

School Improvement Plan



Creating a Culture of Collaboration and Continuous Improvement

School Year: 2009-10

School District: **West Ottawa Public Schools**
School Name: **West Ottawa High School - Camus**
Grades Served: **9-12**
Principal: **Kent Henson**

District Code: **70070**
Building Code: **4462**
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:

School Mission Statement: **West Ottawa High School will develop confident, competent, and caring citizens.**

School Belief Statements: **All students can learn and be successful at West Ottawa High School.**

State of Michigan School Improvement Planning

School: West Ottawa High School School Year: 2008-09

Section I: Comprehensive Analysis Report on Student Achievement

Content Area: **Writing** Active Goal Maintenance Goal Revised Goal

Student Goal Statement: **All students will be proficient in writing.**

Statement of gap in student achievement (Need Statement): **During the first three years of MME, the % of students overall proficient in writing has increased from 45% to 50%. However, students in the following sub-groups: Asian, Black, Hispanic, Economically Disadvantaged, Students with Disabilities and English Language Learners, scored below the State average of 41% proficiency in writing.**

Contributing Cause for the gap in student achievement: **Low vocabulary skills and overall literacy skills by some students. Inconsistent use of demographic and achievement data to inform instruction and interventions for some subgroups.**

List the **multiple sources** of data used to identify the gap in student achievement: **MME data, Grade Reports (D, F,I) from Report Cards, 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
B: Communicated, Staff:	A. Educational Program, Focus on Student Results	B. Content and Pedagogy, Uses Best Practices	A. Parent Communication, Diversity	A. Data Generation, Identification and Collection, Multiple Sources
A: Planning, Developmental Appropriateness	B. Instructional Support, Monitoring	C. Alignment, Job embedded	B. Parent Engagement, Extended Learning Opportunities	A. Analysis and Interpretation, Analysis
A: Planning, Reflection and Refinement	B. Instructional Support, Clear Expectations	C. Alignment, Results Driven	B. Parent Engagement, Decision-Making	A. Analysis and Interpretation, Dialog about meaning
B: Delivery, Best Practice	A. School Culture and Climate, Collaborative Inquiry		A. Community Communication Diversity	B. Applications, Data-Driven Decision Making
	B. Continuous Improvement, Monitored			
	A. Resource Allocation, Time			

Section III: Plan to Accomplish Student Achievement Goals

Measurable Objective Statement to support Goal: By the end of the 2012-13 school year, 81% of students will be proficient in writing as measured by the MME, common assessments, and grades. Additionally, within each subgroup, 81% of students will be proficient or there will be an annual increase of at least 10% proficient in each subgroup.

For this objective, list the multiple measure of assessments to be used that will provide authentic assessment of pupils' achievement, skills, and competencies: Collins Writing Assignments, ACT like Persuasive essays, Use of ACT persuasive writing graphic organizer, 6 + 1 Traits of Writing in ELA classes, Use of ACT rubrics, MME Writing scores

Strategy Statement:

Collaborative school teams will consistently use demographic and achievement data to inform decisions regarding implementation of best practices, instructional resources, and assessment tools for use in writing 9 – 12.

Action Steps	Staff Responsible	Timeline for Activity		Resources Needed			Monitoring Plan	Evidence of Success
		Begin	End	Resource	Source	Amount		
Persuasive Writing Across the Content Areas	9-12 teachers and administrators	Sept. 2008	Ongoing	ACT documents	ACT	NA	Administrator records of writing prompts.	Improved MME writing scores.
SIOP (Sheltered Instruction Observation Protocol) Training for cohort groups at all levels, K – 12	Michelle Williams K -12 Teachers and administrators	Sept. 2008	Ongoing	Michelle Williams	Title III & Gen. Fund		Training schedules Coaching and observation records Teachers reflections and evaluation	Teacher observations of impact on student performance in the classroom. Improved writing scores on MEAP/MME.
Literacy Framework West Ottawa teachers at all levels will participate in the development of the OAISD Literacy Framework. The group will develop web-base, best practice resources for use at all grade levels and in all content areas. The district will support the ongoing development and use of the resources.	Select K – 12 teachers who are participating in the development project. All K-12 teachers using the web-based resources to support reading instruction.	Summer 2008	Ongoing	Team of teachers working under the direction of the OAISD	ISD Funds Gen. Funds	No cost to the district Sub costs (variable)	Jim Nicolette will attend update meetings at the ISD	OAISD Web-site (product)
Development and implementation of common assessments K –	K – 12 teachers and administrators.	Sept. 2008	Ongoing	Work sessions MLPP	Gen. Fund		Elementary – Collection of writing data three times per year	Increased writing prompt scores. Increased MEAP writing scores at elementary and

12 to inform instruction.				MCF/GLCE's MMC/HSCE's			Secondary – Grading	middle school. Grades – increase in student success. Increase in MME scores
<u>Pyramid Of Interventions</u> <ul style="list-style-type: none"> • Implement POI that defines specific interventions that will be implemented for struggling students. • Develop Academic Success Plan that incorporates one or more of the following: <ul style="list-style-type: none"> ○ Mandatory Tutoring ○ Intervention classes w/E2020 as part of delivery ○ Parent/home plan for accountability ○ Summer school and/or credit recovery w/E2020 support 	School Improvement Team High school teachers, counselors, and support staff High school administrators Office for T & L	Sept. 2009	Ongoing	Staff for extended programming	31A & general fund	Existing budget	Processes in place with proper documentation that describes the POI process Academic Success Plans Records of student and parent meetings Student schedules Records of attendance in defined intervention programs	Improved performance on: <ul style="list-style-type: none"> • Common assessments • Grades • MME • Subgroup and overall graduation rates
<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 	<ul style="list-style-type: none"> • Change Leadership Team • K – 12 teachers & administrators • Office for T & L 	Sept 2009	Ongoing	TBD (Change Leadership Team is in the process of developing a plan for PD)	Gen Fund		Change Leadership Team meeting documents School, grade level, & department collaborative team (PLC) meeting records	Administrator observation of changing instructional practices Improved performance on: <ul style="list-style-type: none"> • MEAP • MME • Interim Assessments/Common Assessments • Formative/Building Assessments

