency, professional growth, and high quality instruction K - 12 Provides excellent, tenured, certified staff with the opportunity to pursue professional goals through a learning process agreed to by the teacher and administrator. <p>Per LOA, model will be implemented over a three year period.</p>	<p>Asst. Supt. for T&L</p> <p>Principals</p>	<p>Sept. 2009</p>	<p>June 2013</p>	<p>Pathwise Model</p> <p>ETS Trainers</p> <p>Forms and documents</p>	<p>Gen. Fund</p>		<ul style="list-style-type: none"> LOA documents between WOPS and WOE A Training schedule Teacher assessments employing the revised format 	<p>Improved performance on:</p> <ul style="list-style-type: none"> Common Assessments EXPLORE MEAP
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Other Required Information

What research did you review to support the use of this strategy and action plan?

- Houghton Mifflin Reading/ELA: Program research conducted by Houghton Mifflin
- Marzano's research on the positive impact of an aligned curriculum.
- Professional Learning Communities: Extensive research including Senge's & DuFour's work supports the use of PLC's to increase student achievement.
- Balanced Assessment: Extensive research (Stiggins, Guskey, Bloom, Popham) on the positive affects of formative assessment on student learning.
- Soar to Success: Program research conducted by Houghton Mifflin.
- Doug Fisher's extensive research on the impact of direct reading instruction.
- Teacher Assessment Model - Based on the extensive research of Charlotte Danielson (Enhancing Professional Practice: A Framework for Teaching)

What Professional Learning activities will you need to provide to support the successful implementation of this strategy/action?

- McDougal Littel: Training for middle school ELA teachers provided by the company.
- District will provide training opportunities on the use of data to inform instruction. (Erika Bolig)
- Professional Learning Communities: Dept. Chair and principals will be trained to build capacity for embedded professional development.
- OAISD Balanced Assessment Training.
- Participants of Doug Fisher's "In a Reading State of Mind" will share reading strategies learned at workshop.
- General training for staff on reading strategies through sharing of best practices. Possible consulting through OAISD.
- Curriculum writing for the ESL staff provided by Assistant Superintendent of T& L and ELL Director.
- Teacher Assessment Model Training: Through ETS for administrators. General training for staff with local trainers.

How has the school integrated its available fiscal resources to support this strategy and action steps? Using a combination of grant funds and general funds to support these initiatives.

How has the school assessed the need for, and integrated the use of, telecommunications and informational technology to support this strategy and action steps? The district has purchased Data Director to provide data warehousing capabilities to support these activities.

State of Michigan School Improvement Planning

School: Harbor Lights Middle School

School Year: 2009-10

Section I: Comprehensive Analysis Report on Student Achievement

Content Area: Writing	<input checked="" type="checkbox"/> Active Goal	<input type="checkbox"/> Maintenance Goal	<input type="checkbox"/> Revised Goal
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Student Goal Statement: All students will be proficient writers.

Statement of gap in student achievement (Need Statement):

Significant gaps (5% or greater) exist across grade levels between:

- Students with disabilities and students without disabilities
- Economically disadvantaged and non-economically disadvantaged
- ELL and non-ELL students
- Hispanic and Caucasian students
- Male and female students

Percent of students receiving comment "Needs details and examples to adequately develop the ideas and content" on MEAP assessment is significantly high:

- Grade 7: Fall 2006 = 59% Fall 2007 = 66% Fall 2008 = 57%
- Grade 8: Fall 2006 = 65% Fall 2007 = 66% Fall 2008 = 50%

Contributing Cause for the gap in student achievement:

- Limited use of demographic data to inform decisions regarding program development and implementation, and corresponding professional development.
- Limited use of research-based strategies to address the learning needs of a diverse demographic.
- Students with disabilities have received consistent access to the regular education curriculum for only 3 years.
- ESL curriculum is not aligned to the English Language Proficiency Standards and the ELA Grade Level Expectations.

List the multiple sources of data used to identify the gap in student achievement: MEAP, Common Assessments

Section II: Comprehensive Analysis Report on System Processes and Practices

Listed below are the challenges from the Comprehensive Needs Assessment Strand reports, the EdYES! Report, the Standards Assessment Report or the Self Assessment Report that were aligned with this content area goal to be included in this School Improvement Plan. (These should be addressed as strategies/action steps in your SIP in Section III)

Strand1: Teaching for Learning	Strand 2: Leadership	Strand 3: Personnel & Professional Learning	Strand 4: School & Community Relations	Strand 5: Data & Info. Management
	S2-Shared Leadership: Collaborative Inquiry	S2-Professional Learning: Results Driven		

Section III: Plan to Accomplish Student Achievement Goals

Measurable Objective Statement to support Goal: By the 2011-12 school year, at least 89% of students in each grade level will be proficient writers as measured by the MEAP, Common Assessments, and District Writing Prompts (administered 3 times a year). Additionally, each subgroup will score at least 89% proficient or increase the percentage of students who are proficient writers by 10% annually.

For this objective, list the multiple measure of assessments to be used that will provide authentic assessment of pupils' achievement, skills, and competencies: MEAP, Common Assessments, and District Writing Prompts.

Strategy Statement: Staff will meet in collaborative teams and consistently use demographic and achievement data to inform decisions regarding implantation of best practices, instructional resources, and assessment tools for use in writing.

