School Improvement Plan

School Year: 2010
School District: South Haven Public Schools
Intermediate School District: Van Buren ISD
School Name: South Haven High School
Grades Served: 9,10,11,12
Principal: Mr. Shane M Peters

Building Code: 03515

District Approval of Plan:

_____
Authorized Official Signature and Date

Board of Education Approval of Plan:

_____
Authorized Official Signature and Date

School Improvement Plan

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Introduction

The Michigan Department of Education, Office of Education Improvement and Innovation and Office of Field Services has developed a series of documents and tools that are designed to assist schools in the creation and use of an **Action Portfolio** that will guide and inform the school's Continuous School Improvement Planning Process.

The **Action Portfolio** begins with the **Michigan School Improvement Framework (MSIF)**. The Framework was designed to:

- Provide schools and districts with a comprehensive framework that describes the elements of effective schools.
- Provide schools and districts in our state with a common way of describing the processes and protocols of practice of effective schools.
- Give direction to, support, and enhance the school improvement planning process.

The School Improvement Framework **Rubrics** assess the framework at the benchmark level, and provide a continuum of practice that allows buildings to identify gaps that exist between where they are in their current practice and where they want to be. The rubrics also include the EdYES! Performance Indicators that schools must use for their annual self-assessment.

The **Comprehensive Needs Assessment (CNA)** is another tool that has been developed as a part of the **Action Portfolio**. This process examines building demographics, system processes and protocols of practices, instructional program, and disaggregated student academic achievement data, so that the following questions can be answered:

- Who do we serve?
- How do we do business?
- Where are we now?
- Where do we want to be?
- What and where are the gaps?
- What is/are the root cause(s) for the gaps?
- How will we get to where we want to be?
- How will we evaluate our efforts and progress?

The CNA will help a school align these system challenges with the student achievement goals the school will establish. Ensuring that your systems are aligned with the elements of effective schools, to support your instructional program goals and objectives, is the first step to establishing the continuous school improvement process.

The **School Improvement Plan template (SIP)** has been designed to provide schools and districts with a common planning template that addresses student learning and system needs that have been identified through the schools? Comprehensive Needs Assessment. It has also been designed to address any federal, state and locally required elements that must be contained in a School Improvement Plan.

The School Improvement Framework, Rubrics, CNA, and the School Improvement Planning template were developed as a comprehensive and continuous process that can provide schools and districts with a way to look at and discuss internal systems and assess where the school is, in relationship to these elements of effective schools.

Copies of these documents can be obtained on the web at: www.mi.gov/schoolimprovement

School Information

School:	**South Haven High School**
District:	**South Haven Public Schools**
Public/Non-Public:	**Public**
Grades:	**9,10,11,12**
School Code Number:	**03515**
City:	**South Haven**
State/Province:	**Michigan**
Country:	**United States**

Vision

Vision Statement

All Students will graduate empowered with the skills needed to perform the world's work.

Mission Statement

South Haven High School's mission is to empower students with the skills to succeed in higher educational pursuits, global employment, and lifelong learning in an interdependent world

Beliefs Statement

The staff at South Haven High School believe the following:
*Education is a triad of school, parents and students
*Learning is a lifelong process
*Students learn differently and a variety of teaching styles should be incorporated
*Students deserve a variety of educational opportunities (Academic, Social, Athletic)
*Students must learn respect of self and others
*The school should be a safe, sound, clean, inviting environment
*Our staff is committed to continuous school improvement

Goals

ID	Name	Development Status	Progress Status
3161	Core Curriculum Allignment	Approved	Open
3246	Informational Reading	Approved	Open
3247	Demonstrating Academic Achievement	Approved	Open
18841	Organizational Skills	Approved	Open

Goal 1: Core Curriculum Allignment

Content Area : Other
Goal Source : Continuous Improvement
Development Status : Approved

Student Goal Statement : Goal Priority 1: To improve student achievement in all core subject areas by teaching the MI Merit Curriculum in ELA, Reading, Math, Science and Social Studies.