<p>appropriate data and develop skills in using data to inform instruction</p> <ul style="list-style-type: none"> • Provide embedded professional development 								
<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 • Per LOA, model will be implemented 	<p>Asst. Supt. For T & L</p> <p>Building Level Administrators</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"> • MEAP • Explore • PLAN • MME <p>Improved grades, K – 12</p> <p>Improved performance on district/common assessments</p>

Provide ACT Online for all students (including writing).

State of Michigan School Improvement Planning

School: West Ottawa High School School Year: 2008-09

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 in Reading.**

Statement of gap in student achievement (Need Statement): During the first three years of the MME test, the % of students overall proficient in reading is decreasing. Students in the following subgroups: Students with Disabilities, Asian, Hispanic, Economically Disadvantaged and ELL all scored below the 2008 state average of 62% proficient.

- **Contributing Cause for the gap in student achievement:** Poor vocabulary skills and lower literacy and reading abilities of some students.
- 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 student population.

List the multiple sources of data used to identify the gap in student achievement: MME data, Grade Reports and Common Assessments, Read 180 Scholastic Reading Inventory (SRI), PLAN

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
B: Communicated, Staff:	A. Educational Program, Focus on Student Results	B. Content and Pedagogy, Uses Best Practices	A. Parent Communication, Diversity	A. Data Generation, Identification and Collection, Multiple Sources
A: Planning, Developmental Appropriateness	B. Instructional Support, Monitoring	C. Alignment, Job embedded	B. Parent Engagement, Extended Learning Opportunities	A. Analysis and Interpretation, Analysis
A: Planning, Reflection and Refinement	B. Instructional Support, Clear Expectations	C. Alignment, Results Driven	B. Parent Engagement, Decision-Making	A. Analysis and Interpretation, Dialog about meaning
B: Delivery, Best Practice	A. School Culture and Climate, Collaborative Inquiry		A. Community Communication Diversity	B. Applications, Data-Driven Decision Making
	B. Continuous Improvement, Monitored			

A. Resource Allocation, Time

Section III: Plan to Accomplish Student Achievement Goals

Measurable Objective Statement to support Goal: By the 2012-13 school year 90% percent of students will score proficient in reading as measured by the MME and PLAN tests. Additionally, each subgroup will increase the percent of students scoring proficient on the same measures 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: MME, Plan, Common Assessments, SRI

Strategy Statement: Teachers will use 1 proven vocabulary and or reading strategy in their classes each trimester. Collaborative school teams will consistently use demographic and achievement data to inform decisions regarding implementation of best practices, instructional resources, and assessment tools for use in reading 9 – 12.

Action Steps	Staff Responsible	Timeline for Activity		Resources Needed			Monitoring Plan	Evidence of Success
		Begin	End	Resource	Source	Amount		
<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 the other staff members in the use of balanced assessment. 	<p>Balanced Assessment team</p> <ul style="list-style-type: none"> *HS principal *HS asst. Prin. *Sp. Ed. Tchr *1 tchr from each core content area *asst. Super for T and L 	Aug 2009	<p>May 2010 training</p> <p>Ongoing work with staff</p>	OAISD training	PD Budget	\$2500	<p>Team attendance records</p> <p>Staff inservice records</p>	<p>Administrator's observations of changes in teaching & assessment practice.</p> <p>Increased success rates in ELA classes (grades).</p> <p>Improved PLAN and MME scores.</p>
<p><u>Professional Learning Communities K – 12</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 	<ul style="list-style-type: none"> • Change Leadership Team • K – 12 teachers & administrators • Office for T & L 	Sept 2009	Ongoing	TBD (Change Leadership Team is in the process of developing a plan for PD)	Gen Fund		<p>Change Leadership Team meeting documents</p> <p>School, grade level, & department collaborative team (PLC) meeting records</p>	<p>Administrator observation of changing instructional practices</p> <p>Improved performance on:</p> <ul style="list-style-type: none"> • MEAP • MME • Interim Assessments/Common Assessments • Formative/Building

<p>data to inform instruction</p> <ul style="list-style-type: none"> • Provide embedded professional development 								<p>Assessments</p>
<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 administrator. • Per LOA, model will be implemented over a three year period. 	<p>Asst. Supt. For T & L</p> <p>Building Level Administrators</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>	<p>??</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:</p> <ul style="list-style-type: none"> • MEAP • Explore • PLAN • MME <p>Improved grades, K – 12</p> <p>Improved performance on district/common assessments</p>
<p><u>Read 180</u> Reading intervention class</p>	<p>9-12 administrators, counselors, regular ed and special ed teachers</p>	<p>Sept 2008</p>	<p>Ongoing</p>	<p>Read 180 program</p>	<p>General fund</p>	<p>No annual cost</p>	<p>Student schedules</p>	<p>Student SRI scores during the course of the school year.</p>
<p><u>Pyramid of interventions</u> * Implement POI that defines specific</p>	<p>School Improvement Team</p> <p>High school teachers,</p>	<p>Sept 2009</p>	<p>Ongoing</p>	<p>Staff for extended programming</p>	<p>31A and general fund</p>	<p>Existing budget</p>	<p>Processes in place with proper documentation</p>	<p>Increased success rates in ELA classes (grades).</p> <p>Improved PLAN scores.</p>