Action Steps	Staff Responsible	Timeline for Activity		Resources Needed			Monitoring Plan	Evidence of Success
		Begin	End	Resource	Source	Amount		
<u>Writing Process</u> Implement the writing process through new teaching resources (McDougal Littel).	ELA teachers Principal	Sept. 2008	Ongoing	Textbooks and supporting resources	Gen. Fund	No cost (purchased last year)	Administrator walk-throughs (observations)	Improved performance on: <ul style="list-style-type: none"> • Common Assessments • District writing prompts • MEAP
<u>Benchmarking</u> <ul style="list-style-type: none"> • Complete realignment of curriculum and development of common assessments. • Begin benchmarking at all grade levels (6 – 8) • Review and revise common assessments. • Collect common assessment data in Data Director. • Track student mastery of benchmarks. • Use data to drive instructional conversations and adjustments. 	ELA teachers Principal Office for T & L	Fall 2008 ASAP – upon completion of common assessments	Ongoing	Data Director Test Banks	Gen fund		Common assessment documents Data Director reports.	Improved performance on: <ul style="list-style-type: none"> • Mastery of benchmarks • Common Assessments • District Writing Prompts • MEAP
<u>Professional Learning Communities</u> <ul style="list-style-type: none"> • Build a culture of collaboration • Provide time and parameters for collaborative interaction • Provide access to appropriate data and develop skills in using data to inform instruction • Provide embedded professional development 	Dept. Chair Principal	Sept. 2009	Ongoing	PLC Time/Building Meeting Schedule	Gen. Fund		Meeting agenda/minutes	Principal observation of changing instructional practices Improved performance on: <ul style="list-style-type: none"> • Common Assessments • District Writing Prompts • MEAP

<u>Balanced Assessment Program</u> <ul style="list-style-type: none"> • Increase staff understanding and use of balanced assessment. • Increase staff understanding and use of formative assessment as an instructional strategy. • Team will attend year-long training at OAISD. • Team members will train other staff members in the use of balanced assessment. 	Balanced Assessment Team <ul style="list-style-type: none"> • Principal • One teacher from each core content area • Sp. Ed. teacher 	Aug. 2009	May 2010 for team training Ongoing work with staff	OAISD Training PD time for work with staff	PD Budget	\$2,500	Team attendance records Staff in-service records	Improved performance on: <ul style="list-style-type: none"> • Common Assessments • District Writing Prompts • MEAP
<u>District Writing Prompts</u> <ul style="list-style-type: none"> • MEAP-like writing prompts • Three times per year • Data collected in Data Director • ELA teachers use data to adjust instruction 	ELA teachers Principal Office for T & L	May 2009	Ongoing	Writing prompts developed by DADA from released MEAP Kathy Gilbert – Trainer Focused writing training & 8h to 9th transition to persuasive writing.	Gen. Fund		Writing prompt documents Data Director reports Administrator observations	Improved performance on: <ul style="list-style-type: none"> • District writing prompts • Common Assessments • MEAP
<u>Intervention Classes</u> Additional class period of English to support struggling students with their writing skills.	ELA Teachers Counselors Principals	Jan. 2009	Ongoing	Built in to reg. sched.			Student schedules.	Increased success rate in English class (grades). Improved performance on: <ul style="list-style-type: none"> • District writing prompts • Common assessments • MEAP
<u>Six Traits Rubrics</u> ELA teachers will assess student writing using Six Traits rubrics, paying special attention to the inclusion of details and examples	ELA staff	Fall 2009	Ongoing	Textbooks and materials	McDougal Littel	No cost (purchased last year)	ELA teachers will turn in graded writing assignments to principal for review	Improvement in writing scores, especially providing details and examples
<u>Re-write MEAP writing</u> Use returned student MEAP writings to rewrite for improvement, paying special attention to the	ELA staff	Upon receipt of released items	Spring 2008	Ongoing	MEAP		Administrator walk-throughs (observations)	Improvement in writing scores, especially providing details and examples.

inclusion of details and examples.								
<u>Type Writing</u> Content area teachers will implement a minimum of 6 Type 3 writings per year, incorporating the use of details and examples as one of the FCA's for each of these writings.	All staff	Fall 2008	Ongoing	Collins writing materials		No cost (purchased a couple of years ago)	Teachers will turn in all graded student writing to principal for review	Administrative review log.
<u>Access to reg. ed Curric.</u> Students with disabilities will continue to receive consistent access to the regular education curriculum.	Special Education staff, principal	06-07 school year	Ongoing	Regular education curriculum	Gen. Fund		Classroom walk-throughs. Special education staff attendance at department meetings.	Increase in student achievement of students with disabilities.
<u>Alignment of ESL Curric.</u> Align ESL curriculum with the English Language Proficiency Standards and the ELA Grade Level Expectations	ESL staff, ESL director, Asst. Sup. for Teach & Learn, Principal	Fall 2009	May 2010	Release time to complete curriculum work	Gen. Fund		Principal will attend some curriculum development meetings. Principal, ESL director, and Asst. Sup. for Teach & Learn will review completed aligned curriculum.	Completion of aligned curriculum.
<u>Teacher Assessment Model</u> <ul style="list-style-type: none"> The district will implement a teacher assessment model that fulfills the following: <ul style="list-style-type: none"> Establish a common instructional framework Research-based (Charlotte Danielson's work) Promote consistency, professional growth, and high quality instruction K - 12 Provides excellent, tenured, certified staff with the opportunity to pursue professional goals through a learning process agreed to by the teacher and 	Asst. Supt. for T&L Principals	Sept. 2009	June 2013	Pathwise Model ETS Trainers Forms and documents	Gen. Fund	<ul style="list-style-type: none"> LOA documents between WOPS and WOE Training schedule Teacher assessments employing the revised format 	Improved performance on: <ul style="list-style-type: none"> Common Assessments District Writing Prompts MEAP 	

administrator.
Per LOA, model will be implemented over a three year period.