Gap Statement : READING decrease

Did not achieve goal of 3% composite increase

Composite dropped 1% from 2009
Females remained the same, males dropped 1%
Hispanics remained the same, 40% NOT PROFICIENT
Blacks dropped 4 %, 54% NOT PROFICIENT
SWD dropped 18%, 91% NOT PROFICIENT
Econ. Dis. increased 6%, 40% NOT PROFICIENT
Limited Eng. Prof. increased 8%, 75% NOT PROFCIENT

WRITING decrease

Did not achieve goal of 3% composite increase

Composite dropped 5%
Females dropped 4%, males dropped 7%
Hispanics dropped 10%, 80% NOT PROFICIENT
Blacks dropped 28%, 92% NOT PROFICIENT
SWD dropped 18%, 100% NOT PROFICIENT
Econ. Dis. increased 7%, 68% NOT PROFICIENT
Limited Eng. Prof. increased 13%, 88% NOT PROFCIENT

Composite, 22 students close to reaching benchmark

MATH INCREASE

Did achieve goal of 3% composite increase (but sub group gaps still need attention)

Composite increased 6% from 2009
Females increased 13%, males dropped 1%
Hispanics increased 7%, 53% NOT PROFICIENT
Blacks increased 1%, 85% NOT PROFICIENT
SWD dropped 9%, 100% NOT PROFICIENT
Econ. Dis. increased 11%, 47% NOT PROFICIENT
Limited Eng. Prof. increased 25%, 75% NOT PROFCIENT

Composite, 19 students close to reaching benchmark

SCIENCE INCREASE

Did not achieve goal of composite increase of 3%

Composite increased 1% from 2009
Females increased 1%, males increased 2%
Hispanics decreased 3%, 73% NOT PROFICIENT
Blacks increased 10%, 69% NOT PROFICIENT
SWD decreased 9%, 100% NOT PROFICIENT
Econ. Dis. increased 3%, 49% NOT PROFICIENT
Limited Eng. Prof. increased 25%, 75% NOT PROFCIENT

Composite, 12 students close to reaching benchmark

SOCIAL STUDIES DECREASE

Did not achieve goal of 3% composite increase

Composite decreased 3% from 2009
Females decreased 6%, males decreased 3%
Hispanics decreased 20%, 73% NOT PROFICIENT
Blacks decreased 25%, 69% NOT PROFICIENT
SWD increased19%, 100% NOT PROFICIENT
Econ. Dis. increased 9%, 49% NOT PROFICIENT
Limited Eng. Prof. decreased 25%, 75% NOT PROFCIENT

Composite, 17 students close to reaching benchmark

Cause for Gap : SHHS core curriculum is not aligned with MI Merit Curriculum.
Note data demonstrates % of low Proficient is too high

Multiple measures/sources of data you used to identify this gap in student achievement : As indicated in MI Tracker's Golden Package from Spring 2010 ACT/MME student assessment data and "Is our curriculum aligned?" data, also from 2009-2010 formative writing assessments, 2009-2010 parent and teacher surveys, and 2009-2010 MP & Semester failure rates

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? Overall Composite achievement will increase by 2% and each subgroup will increase by 1% as demonstrated on the Fall 2010 PLAN, and Spring 2011 ACT/MME, and semester exams,

reduced failure rate in course work, course syllabi that allign with MI Merit Curriculum, and at least a 10% increase in "curriculum allignment" as measured by the MI Tracker Golden Package "Is our curriculum aligned?" data

Goal Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/15/2010	cliscow@shps.org	In Progress	null

Contact Name : Shane Peters

List of Objectives:

ID	Objective
2934	Student Composite achievement will increase by 2% , and each subgroup composite will increase by 2% as measured on the Fall 2010 PLAN and the spring 2011 ACT/MME

1.1. Objective: Increased Academic Achievement

Measurable Objective Statement to Support Goal : Student Composite achievement will increase by 2% , and each subgroup composite will increase by 2% as measured on the Fall 2010 PLAN and the spring 2011 ACT/MME

Objective Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/15/2010	cliscow@shps.org	In Progress	null

List of Strategies:

ID	Strategy	Locked By
2934	1)All core subject departments will align their curriculum and instruction with current MDE MI Merit Curriculum and Course Credit Requirements and create common curriculum and assessments. Department meetings will focus on curriculum alignment and common assessment development. Departments will establish dates for yearly review and submit review to Assistant principal before may 2011. Challenges: Learning curve for using Golden Package, Time for teachers to study MI Merit Curriculum and work together in Departments, Finding Professional Development time for staff training, Teacher adaptation to change, Getting Parent surveys	

	returned Professional learning Activities: PD day for SIT and Dept Chairs to meet, follow up mtg. if needed, PD time for SIT and Chairs to respond to any questions/concerns teachers have with alligning their curriculum to MI Merit Curr.	