<p>interventions that will be implemented for struggling students. * Develop Academic Success Plan that incorporates one or more of the following:</p> <ul style="list-style-type: none"> Mandatory tutoring Intervention classes w/E2020 as part of delivery Parent/Home plan for accountability <p>Summer school and/or credit recovery w/E2020 support</p>	<p>counselors, and support staff</p> <p>High school administrators</p> <p>Office for teaching and learning</p>						<p>Academic success plans</p> <p>Records of student and parent meetings</p> <p>Records of attendance in defined intervention programs.</p> <p>Student schedules</p>	<p>Improved MME scores.</p>
<p>Benchmarking * Continue benchmarking Algebra * Begin benchmarking in Geometry and Algebra II * Review and revise common assessments. * Collect common assessment data in Data Director. * Use data to drive instructional conversations and adjustments.</p>	<p>High school math teachers</p> <p>High school administrators</p> <p>Office for teaching and learning</p>	<p>Ongoing</p> <p>Fall 2009</p> <p>Ongoing</p> <p>Begin Fall 2009</p> <p>Begin fall 2009</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Data Director</p> <p>Test banks</p>	<p>General Fund</p>		<p>Data Director reports</p>	<p>Increased mastery of ELA benchmarks.</p> <p>Improved ELA grades.</p> <p>Improved PLAN/MME scores.</p>
<p>SIOP (Sheltered Instruction Observation Protocol) Training for cohort groups at all levels, K – 12</p>	<p>Michelle Williams K -12 Teachers and administrators</p>	<p>Sept. 2008</p>	<p>Ongoing</p>	<p>Michelle Williams</p>	<p>Title III & Gen. Fund</p>		<p>Training schedules Coaching and observation records Teachers reflections and evaluation</p>	<p>Teacher observations of impact on student performance in the classroom.</p> <p>Improved MEAP/MME scores.</p>
<p>Literacy Framework West Ottawa teachers at all levels will participate in the development of the</p>	<p>Select K – 12 teachers who are participating in the development project.</p>	<p>Summer 2008</p>	<p>Ongoing</p>	<p>Team of teachers working under the direction of</p>	<p>ISD Funds</p>	<p>No cost to the district</p>	<p>Jim Nicolette will attend update meetings at the ISD</p>	<p>OAISD Web-site (product)</p>

<p>OAISD Literacy Framework. The group will develop web-base, best practice resources for use at all grade levels in all content areas. The district will support the ongoing development and use of the resources.</p>	<p>All K-12 teachers using the web-based resources to support reading instruction.</p>			<p>the OAISD</p>	<p>Gen. Funds</p>	<p>Sub costs (variable)</p>		
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Other Required Information

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

- ✓ Read 180: program research conducted by Houghton Mifflin
- ✓ Literacy Framework: ISD conducted extensive research on best practices prior to beginning development of the regional model. Our staff members participated in this research.
- ✓ Common reading assessment: We are reviewing research for various assessments. This will be a major factor in selecting an appropriate assessment for use in the district.
- ✓ SIOP: Extensive research base prompted state and federal support for this model.
- ✓ 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.
- ✓ Pyramid of Interventions: Work/research from Alan Blankstein (Failure Is Not An Option) and the research/work of the DuFours.
- ✓ 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?

- ✓ Read 180: Initial training August 2008. Follow-up training in November of 2008.
- ✓ SIOP: Michelle Williams will provide ongoing training to cohort groups from each level throughout the 2008-09 school year.
- ✓ Literacy Framework: Initial presentations to West Ottawa Leadership Teams (WOLT) during the 2008-09 school year. Develop plan for broader implementation as the materials are developed.
- ✓ OAISD balanced Assessment Training
- ✓ Teacher Assessment Model

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? District has purchased Data Director to provide data warehousing capabilities to support these activities, OAISD Literacy Framework, Blended Courses, Moodle, Read 180 and E2020.

State of Michigan School Improvement Planning

School: West Ottawa High School		School Year: 2008-09		
Section I: Comprehensive Analysis Report on Student Achievement				
Content Area: Math	<input checked="" type="checkbox"/> Active Goal	<input type="checkbox"/> Maintenance Goal	<input type="checkbox"/> Revised Goal	
Student Goal Statement: All students will be proficient in Math.				
Statement of gap in student achievement (Need Statement): During the first three years of the MME, the % of students proficient in math has slightly decreased from 65 to 62%. Students with Disabilities, Hispanic, Economically Disadvantaged and ELL subgroups are below the 2008 State Average of 46% proficient.				
Contributing Cause for the gap in student achievement: <ul style="list-style-type: none"> • 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 student populations. 				
List the multiple sources of data used to identify the gap in student achievement: MME, PLAN, District Common Assessments, Grades.				
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)				
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B: Delivery, Best Practice	A. School Culture and Climate, Collaborative Inquiry		A. Community Communication Diversity	B. Applications, Data-Driven Decision Making
	B. Continuous Improvement, Monitored			
	A. Resource Allocation,			

Time

Section III: Plan to Accomplish Student Achievement Goals

Measurable Objective Statement to support Goal: By the 2012-13 school year 95% percent of students will score proficient in math as measured by MME, PLAN, and District Assessments. Additionally, each subgroup will increase the percent of students scoring proficient on the same measures 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: MME, PLAN, Common Assessments

Strategy Statement: Collaborative school teams will consistently use demographic and achievement data to inform decisions regarding implementation of best practices, instructional resources, and assessment tools for use in math 9– 12.