Other Required Information

What research did you review to support the use of this strategy and action plan?

- McDougal Littel: Research-based program for developing writing skills with middle-years students.
- Marzano’s research on positive impact of aligned curriculum.
- Professional Learning Communities: Extensive research including Senge’s & DuFour’s work supports the use of PLC’s to increase student achievement.
- Balanced Assessment: Extensive research (Stiggins, Guskey, Bloom, Popham) on the positive affects of formative assessment on student learning.
- Intervention class: Research shows that one-on-one or small group instruction increases the achievement of at-risk students.
- Extensive research supporting the use of the Six-Traits writing process
- Type Writing: Collins Education Associates research and best practice in written communication.
- Teacher Assessment Model: Based on the extensive research of Charlotte Danielson (Enhancing Professional Practice: A Framework for Teaching)

What Professional Learning activities will you need to provide to support the successful implementation of this strategy/action?

- McDougal Littel: Training for middle school ELA teachers provided by the company.
- District will provide training opportunities on the use of data to inform instruction. (Erika Bolig)
- Professional Learning Communities: Dept. Chair and principals will be trained to build capacity for embedded professional development.
- OAISD Balanced Assessment Training: Middle school team will participate. Build capacity for embedded professional development.
- Kathy Gilbert – Writing consultant will work with ELA teachers on best practices.
- Range Finding for all teachers focusing on details and examples presented by members of the Language Arts Department
- Curriculum writing for the ELL staff provided by Assistant Supt. For T&L and ELL Director.
- Teacher Assessment Model Training – Through ETS for administrators. General training for staff with local trainers.

How has the school integrated its available fiscal resources to support this strategy and action steps? Using a combination of grant funds and general funds to support these initiatives.

How has the school assessed the need for, and integrated the use of, telecommunications and informational technology to support this strategy and action steps? The district has purchased Data Director to provide data warehousing capabilities to support these activities.

State of Michigan School Improvement Planning

School: Harbor Lights Middle School

School Year: 2009-10

Section I: Comprehensive Analysis Report on Student Achievement

Content Area: Mathematics

Active Goal

Maintenance Goal

Revised Goal

Student Goal Statement: All students will be proficient in math.

Statement of gap in student achievement (Need Statement):

From the year 2006-2008, 7th grade students have increased in overall MEAP Math proficiency by 22 percentage points and 8th grade students have increased by 14 percentage points. 6th grade students have increased 5 percentage points.

Based on the past 3 years MEAP Item Analysis, students in 7th grade are challenged most on items that deal with all areas of Number and Operations (except for meaning) and Algebra-Formulas which are covered in the 6th grade curriculum. Students in the 8th grade are challenged most on items that deal with Geometry-Transformations; Number and Operations – Fluency; and Data and Probability – Analysis and Representation which are covered in the 7th grade curriculum.

There are significant gaps (5% or greater) existing across grade levels between:

- Students with disabilities and students without disabilities
- Economically disadvantaged and non-economically disadvantaged
- ELL and non-ELL students
- Hispanic and Caucasian students
- Black/African American and Caucasian students

Contributing Cause for the gap in student achievement:

- Limited use of demographic data to inform decisions regarding program development and implementation, and corresponding professional development.
- Limited use of research-based strategies to address the learning needs of a diverse demographic.
- Students with disabilities have received consistent access to the regular education curriculum for only 3 years.

List the multiple sources of data used to identify the gap in student achievement: MEAP, EXPLORE, Common Assessments

Section II: Comprehensive Analysis Report on System Processes and Practices

Listed below are the challenges from the Comprehensive Needs Assessment Strand reports, the EdYES! Report, the Standards Assessment Report or the Self Assessment Report that were aligned with this content area goal to be included in this School Improvement Plan. (These should be addressed as strategies/action steps in your SIP in Section III)

Strand1: Teaching for Learning	Strand 2: Leadership	Strand 3: Personnel & Professional Learning	Strand 4: School & Community Relations	Strand 5: Data & Info. Management
	S2-Shared Leadership: Collaborative Inquiry	S2-Professional Learning: Results Driven		

Section III: Plan to Accomplish Student Achievement Goals

Measurable Objective Statement to support Goal: By the end of the 2011-12 school year, at least 90% of students at each grade level will be proficient in math as measured by the MEAP, EXPLORE, and grade level common assessments. Additionally, each subgroup falling below 90% will increase the percent of students that are proficient in math by 10% annually.

For this objective, list the multiple measure of assessments to be used that will provide authentic assessment of pupils' achievement, skills, and competencies: MEAP, EXPLORE, Common Assessments

Strategy Statement: Staff will meet in collaborative teams and consistently use demographic and achievement data to inform decisions regarding implementation of best practices, instructional resources, and assessment tools.

Action Steps	Staff Responsible	Timeline for Activity		Resources Needed			Monitoring Plan	Evidence of Success
		Begin	End	Resource	Source	Amount		
<u>Benchmarking</u> <ul style="list-style-type: none"> Continue benchmarking at grades 6 & 7. Begin benchmarking at grade 8. Review and revise common assessments. Collect common assessment data in Data Director. Track student mastery of benchmarks. Use data to drive instructional conversations and adjustments. 	Math teachers Principal Office for T & L	Fall 2009	Ongoing	Data Director Test Banks	Gen. fund		Data Director reports Use of data in collaborative (PLC) meetings	Improved performance on: <ul style="list-style-type: none"> Mastery of benchmarks Common Assessments EXPLORE MEAP
<u>Professional Learning Communities</u> <ul style="list-style-type: none"> Build a culture of collaboration Provide time and parameters for collaborative interaction Provide access to appropriate data and develop skills in using data to inform instruction Provide embedded professional development 	Dept. Chair Principal	Sept. 2009	Ongoing	PLC Time/Building Meeting Schedule	Gen. Fund		Meeting agenda/minutes	Principal observation of changing instructional practices Improved performance on: <ul style="list-style-type: none"> Common Assessments EXPLORE MEAP
<u>Book Study</u> Staff will read "Improving Student Learning One Teacher at a Time" by Jane E. Pollock and discuss periodically throughout the year.	Math Teachers Dept. Chair Principal	Fall 2009	June 2010	Book by Pollack Book Study/Building Meeting Schedule	Gen. Fund		Meeting agenda/minutes	Improved performance on: <ul style="list-style-type: none"> Mastery of benchmarks Common Assessments EXPLORE MEAP

<p><u>End-of-Year Exam</u> Creating and implementing a comprehensive end-of-year exam for all grade levels to inform instruction and identify students for additional intervention or advanced classes.</p>	Math staff, principal	Spring 2010	Ongoing	Time to create the comprehensive exam/Building Meeting Schedule	Gen. Fund		Completed Exam Review of data by math staff and principal	More effective placement in advanced and intervention classes.
<p><u>Balanced Assessment Program</u></p> <ul style="list-style-type: none"> • Increase staff understanding and use of balanced assessment. • Increase staff understanding and use of formative assessment as an instructional strategy. • Team will attend year-long training at OAISD. • Team members will train other staff members in the use of balanced assessment. 	<p>Balanced Assessment Team</p> <ul style="list-style-type: none"> • Principal • One teacher from each core content area • Sp. Ed. teacher 	Aug. 2009	<p>May 2010 for team training</p> <p>Ongoing work with staff</p>	<p>OAISD Training</p> <p>PD time for work with staff</p>	PD Budget	\$2,500	<p>Team attendance records</p> <p>Staff in-service records</p>	<p>Improved performance on:</p> <ul style="list-style-type: none"> • Common Assessments • EXPLORE • MEAP
<p><u>Math Tutoring</u> Middle school math teachers will provide additional, focused instruction to students based on benchmarking data. Tutoring will be offered daily during homeroom.</p>	Math Teachers Principals	Sept. 2008	May 2009	Built into reg. school sched.	Gen fund		<p>Records of students served.</p> <p>Observation of tutoring sessions</p>	<p>Improved performance on:</p> <ul style="list-style-type: none"> • Grades • Common assessments • EXPLORE • MEAP
<p><u>Intervention Classes</u> Additional class period of math to support struggling students.</p>	Math Teachers Counselors Principals	Sept. 2009	Ongoing	Built in to reg. sched.			Student schedules.	<p>Increased success rate in math classes (grades).</p> <p>Improved performance on:</p> <ul style="list-style-type: none"> • Common assessments • EXPLORE • MEAP
<p><u>Access to reg. ed Curric.</u> Students with disabilities will continue to receive consistent access to the regular education curriculum.</p>	Special Education staff, principal	06-07 school year	Ongoing	Regular education curriculum	Gen. Fund		Classroom walk-throughs. Spec. education staff attendance at department meetings.	<p>Improved performance on:</p> <ul style="list-style-type: none"> • Common assessments • EXPLORE • MEAP <p>for students with disabilities</p>

<p>Teacher Assessment Model</p> <ul style="list-style-type: none"> The district will implement a teacher assessment model that fulfills the following: <ul style="list-style-type: none"> Establish a common instructional framework Research-based (Charlotte Danielson's work) Promote consistency, professional growth, and high quality instruction K - 12 Provides excellent, tenured, certified staff with the opportunity to pursue professional goals through a learning process agreed to by the teacher and administrator. <p>Per LOA, model will be implemented over a three year period.</p>	<p>Asst. Supt. for T&L Principals</p>	<p>Sept. 2009</p>	<p>June 2013</p>	<p>Pathwise Model ETS Trainers Forms and documents</p>	<p>Gen. Fund</p>	<ul style="list-style-type: none"> LOA documents between WOPS and WOEa Training schedule Teacher assessments employing the revised format 	<p>Improved performance on:</p> <ul style="list-style-type: none"> Common assessments EXPLORE MEAP
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Other Required Information

What research did you review to support the use of this strategy and action plan?

- Marzano's research on the positive impact of an aligned curriculum.
- Professional Learning Communities: Extensive research including Senge's & DuFour's work supports the use of PLC's to increase student achievement.
- Balanced Assessment: Extensive research (Stiggins, Guskey, Bloom, Popham) on the positive affects of formative assessment on student learning.
- Intervention classes and tutoring: Research shows that one-on-one or small group instruction increases the achievement of at-risk students.
- Teacher Assessment Model - Based on the extensive research of Charlotte Danielson (Enhancing Professional Practice: A Framework for Teaching)

What Professional Learning activities will you need to provide to support the successful implementation of this strategy/action?

- District will provide training opportunities on the development of common assessments and using data to inform instruction. (Erika Bolig)
- Professional Learning Communities: Dept. Chair and principals will be trained to build capacity for embedded professional development.
- OAISD Balanced Assessment Training: A middle school team will be trained to build capacity for embedded professional development.
- Teacher Assessment Model Training: Through ETS for administrators. General training for staff with local trainers.