Action Steps	Staff Responsible	Timeline for Activity		Resources Needed			Monitoring Plan	Evidence of Success
		Begin	End	Resource	Source	Amount		
<u>After School Math Lab</u> * Provide after school tutoring to students * Provide credit recovery * Employ E2020 as alternative mode of assessment	High school math teachers and administrators	Sept. 2009	Ongoing	Staff	31A and General fund		Records of students attendance	Increased success rate in math classes (grades). Improved PLAN/MME scores.
<u>Balanced Assessment Program</u> * 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 the other staff members in the use of balanced assessment.	Balanced Assessment team *HS principal *HS asst. Prin. *Sp. Ed. Tchr *1 tchr from each core content area *asst. Super for T and L	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	Administrator's observations of changes in teaching & assessment practice. Increased success rates in math classes (grades). Improved EXPLORE and MME math scores.
<u>Pyramid of interventions</u> * Implement POI that defines specific interventions that will be implemented for struggling students. * Develop Academic Success Plan that incorporates one or more of the following: <ul style="list-style-type: none"> • Mandatory 	School Improvement Team High school teachers, counselors, and support staff High school administrators	Sept. 2009	Ongoing	Staff for extended programming	31A and general fund	Existing budget	Processes in place with proper documentation Academic success plans Records of student and parent meetings	Increased success rates in Math classes (grades). Improved PLAN scores. Improved MME scores.

<ul style="list-style-type: none"> tutoring Intervention classes w/E2020 as part of delivery Parent/Home plan for accountability Summer school and/or credit recovery w/E2020 support 	Office for teaching and learning						Records of attendance in defined intervention programs. Student schedules	
<u>Benchmarking</u> * Continue benchmarking Algebra * Begin benchmarking in Geometry and Algebra II * Review and revise common assessments. * Collect common assessment data in Data Director. * Use data to drive instructional conversations and adjustments.	High school math teachers High school administrators Office for teaching and learning	Ongoing Fall 2009 Ongoing Begin Fall 2009 Begin fall 2009	Ongoing Ongoing Ongoing Ongoing	Data Director Test banks	General fund		Data Director Reports	Increased mastery of math benchmarks. Improved math grades. Improved PLAN/MME scores.
SIOP (Sheltered Instruction Observation Protocol) Training for cohort groups at all levels, K – 12	Michelle Williams K -12 Teachers and administrators	Sept. 2008	Ongoing	Michelle Williams	Title III & Gen. Fund	\$36,000	Training schedules Coaching and observation records Teachers reflections and evaluation	Teacher observations of impact on student performance in the classroom
Common Assessments K – 12	T & L Office K – 12 teachers	Sept. 2008	Ongoing	Work Sessions	Gen. Fund	??	Meeting schedules.	Curriculum documents.
<u>Professional Learning Communities K - 12</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 	<ul style="list-style-type: none"> Change Leadership Team K – 12 teachers & administrators Office for T & L 	Sept 2009	Ongoing	TBD (Change Leadership Team is in the process of developing a plan for PD)	Gen Fund		Change Leadership Team meeting documents School, grade level, & department collaborative team (PLC) meeting records	Administrator observation of changing instructional practices Improved performance on: <ul style="list-style-type: none"> MEAP MME Interim Assessments/Comm on Assessments

<ul style="list-style-type: none"> instruction Provide embedded professional development 								<ul style="list-style-type: none"> Formative/Building Assessments
<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. Per LOA, model will be implemented over a three year period. 	<p>Asst. Supt. For T & L</p> <p>Building Level Administrators</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"> MEAP Explore PLAN MME <p>Improved grades, K – 12</p> <p>Improved performance on district/common assessments</p>
<p>Balanced Assessment Program (6 – 12)</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 (HS)</p> <ul style="list-style-type: none"> HS Prin HS Asst. Prin Sp. Ed. Tchr One tchr from each core content area Asst. Super. For T & L <p>Balanced Assessment Team (from each MS)</p> <ul style="list-style-type: none"> MS Admin One tchr from each core content area 	<p>Aug. 2009</p>	<p>May 2010 for team trng.</p> <p>Ongoing work with staff</p>	<p>OAISD Training</p> <p>PD time for work with staf</p>	<p>PD Budget</p>	<p>\$2,500</p> <p>\$5,000</p>	<p>Team attendance records</p> <p>Staff in-service records</p>	<p>Administrator observations of changes in teaching & assessment practice.</p> <p>Improved performance on:</p> <ul style="list-style-type: none"> Common assessments Grades EXPLORE MEAP PLAN MME

Other Required Information

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

- ✓ *Intervention classes and tutoring: research shows that one-on one or small group instruction increases the achievement of at-risk students.
- ✓ *Marzano's research on the positive impact of aligned curriculum.
- ✓ *Professional Learning Communities: extensive research including Senge's and DuFour's work supports the use of PLC's to increase student achievement.
- ✓ *Pyramid of interventions: work/research from Alan Blankstein (Failure Is Not An Option) and the research of the DuFours.
- ✓ *E2020: multiple case studies over the past decade provide support for this web-based instructional delivery method.
- ✓ *SIOP: extensive research on the positive impact of aligned curriculum.
- ✓ Teacher Assessment Model – Based on the extensive research of Charlotte Danielson (Enhancing Professional Practice: A Framework for Teaching)
- ✓ **Balanced Assessment: Extensive research (Stiggins, Guskey, Bloom, Popham) on the positive affects of formative assessment on student learning.**