How has the school integrated its available fiscal resources to support this strategy and action steps? Using a combination of grant funds and general funds to support these initiatives.

How has the school assessed the need for, and integrated the use of, telecommunications and informational technology to support this strategy and action steps? The district has purchased Data Director to provide data warehousing capabilities to support these activities.

State of Michigan School Improvement Planning

School: Harbor Lights Middle School

School Year: 2009-10

Section I: Comprehensive Analysis Report on Student Achievement

Content Area: Social Studies

Active Goal

Maintenance Goal

Revised Goal

Student Goal Statement: All students will be proficient in Social Studies

Statement of gap in student achievement (Need Statement):

In 6th grade during the past three years, the percentage of students scoring proficient on the MEAP decreased between the 1st and 2nd year, and increased between the 2nd and 3rd year. The percentage of students scoring proficient on the MEAP was lower in the 2nd and 3rd year than it was in the 1st year.

Significant gaps (5% or greater) exist in grade 6 for the last 3 years between:

- Students with disabilities and students without disabilities
- Economically disadvantaged and non-economically disadvantaged
- English Language Learners and Non-English Language Learners
- African American and Caucasian
- Hispanic and Caucasian
- Asian/Pacific Islander and Caucasian

A 5% gap existed between multiracial and Caucasian students in two of the three years.

In 9th grade during the past three years, there has been a consistent decline in the percentage of students scoring proficient on the MEAP.

Significant gaps (5% or greater) exist in grade 9 for the last 3 years between:

- Students with disabilities and students without disabilities
- Economically disadvantaged and non-economically disadvantaged
- English Language Learners and Non-English Language Learners
- African American and Caucasian
- Hispanic and Caucasian
- Asian/Pacific Islander and Caucasian
- Multiracial and Caucasian

Contributing Cause for the gap in student achievement:

- Limited use of district demographic data to inform decisions regarding program development and implementation , and corresponding professional development
- Limited use of research-based strategies to address the learning needs of a diverse demographic
- Special Education students have received accommodations on classroom assessments that are not aligned with the allowed accommodations on the MEAP
- Some English Language Learners have received equal access to the regular education social studies curriculum for only one year
- The current curriculum is based on the state Grade Level Content Expectations and the most recent MEAP was based on the old state benchmarks
- A review of item analysis and the MEAP questions reveals that some terminology used on the assessment is not the same terminology

used in the curriculum

List the multiple sources of data used to identify the gap in student achievement: 6th and 9th grade MEAP

Section II: Comprehensive Analysis Report on System Processes and Practices

Listed below are the challenges from the Comprehensive Needs Assessment Strand reports, the EdYES! Report, the Standards Assessment Report or the Self Assessment Report that were aligned with this content area goal to be included in this School Improvement Plan. (These should be addressed as strategies/action steps in your SIP in Section III)

Strand 1: Teaching for Learning	Strand 2: Leadership	Strand 3: Personnel & Professional Learning	Strand 4: School & Community Relations	Strand 5: Data & Info. Management
	S2-Shared Leadership: Collaborative Inquiry	S2-Professional Learning: Results Driven		

Section III: Plan to Accomplish Student Achievement Goals

Measurable Objective Statement to support Goal: By the 2012-13 school year, at least 90% of students in each grade level will be proficient in Social Studies as measured by the MEAP, District Common Assessments, and grades. Additionally, each subgroup will increase the percentage of students that are proficient in Social Studies by ten percentage points annually or have at least 90% of students proficient in Social Studies.

For this objective, list the multiple measure of assessments to be used that will provide authentic assessment of pupils' achievement, skills, and competencies: Common Assessments, Grades, MEAP

Strategy Statement: Teachers will research best practices that focus on vocabulary (content and test), benchmarking, and data-driven curriculum incorporating collaboration among grade level teachers, and sharing of strategies and results.

Action Steps	Staff Responsible	Timeline for Activity		Resources Needed			Monitoring Plan	Evidence of Success
		Begin	End	Resource	Source	Amount		
<u>Social Studies Committee – Curriculum Alignment</u> <ul style="list-style-type: none"> • Realign middle school curriculum to the new GLCE's. • Adopt and implement resources to support teaching the new GLCE's. 	Middle school teachers and administrators Office for T & L	Sept. 2008	June 2009	Work sessions	Gen. fund		Social Studies department head and Asst. Supt for T & L will monitor progress.	<ul style="list-style-type: none"> • Curriculum documents • Adoption of new resources (Board notes) (Completed)
<u>Benchmarking</u> <ul style="list-style-type: none"> • Begin benchmarking at all grade levels (6 – 8) • Review and revise common assessments. • Collect common assessment data in Data Director. • Track student mastery of 	Middle school social studies teachers Middle school administrators. Office for T & L	Fall, 2009	Ongoing	Data Director Test Banks	Gen fund		Common assessments Data Director reports	Improved performance on: <ul style="list-style-type: none"> • Mastery of benchmarks • Common assessments • Grades • MEAP

<p>benchmarks.</p> <ul style="list-style-type: none"> • Use data to drive instructional conversations and adjustments. 								
<p>Professional Learning Communities</p> <ul style="list-style-type: none"> • Build a culture of collaboration • Provide time and parameters for collaborative interaction • Provide access to appropriate data and develop skills in using data to inform instruction • Provide embedded professional development 	<p>Dept. Chair Principal</p>	<p>Sept. 2009</p>	<p>Ongoing</p>	<p>PLC Time/Building Meeting Schedule</p>	<p>Gen. Fund</p>		<p>Meeting agenda/minutes</p>	<p>Principal observation of changing instructional practices</p> <p>Improved performance on:</p> <ul style="list-style-type: none"> • Common Assessments • Grades • MEAP
<p>Balanced Assessment Program</p> <ul style="list-style-type: none"> • Increase staff understanding and use of balanced assessment. • Increase staff understanding and use of formative assessment as an instructional strategy. • Team will attend year-long training at OAISD. • Team members will train other staff members in the use of balanced assessment. 	<p>Balanced Assessment Team</p> <ul style="list-style-type: none"> • Principal • One teacher from each core content area • Sp. Ed. teacher 	<p>Aug. 2009</p>	<p>May 2010 for team training</p> <p>Ongoing work with staff</p>	<p>OAISD Training</p> <p>PD time for work with staff</p>	<p>PD Budget</p>	<p>\$2,500</p>	<p>Team attendance records</p> <p>Staff in-service records</p>	<p>Improved performance on:</p> <ul style="list-style-type: none"> • Common Assessments • Grades • MEAP
<p>Book Study Staff will read "Improving Student Learning One Teacher at a Time" by Jane E. Pollock and discuss periodically throughout the year.</p>	<p>Social Studies staff, Dept. Chair, Principal</p>	<p>Fall 2009</p>	<p>June 2010</p>	<p>Book by Pollack</p> <p>Book Study/Building Meeting Schedule</p>	<p>Gen. Fund</p>		<p>Agendas/minutes</p>	<p>Improved performance on:</p> <ul style="list-style-type: none"> • Mastery of benchmarks • Common assessments • Grades • MEAP

<p><u>SIOP (Sheltered Instruction Observation Protocol)</u></p> <ul style="list-style-type: none"> • Training for one science teacher in each grade level • Follow-up and support through in-class coaching • Trained science teachers will present to other staff members to share strategies and build capacity over time 	<p>ELL Director Office of T&L Principal Social Studies teachers</p>	<p>Sept. 2008</p>	<p>Ongoing</p>	<p>ELL Director State SIOP Initiative</p>	<p>Title III & Gen. Fund</p>		<p>Training Schedules Coaching and observation records Teachers reflections and evaluation</p>	<p>Improved performance on:</p> <ul style="list-style-type: none"> • Common assessments • Grades • MEAP
<p><u>Vocabulary Toolbox</u> Teachers will create and use a toolbox for vocabulary that contains lists, strategies, templates, etc</p>	<p>Social Studies staff, Dept. Chair, Technology Support</p>	<p>January 2009</p>	<p>Ongoing</p>	<p>Marzano, SIOP, OAISD Literacy Framework, MDE Toolkit Mtg. Schedule</p>	<p>Gen. Fund</p>		<p>The dept. chair and principal will review the toolbox annually</p>	<p>Improved performance on:</p> <ul style="list-style-type: none"> • Common assessments • Grades • MEAP
<p><u>Teacher Assessment Model</u></p> <ul style="list-style-type: none"> • The district will implement a teacher assessment model that fulfills the following: <ul style="list-style-type: none"> • Establish a common instructional framework • Research-based (Charlotte Danielson's work) • Promote consistency, professional growth, and high quality instruction K – 12 • Provides excellent, tenured, certified staff with the opportunity to pursue professional goals through a learning process agreed to by the teacher and 	<p>Asst. Supt. for T&L Principals</p>	<p>Sept. 2009</p>	<p>June 2013</p>	<p>Pathwise Model ETS Trainers Forms and documents</p>	<p>Gen. Fund</p>		<ul style="list-style-type: none"> • LOA documents between WOPS and WOE A • Training schedule • Teacher assessments employing the revised format 	<p>Improved performance on:</p> <ul style="list-style-type: none"> • Common assessments • Grades • MEAP

administrator.
Per LOA, model will be implemented over a three year period.

Other Required Information

What research did you review to support the use of this strategy and action plan?

- Marzano’s research on the positive impact of aligned curriculum.
- Professional Learning Communities: Extensive research including Senge’s & DuFour’s work supports the use of PLC’s to increase student achievement.
- Balanced Assessment: Extensive research (Stiggins, Guskey, Bloom) on the positive affects of formative assessment on student learning.
- SIOP: Extensive research base prompted state and federal support for this model.
- Teacher Assessment Model – Based on the extensive research of Charlotte Danielson (Enhancing Professional Practice: A Framework for Teaching).

What Professional Learning activities will you need to provide to support the successful implementation of this strategy/action?

- District will provide training opportunities on the development of common assessments and using data to inform instruction. (Erika Bolig)
- Professional Learning Communities - Dept. Chair and principals will be trained to build capacity for embedded professional development.
- OAISD Balanced Assessment Training. A middle school team will be trained to build capacity for embedded professional development.
- SIOP: ELL Director will provide ongoing training to cohort group of teachers throughout the 2009-10 school year.
- Teacher Assessment Model Training – Through ETS for administrators. General training for staff with local trainers.

How has the school integrated its available fiscal resources to support this strategy and action steps? Using a combination of grant funds and general funds to support these initiatives.

How has the school assessed the need for, and integrated the use of, telecommunications and informational technology to support this strategy and action steps? The district has purchased Data Director to provide data warehousing capabilities to support these activities.