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

- ✓ *Mike Klavon (ISD math consultant): Instructional strategies training for high school math teachers in the fall of 2009.
- ✓ *OAISD Balanced Assessment training
- ✓ *Professional Learning communities-TBD through the work of the Change Leadership Team.
- ✓ *E2020: Instructor training will be provided through OAISD consortium.
- ✓ SIOP: Michelle Williams will provide ongoing training to cohort groups from each level throughout the 2009-10 school year. Regional "train the trainer" workshops via state initiative.
- ✓ High School participation in the "Algebra for All" program through the Math & Science Center at GVSU.
- ✓ 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?

- ✓ District has purchased Data Director to provide data warehousing capabilities to support these activities.
- ✓ E2020-district has purchased licenses providing access to this web-based instructional delivery system.
- ✓ Blended courses offered at the high school.
- ✓ Moodle used extensively throughout the district to enhance instruction 9 – 12

State of Michigan School Improvement Planning

School:		School Year:		
Section I: Comprehensive Analysis Report on Student Achievement				
Content Area: Science	<input checked="" type="checkbox"/> Active Goal	<input type="checkbox"/> Maintenance Goal	<input type="checkbox"/> Revised Goal	
Student Goal Statement: All students will be proficient in science.				
Statement of gap in student achievement (Need Statement): During the first three years of the MME, the % of students overall proficient in science has remained between 62 and 65%, approximately 10% above the state average. Students with Disabilities, Asian, Hispanic, Economically Disadvantaged and ELL students are well below the State average.				
Contributing Cause for the gap in student achievement:				
<ul style="list-style-type: none"> ✓ Low vocabulary, math and graphing skills by some students. ✓ 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 student population. 				
List the multiple sources of data used to identify the gap in student achievement: MME Data, PLAN, Grade Reports (D,F,I), Report Cards and 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
B: Communicated, Staff:	A. Educational Program, Focus on Student Results	B. Content and Pedagogy, Uses Best Practices	A. Parent Communication, Diversity	A. Data Generation, Identification and Collection, Multiple Sources
A: Planning, Developmental Appropriateness	B. Instructional Support, Monitoring	C. Alignment, Job embedded	B. Parent Engagement, Extended Learning Opportunities	A. Analysis and Interpretation, Analysis
A: Planning, Reflection and Refinement	B. Instructional Support, Clear Expectations	C. Alignment, Results Driven	B. Parent Engagement, Decision-Making	A. Analysis and Interpretation, Dialog about meaning
B: Delivery, Best Practice	A. School Culture and Climate, Collaborative Inquiry		A. Community Communication Diversity	B. Applications, Data-Driven Decision Making
	B. Continuous Improvement, Monitored			
	A. Resource			

Allocation, Time

Section III: Plan to Accomplish Student Achievement Goals

Measurable Objective Statement to support Goal:

By the 2012-13 school year 95% percent of students will score proficient in science as measured by MME, PLAN, and District Assessments. Additionally, each subgroup will increase the percent of students scoring proficient on the same measures 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: **Plan, MME, Common Assessments**

Strategy Statement:

Collaborative school teams will consistently use demographic and achievement data to inform decisions regarding implementation of best practices, instructional resources, and assessment tools for use in science 9- 12.

Action Steps	Staff Responsible	Timeline for Activity		Resources Needed			Monitoring Plan	Evidence of Success
		Begin	End	Resource	Source	Amount		
After School Science Lab Provide additional support for students through after school tutoring program.	9 – 12 science teachers	Sept. 2008	Ongoing	Tutors	31A & Gen. Fund	\$12,000	Students sign in sheets.	Increased student success in the classroom. (Grades) Increased scores on PLAN and MME.
<u>Science Reasoning</u> <ul style="list-style-type: none"> Provide students with direct instruction on the interpretation and application of data to solve science related problems. Interpret various data display formats. Build deductive reasoning skills through analysis of data. 	High school science teachers High school administrators	Sept 2009	Ongoing	Test Banks			Administrator observation via: <ul style="list-style-type: none"> Walk throughs Formal evaluations Lesson plans Embedded questions on common assessments 	Improved performance on: <ul style="list-style-type: none"> Grades PLAN MME Subgroup and overall graduation rates
<u>Pyramid of Interventions</u> <ul style="list-style-type: none"> Implement POI that defines specific 	School Improvement Team High school teachers, counselors, and	Sept. 2009	Ongoing	Staff for extended programming	31A & general fund		Processes in place with proper documentation that describes the POI process	Improved performance on: <ul style="list-style-type: none"> Grades PLAN MME

<p>interventions that will be implemented for struggling students.</p> <ul style="list-style-type: none"> Develop Academic Success Plan that incorporates one or more of the following: <ul style="list-style-type: none"> Mandatory Tutoring Intervention classes w/E2020 as part of delivery Parent/home plan for accountability Summer school and/or credit recovery w/E2020 support 	<p>support staff</p> <p>High school administrators</p> <p>Office for T & L</p>						<p>Academic Success Plans</p> <p>Records of student and parent meetings</p> <p>Student schedules</p> <p>Records of attendance in defined intervention programs</p>	<ul style="list-style-type: none"> Subgroup and overall graduation rates
<p><u>Benchmarking</u></p> <ul style="list-style-type: none"> Continue benchmarking Algebra Begin benchmarking in Geometry and Algebra II 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. 	<p>High school math teachers.</p> <p>High school administrators</p> <p>Office for T & L</p>	<p>Ongoing</p> <p>Fall, 2009</p> <p>Ongoing</p> <p>Begin fall 2009</p> <p>Begin fall 2009</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Data Director</p> <p>Test Banks</p>	<p>Gen fund</p>		<p>Data Director reports</p> <p>Collaborative meeting (PLC) minutes</p>	<p>Improved performance on:</p> <ul style="list-style-type: none"> Mastery of benchmarks Grades PLAN MME Subgroup and overall graduation rates