State of Michigan School Improvement Planning

School: Harbor Lights Middle School

School Year: 2009-10

Section I: Comprehensive Analysis Report on Student Achievement

Content Area: Science

Active Goal

Maintenance Goal

Revised Goal

Student Goal Statement: All students will be proficient in science.

Statement of gap in student achievement (Need Statement):

During the past three years, the percentage of students scoring proficient on the 8th grade MEAP assessment increased as shown below:

Fall 2006: 78%

Fall 2007: 80%

Fall 2008: 87%

Significant gaps (5% or greater) exist in grade 8 for the last 3 years between:

- Students with disabilities and students without disabilities
- Economically disadvantaged and non-economically disadvantaged
- ELL and non-ELL students
- Asian and Caucasian students
- Black/African American and Caucasian students
- Hispanic and Caucasian students
- Multiracial and Caucasian students
- Male and female students

Item analysis of 8th grade MEAP data from years 2006-08 consistently show need for improvement in Life Science, specifically plants, classification, and food chains. The mean number of points earned for this strand from 2006-08 are shown below:

Fall 2006: 5.8 out of 9

Fall 2007: 7.4 out of 13

Fall 2008: 7.6 out of 13

Contributing Cause for the gap in student achievement:

- Limited use of demographic data to inform decisions regarding program development and implementation, and corresponding professional development
- Limited use of research-based strategies to address the learning needs of a diverse demographic
- Special education students have received accommodations on classroom assessments that are not aligned with the allowed accommodations on the MEAP
- A review of item analysis and the MEAP questions reveal that some terminology used on the assessment is not the same terminology used in the curriculum

List the multiple sources of data used to identify the gap in student achievement: MEAP, EXPLORE, District Common Assessments

Section II: Comprehensive Analysis Report on System Processes and Practices

Listed below are the challenges from the Comprehensive Needs Assessment Strand reports, the EdYES! Report, the Standards Assessment Report or the Self Assessment Report that were aligned with this content area goal to be included in this School Improvement Plan. (These should be addressed as strategies/action steps in your SIP in Section III)

Strand 1: Teaching

Strand 2: Leadership

Strand 3: Personnel &

Strand 4: School &

Strand 5: Data & Info.

for Learning		Professional Learning	Community Relations	Management
	S2-Shared Leadership: Collaborative Inquiry	S2-Professional Learning: Results Driven		

Section III: Plan to Accomplish Student Achievement Goals

Measurable Objective Statement to support Goal: By the 2012-2013 school year, at least 92% of students in each grade level will be proficient in science as measured by the MEAP, EXPLORE, and common assessments. Additionally, each subgroup will score at least 92% proficient or increase the percentage of students who are proficient in science by 10% annually.

For this objective, list the multiple measure of assessments to be used that will provide authentic assessment of pupils' achievement, skills, and competencies: MEAP, EXPLORE, and District Common Assessments

Strategy Statement: Teachers will research best practices that focus on vocabulary (content and test), curriculum realignment, and using data to inform instruction incorporating collaboration among grade level teachers and sharing of strategies and results.

Action Steps	Staff Responsible	Timeline for Activity		Resources Needed			Monitoring Plan	Evidence of Success
		Begin	End	Resource	Source	Amount		
<u>Middle School Science Committee – Curriculum Alignment</u> <ul style="list-style-type: none"> ▪ Realign curriculum to the new science GLCE's. ▪ Select resources that support research-based, best practices for instruction with a focus on an inquiry-based approach. ▪ Develop common assessments aligned to the GLCE's ▪ 	Science Committee Science teachers and administrators Office for T&L	Sept. 2008	June 2010	Work Sessions Resources for Review	Gen. Fund Publishers		Meeting schedules and minutes	Curriculum documents Common assessment documents Improved performance on: <ul style="list-style-type: none"> • Grades • Common Assessments • EXPLORE • MEAP
<u>Benchmarking</u> <ul style="list-style-type: none"> • Begin benchmarking at all grade levels (6 – 8) • Review and revise common assessments • Collect common assessment data in Data Director • Track student mastery of benchmarks • Use data to drive instructional conversations and adjustments 	Science teachers Principal Office for T&L	Fall, 2010	Ongoing	Data Director Test Banks	Gen. Fund		Data Director Reports	Improved performance on: <ul style="list-style-type: none"> • Mastery of benchmarks • Grades • EXPLORE • MEAP

<p><u>Professional Learning Communities</u></p> <ul style="list-style-type: none"> • Build a culture of collaboration • Provide time and parameters for collaborative interaction • Provide access to appropriate data and develop skills in using data to inform instruction • Provide embedded professional development 	<p>Dept. Chair Principal</p>	<p>Sept. 2009</p>	<p>Ongoing</p>	<p>PLC Time/Building Meeting Schedule</p>	<p>Gen. Fund</p>		<p>Meeting agenda/minutes</p>	<p>Principal observation of changing instructional practices</p> <p>Improved performance on:</p> <ul style="list-style-type: none"> • Common Assessments • Grades • EXPLORE • MEAP
<p><u>Balanced Assessment Program</u></p> <ul style="list-style-type: none"> • Increase staff understanding and use of balanced assessment. • Increase staff understanding and use of formative assessment as an instructional strategy. • Team will attend year-long training at OAISD. • Team members will train other staff members in the use of balanced assessment. 	<p>Balanced Assessment Team</p> <ul style="list-style-type: none"> • Principal • One teacher from each core content area • Sp. Ed. teacher 	<p>Aug. 2009</p>	<p>May 2010 for team training</p> <p>Ongoing work with staff</p>	<p>OAISD Training</p> <p>PD time for work with staff</p>	<p>PD Budget</p>	<p>\$2,500</p>	<p>Team attendance records</p> <p>Staff in-service records</p>	<p>Improved performance on:</p> <ul style="list-style-type: none"> • Common Assessments • Grades • EXPLORE • MEAP
<p><u>SIOP (Sheltered Instruction Observation Protocol)</u></p> <ul style="list-style-type: none"> • Training for one science teacher in each grade level • Follow-up and support through in-class coaching • Trained science teachers will present to other staff members to share strategies and build capacity over time 	<p>ELL Director Office of T&L</p> <p>Principal</p> <p>Science teachers</p>	<p>Sept. 2008</p>	<p>Ongoing</p>	<p>ELL Director</p> <p>State SIOP Initiative</p>	<p>Title III & Gen. Fund</p>	<p>\$36,000</p>	<p>Training Schedules</p> <p>Coaching and observation records</p> <p>Teachers reflections and evaluation</p>	<p>Improved performance on:</p> <ul style="list-style-type: none"> • Grades • MEAP (gap reductions) • EXPLORE

<p>Book Study Staff will read "Word Wise & Content Rich" by Doug Fisher and Nancy Frey and discuss throughout the 2009-10 school year.</p>	<p>Science Teachers Dept. Head Principal</p>	<p>Oct. 2009</p>	<p>May 2010</p>	<p>Book by Fisher and Frey Schedule of meetings/ Book study schedule</p>	<p>Gen. Fund</p>	<p>Approx. \$210</p>	<p>Agenda/minutes</p>	<p>Observation of vocabulary instruction during walkthroughs Improved performance on MEAP (gap reductions)</p>
<p>Type Writing Science teachers will continue to implement Type 3 writings that focus on: <ul style="list-style-type: none"> • Cause/Effect • Compare/Contrast • Synthesizing And incorporate the use of details and examples as one of the FCA's for each of the writings.</p>	<p>Science Teachers</p>	<p>Fall 2005</p>	<p>Ongoing</p>	<p>Developing Writing & Thinking Skills Across the Curriculum by John J. Collins</p>	<p>Gen. Fund</p>	<p>No cost, all ready purchased</p>	<p>Principal review of Type 3 writing assignments</p>	<p>Improved grades on Type 3 writing assignments</p>
<p>Teacher Assessment Model <ul style="list-style-type: none"> • The district will implement a teacher assessment model that fulfills the following: <ul style="list-style-type: none"> • Establish a common instructional framework • Research-based (Charlotte Danielson's work) • Promote consistency, professional growth, and high quality instruction K – 12 • Provides excellent, tenured, certified staff with the opportunity to pursue professional goals through a learning process agreed to by the teacher and administrator. Per LOA, model will be implemented over a</p>	<p>Asst. Supt. for T&L Principals</p>	<p>Sept. 2009</p>	<p>June 2013</p>	<p>Pathwise Model ETS Trainers Forms and documents</p>	<p>Gen. Fund</p>		<ul style="list-style-type: none"> • LOA documents between WOPS and WOE • Training schedule • Teacher assessments employing the revised format 	<p>Improved performance on: <ul style="list-style-type: none"> • MEAP • Explore • Grades • District common assessments </p>

three year period.								
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Other Required Information

What research did you review to support the use of this strategy and action plan?

- Marzano's research on the positive impact of aligned curriculum.
- Professional Learning Communities: Extensive research including Senge's & DuFour's work supports the use of PLC's to increase student achievement.
- Balanced Assessment: Extensive research (Stiggins, Guskey, Bloom) on the positive affects of formative assessment on student learning.
- SIOP: Extensive research base prompted state and federal support for this model.
- Type Writing: Collins Education Associates research and best practice in written communication.
- Teacher Assessment Model: Based on the extensive research of Charlotte Danielson (Enhancing Professional Practice: A Framework for Teaching).

What Professional Learning activities will you need to provide to support the successful implementation of this strategy/action?

- District will provide training opportunities on the development of common assessments and using data to inform instruction. (Erika Bolig)
- Professional Learning Communities: Dept. Chair and principals will be trained to build capacity for embedded professional development.
- OAISD Balanced Assessment Training. A middle school team will be trained to build capacity for embedded professional development.
- SIOP: ELL Director will provide ongoing training to cohort group of teachers throughout the 2009-10 school year.
- Range Finding focusing on details and examples: Presented by members of the Language Arts Department.
- Teacher Assessment Model Training: Through ETS for administrators. General training for staff with local trainers.

How has the school integrated its available fiscal resources to support this strategy and action steps? Using a combination of grant funds and general funds to support these initiatives.

How has the school assessed the need for, and integrated the use of, telecommunications and informational technology to support this strategy and action steps? The district has purchased Data Director to provide data warehousing capabilities to support these activities.

Statement of Non-Discrimination

Federal Office of Civil Rights

The school complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this school that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the district/school is responsible, or for which it receives financial assistance from the U.S. Department of Education.

Name and Title of District Contact: **Jim Nicolette, Assistant Superintendent of Teaching and Learning**

Address: **1138 136th Avenue, Holland, MI 49424**

Telephone Number: **(616) 738-5700**

References:

Title VI of the Civil Rights Act of 1964,

Title IX of the Education Amendments of 1972,

Section 504 of the Rehabilitation Act of 1973,

The Age Discrimination Act of 1975,

The Americans with Disabilities Act of 1990

Elliott-Larsen prohibits discrimination against religion.