Investigate potential software packages to provide intervention, support, and credit recovery at the high school (and possibly middle school.)	Jim Nicolette Kent Henson	Sept. 2008	May 2009	TBD	TBD	TBD	Meetings with company reps.	Implementation of software package by fall of 2009. (Completed – E2020 software will be implemented summer of 2009)
<u>SIOP (Sheltered Instruction Observation Protocol)</u> <ul style="list-style-type: none"> • Training for cohort groups at all levels, K – 12 • Additional cohorts added each year. • Follow-up and support through in-class coaching • Trained staff will present to other staff members to share strategies and build capacity over time 	<ul style="list-style-type: none"> • ELL/Migrant Coordinator • K -12 Teachers and administrators • Office of T & L 	Sept. 2008	Ongoing	ELL/Migrant Director State SIOP initiative	Title III & Gen. Fund	\$36,000	Training schedules Coaching and observation records Teachers reflections and evaluation	Improved performance on: <ul style="list-style-type: none"> • Grades • MEAP (gap reductions) • MME (gap reductions) • Subgroup graduation rates
<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 	<ul style="list-style-type: none"> • Change Leadership Team • K – 12 teachers & administrators • Office for T & L 	Sept 2009	Ongoing	TBD (Change Leadership Team is in the process of developing a plan for PD)	Gen Fund		Change Leadership Team meeting documents School, grade level, & department collaborative team (PLC) meeting records	Administrator observation of changing instructional practices Improved performance on: <ul style="list-style-type: none"> • MEAP • MME • Interim Assessments/Common Assessments • Formative/Building Assessments

<ul style="list-style-type: none"> • Provide embedded professional development 								
<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 administrator. • Per LOA, model will be implemented over a three year period. 	<p>Asst. Supt. For T & L</p> <p>Building Level Administrators</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"> • MEAP • Explore • PLAN • MME <p>Improved grades, K – 12</p> <p>Improved performance on district/common assessments</p>
<p><u>Balanced</u></p>	<p>Balanced Assessment</p>	<p>Aug. 2009</p>	<p>May 2010 for team</p>	<p>OAISD Training</p>	<p>PD</p>	<p>\$2,500</p>	<p>Team attendance</p>	<p>Administrator</p>

<p>Assessment Program (6 – 12)</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>Team (HS)</p> <ul style="list-style-type: none"> • HS Prin • HS Asst. Prin • Sp. Ed. Tchr • One tchr from each core content area • Asst. Super. For T & L <p>Balanced Assessment Team (from each MS)</p> <ul style="list-style-type: none"> • MS Admin • One tchr from each core content area • Sp. Ed. tchr 		<p>trng.</p> <p>Ongoing work with staff</p>	<p>PD time for work with staf</p>	<p>Budget</p>	<p>\$5,000</p>	<p>records</p> <p>Staff in-service records</p>	<p>observations of changes in teaching & assessment practice.</p> <p>Improved performance on:</p> <ul style="list-style-type: none"> • Common assessments • Grades • EXPLORE • MEAP • PLAN • MME
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Other Required Information

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

- ✓ Tutoring: Research on effectiveness of one-to-one and small group tutoring.
- ✓ Marzano’s research on the positive impact of aligned curriculum.
- ✓ SIOP: Extensive research base prompted state and federal support for this model.
- ✓ 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, Popam) on the positive affects of formative assessment on student learning.
- ✓ Pyramid of Interventions: Work/research from Alan Blankstein (Failure Is Not An Option) and the research/work of the DuFours.
- ✓ 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?

- ✓ SIOP: Michelle Williams will provide ongoing training to cohort groups from each level throughout the 2009-10 school year. Regional “train the trainer” workshops via state initiative.
- ✓ District will provide training opportunities on the use of data to inform instruction. (Erika Bolig)
- ✓ Teacher Assessment Model Training – Through ETS for administrators. General training for staff with local trainers.
- ✓ OAISD Balanced Assessment Training. High school and middle school teams will participate. Build capacity for embedded professional development.

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?

- ✓ District has purchased Data Director to provide data warehousing capabilities to support these activities.
- ✓ Blended courses offered at the high school.
- ✓ Extensive use of Moodle to enhance instruction K – 12.
- ✓ E2020 – District has purchased licenses providing access to this web-based instructional delivery system.

State of Michigan School Improvement Planning

School:		School Year:		
Section I: Comprehensive Analysis Report on Student Achievement				
Content Area: Social Studies	<input checked="" type="checkbox"/> Active Goal	<input type="checkbox"/> Maintenance Goal	<input type="checkbox"/> Revised Goal	
Student Goal Statement: All students will be proficient in Social Studies.				
Statement of gap in student achievement (Need Statement): During the first three years of MME, the % of students overall proficient has been between 87 and 91%, above the state average. Students with Disabilities, Economically Disadvantaged and ELL students are at or slightly below the state average.				
Contributing Cause for the gap in student achievement:				
<ul style="list-style-type: none"> ✓ 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 student population. 				
List the multiple sources of data used to identify the gap in student achievement: MME and 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
B: Communicated, Staff:	A. Educational Program, Focus on Student Results	B. Content and Pedagogy, Uses Best Practices	A. Parent Communication, Diversity	A. Data Generation, Identification and Collection, Multiple Sources
A: Planning, Developmental Appropriateness	B. Instructional Support, Monitoring	C. Alignment, Job embedded	B. Parent Engagement, Extended Learning Opportunities	A. Analysis and Interpretation, Analysis
A: Planning, Reflection and Refinement	B. Instructional Support, Clear Expectations	C. Alignment, Results Driven	B. Parent Engagement, Decision-Making	A. Analysis and Interpretation, Dialog about meaning
B: Delivery, Best Practice	A. School Culture and Climate, Collaborative Inquiry		A. Community Communication Diversity	B. Applications, Data-Driven Decision Making
	B. Continuous Improvement, Monitored			
	A. Resource Allocation, Time			

Section III: Plan to Accomplish Student Achievement Goals

Measurable Objective Statement to support Goal: By the 2012-13 school year 90% percent of students will score proficient in social studies as measured by MME, and Common Assessments. Additionally, each subgroup will increase the percent of students scoring proficient on the same measures 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: MME and Common ASsessment

Strategy Statement: Collaborative district and school teams will consistently use demographic and achievement data to inform decisions regarding implementation of best practices, instructional resources, and assessment tools for use in social studies 9 – 12.

Action Steps	Staff Responsible	Timeline for Activity		Resources Needed			Monitoring Plan	Evidence of Success
		Begin	End	Resource	Source	Amount		
<p>Realign high school government and economics to the HSCE's</p> <p>Consider new resources to support teaching the HSCE's (if needed).</p>	9- 12 social studies teachers.	Sept. 2008	June 2009	Work sessions	Gen. Fund		Bre Bartels and Jim Nicolette will monitor progress of the committee work.	<p>Curriculum documents.</p> <p>Implementation of the realigned courses fall of 2009.</p>
<p><u>Writing Prompts</u></p> <ul style="list-style-type: none"> • Department common writing prompts • Holistic and analytic analysis of social studies based writing using common department rubric • Implementation of writing strategies to address areas of weakness (Graphic organizers, etc.) 	<p>HS Admin</p> <p>Soc St Dept Head</p> <p>U.S. History teachers</p>	Fall 2009	Ongoing	Dept developed writing prompts	NA	NA	<p>Assessment documents</p> <p>Writing prompt documents</p>	<p>Improved performance on:</p> <ul style="list-style-type: none"> • Grades • Common assessments • MME • ACT Writing
<p>SIOP (Sheltered Instruction Observation Protocol) Training for cohort groups at all levels, K – 12</p>	Michelle Williams K -12 Teachers and administrators	Sept. 2008	Ongoing	Michelle Williams	Title III & Gen. Fund		<p>Training schedules</p> <p>Coaching and observation records</p> <p>Teachers reflections and evaluation</p>	<p>Teacher observations of impact on student performance in the classroom</p>

Development and implementation of common assessments.	6 – 12 teachers. (Social Studies)	Sept. 2008	Middle school – June, 2009 High School – June 2009	Work sessions Test Banks Data Director	Gen. Fund Publishers	NA \$5.90/student	Meeting schedules and minutes.	Assessments documents. Increased scores on MEAP & MME. Increased classroom performance. (Grades)
<u>Document Based Questions</u> <ul style="list-style-type: none"> Implement in U.S. History Classes Increase critical thinking and analysis skills Improve persuasive writing skills 	HS Admin Soc St Dept Head U.S. History teachers	Fall 2009	Ongoing	DBQ Resources	Gen fund	\$3,500	Administrator observation via: <ul style="list-style-type: none"> Walk-throughs Formal observations Lesson plans 	Improved performance on: <ul style="list-style-type: none"> Grades Common assessments MME
<u>Pyramid Of Interventions</u> <ul style="list-style-type: none"> Implement POI that defines specific interventions that will be implemented for struggling students. Develop Academic Success Plan that incorporates one or more of the following: <ul style="list-style-type: none"> Mandatory Tutoring Intervention classes w/E2020 as part of delivery Parent/home plan for accountability Summer school and/or credit recovery w/E2020 support 	School Improvement Team High school teachers, counselors, and support staff High school administrators Office for T & L	Sept. 2009	Ongoing	Staff for extended programming	31A & general fund		Processes in place with proper documentation that describes the POI process Academic Success Plans Records of student and parent meetings Student schedules Records of attendance in defined intervention programs	Improved performance on: <ul style="list-style-type: none"> Common assessments Grades MME Subgroup and overall graduation rates
<u>Benchmarking</u>	High school social	Ongoing		Data Director	Gen fund		Data Director reports	Improved performance

<ul style="list-style-type: none"> • Continue benchmarking U.S. History and World Hisotry • Begin benchmarking in Economics and Government • 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. 	<p>studies teachers.</p> <p>High school administrators</p> <p>Office for T & L</p>	<p>Fall, 2009</p> <p>Ongoing</p> <p>Begin fall 2009</p> <p>Begin fall 2009</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Test Banks</p>			<p>Collaborative meeting (PLC) minutes</p>	<p>on:</p> <ul style="list-style-type: none"> • Mastery of benchmarks • Grades • PLAN • MME • Subgroup and overall graduation rates
<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 	<ul style="list-style-type: none"> • Change Leadership Team • K – 12 teachers & administrators • Office for T & L 	<p>Sept 2009</p>	<p>Ongoing</p>	<p>TBD (Change Leadership Team is in the process of developing a plan for PD)</p>	<p>Gen Fund</p>		<p>Change Leadership Team meeting documents</p> <p>School, grade level, & department collaborative team (PLC) meeting records</p>	<p>Administrator observation of changing instructional practices</p> <p>Improved performance on:</p> <ul style="list-style-type: none"> • MEAP • MME • Interim Assessments/Commo n Assessments • Formative/Building Assessments
<p><u>Teacher Assessment Model</u></p> <ul style="list-style-type: none"> • The district will 	<p>Asst. Supt. For T & L</p> <p>Building Level Administrators</p>	<p>Sept 2009</p>	<p>June 2013</p>	<p>Pathwise Model</p> <p>ETS Trainers</p> <p>Forms and</p>	<p>Gen. fund</p>		<ul style="list-style-type: none"> • LOA documents between WOPS and WOE A • Training schedule • Teacher 	<p>Improved performance on:</p> <ul style="list-style-type: none"> • MEAP • Explore • PLAN

<p>implement a teacher assessment model that fulfills the following:</p> <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>				documents			assessments employing the revised format	<ul style="list-style-type: none"> • MME <p>Improved grades, K – 12</p> <p>Improved performance on district/common assessments</p>
<p><u>Balanced Assessment Program (6 – 12)</u></p> <ul style="list-style-type: none"> • Increase staff understanding and use of balanced assessment. • Increase staff understanding and use of formative 	<p>Balanced Assessment Team (HS)</p> <ul style="list-style-type: none"> • HS Prin • HS Asst. Prin • Sp. Ed. Tchr • One tchr from each core content area • Asst. Super. For T & L <p>Balanced Assessment</p>	<p>Aug. 2009</p>	<p>May 2010 for team trng.</p> <p>Ongoing work with staff</p>	<p>OAISD Training</p> <p>PD time for work with staf</p>	<p>PD Budget</p>	<p>\$2,500</p>	<p>Team attendance records</p> <p>Staff in-service records</p>	<p>Administrator observations of changes in teaching & assessment practice.</p> <p>Improved performance on:</p> <ul style="list-style-type: none"> • Common assessments • Grades • EXPLORE • MEAP

<p>assessment as an instructional strategy.</p> <ul style="list-style-type: none"> • Team will attend year-long training at OAISD. • Team members will train other staff members in the use of balanced assessment. 	<p>Team (from each MS)</p> <ul style="list-style-type: none"> • MS Admin • One tchr from each core content area • Sp. Ed. tchr 					\$5,000		<ul style="list-style-type: none"> • PLAN • MME
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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.
- ✓ Balanced Assessment: Extensive research (Stiggins, Guskey, Bloom) on the positive affects of formative assessment on student learning.
- ✓ Pyramid of Interventions: Work/research from Alan Blankstein (Failure Is Not An Option) and the research/work of the DuFours.
- ✓ SIOP: Extensive research base prompted state and federal support for this model.
- ✓ Professional Learning Communities: Extensive research including Senge’s & DuFour’s work supports the use of PLC’s to increase student achievement
- ✓ 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?

- ✓ SIOP: Michelle Williams will provide ongoing training to cohort groups from each level throughout the 2008-09 school year. Regional “train the trainer” workshops via state initiative.
- ✓ District will provide training opportunities on the use of data to inform instruction. (Erika Bolig)
- ✓ Teacher Assessment Model Training – Through ETS for administrators. General training for staff with local trainers.
- ✓ OAISD Balanced Assessment Training. High school and middle school teams will participate. Build capacity for embedded professional development.
- ✓ Document Based Questions (DBQ) Training - OAISD

How has the school integrated its available fiscal resources to support this strategy and action steps?

Using general fund resources 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?

- ✓ District has purchased Data Director to provide data warehousing capabilities to support these activities.
- ✓ Blended courses offered at the high school.
- ✓ Extensive use of Moodle to enhance instruction K – 12.
- ✓ E2020 – District has purchased licenses providing access to this web-based instructional delivery system.

Stakeholder Involvement

List the names and positions of the stakeholders (staff, parents, community/business members and, as appropriate, students) who were involved in the planning, design, monitoring, and evaluation of this plan.

School Improvement Planning Team Members 🌸			
Name	Signature	Position	E-mail
Kent Henson		Principal	hensonk@westottawa.net
Rachel Womack		HS Resource teacher SIT co-chair	womackr@westottawa.net
Dave Shryock		parent	
Amy Dickinson		Asst. Principal	dickinsona@westottawa.net
Jens Milobinski		Asst. Principal	milobinskij@westottawa.net
Todd Tulgestke		Asst. Principal	tulgestket@westottawa.net
Dave Alban		Asst. Principal	alband@westottawa.net

Describe how all stakeholders are involved in the planning, design, monitoring, and evaluation of this school improvement plan. 🌸

The faculty assisted by providing input for the School Process Analysis and Profile. The School Improvement Chairperson and principal, along with building administration helped to complete portions of the assessment.

Describe how decisions about curriculum, instruction, and assessment are made at this school, and how all stakeholders are involved in the process. 🌸

Teachers work collaboratively to make decisions regarding curriculum alignment and to create common assessments. Teachers are beginning to have discussions using student data from common assessments to analyze instruction.

Describe how school and student information and progress will be shared with all stakeholders in a language they can understand. 🌸

School Improvement and MME analysis data are shared with parents and the faculty by the principal.

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.