1.1.1. Strategy: Subject Curriculum A lignment

Strategy Statement: 1)All core subject departments will align their curriculum and instruction with current MDE MI Merit Curriculum and Course Credit Requirements and create common curriculum and assessments. Department meetings will focus on curriculum alignment and common assessment development. Departments will establish dates for yearly review and submit review to Assistant principal before may 2011.

Challenges: Learning curve for using Golden Package, Time for teachers to study MI Merit Curriculum and work together in Departments, Finding Professional Development time for staff training, Teacher adaptation to change, Getting Parent surveys returned
Professional learning Activities: PD day for SIT and Dept Chairs to meet, follow up mtg. if needed, PD time for SIT and Chairs to respond to any questions/concerns teachers have with alligning their curriculum to MI Merit Curr.

Selected Target Areas

SAR 3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills
SAR 3.10 Ensures that curriculum is reviewed and revised at regular intervals
SAR 3.11 Ensures that all students and staff members have regular and ready access to instructional technology and a comprehensive materials collection that supports the curricular and instructional program
SAR 3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning
SAR 3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
SAR 3.3 Ensures that system-wide curricular and instructional decisions are based on data and research at all levels
SAR 3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
SAR 3.5 Offers a curriculum that challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity
SAR 3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity
SAR 3.7 Maintains articulation among and between all levels of schooling to monitor student performance and ensure readiness for future schooling or employment

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?
Research: "Don't Let the Foundation Slip", Deb Wahlststrom, MI Best Practices, MDE MI Merit Curriculum, MI Tracker ACT/MME and PLAN Golden Packages

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/21/2009	cliscow@shps.org	In Progress	Progress Status changed from Open to In Progress

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
A1. A copy of the entire current Golden Package, in seperate notebooks by subjects, and the Complete MI Merit Curriculum and Course Guidelines will be barcoded and kept in the HS Media Center for use and sign-out by Departments. A2. Department Chairs will work with their departments to make needed curriculum changes to align our curriculum with MDE MI Merit Curriculum and Course Credit Requirements,Train Dept Chairs with all day training session, Department staff will work together to adjust lessons and instruction to align with MI Merit Curriculum A3. SIT and Assistant principal will train Dept. Chairs to use MI Tracker's Golden Package, Success: Chairs and their staff will use the Golden Package data to allign their department's curriculum and instruction with MI Merit curriculum A4. All staff will use Golden Package, core department curriculum and instruction will be reviewed yearly for current alignment and compared with the "percent of alignment data" in Golden Package. Review report will be turned into Assistant Principal by may 2011	08/30/2010	05/20/2011	School Improvement Team, Department Chairs, all teachers, Principal, and Asst. Principal

1.1.1.1. Activity: Align Curriculum with MI Merit Curriculum

Activity Description: A1. A copy of the entire current Golden Package, in seperate notebooks by subjects, and the Complete MI Merit Curriculum and Course Guidelines will be barcoded and kept in the HS Media Center for use and sign-out by Departments.
A2. Department Chairs will work with their departments to make needed curriculum changes to align our curriculum with MDE MI Merit Curriculum and Course Credit Requirements,Train Dept Chairs with all day training session, Department staff will work together to adjust lessons and instruction to align with MI Merit Curriculum
A3. SIT and Assistant principal will train Dept. Chairs to use MI Tracker's Golden Package, Success: Chairs and their staff will use the Golden Package data to allign their department's curriculum and instruction with MI Merit curriculum

A4. All staff will use Golden Package, core department curriculum and instruction will be reviewed yearly for current alignment and compared with the "percent of alignment data" in Golden Package. Review report will be turned into Assistant Principal by may 2011

Activity Type: Revised

Planned staff responsible for implementing activity: School Improvement Team, Department Chairs, all teachers, Principal, and Asst. Principal

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 08/30/2010, End Date - 05/20/2011

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
MI Tracker, Golden Package	General Funds	600.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/15/2010	cliscow@shps.org	In Progress	Each Department. will receive a notebook of all the detailed assessment data from the Spring ACT/MME 2010 for their content area.

Goal 2: Informational Reading

Content Area : Other
Goal Source : Continuous Improvement
Development Status : Approved

Student Goal Statement : Goal priority 2: to improve student achievement in informational reading areas in ELA, Science, and Soc. St.

Gap Statement : READING decrease

Did not achieve goal of 3% composite increase

Composite dropped 1% from 2009
Females remained the same, males dropped 1%
Hispanics remained the same, 40% NOT PROFICIENT
Blacks dropped 4 %, 54% NOT PROFICIENT
SWD dropped 18%, 91% NOT PROFICIENT

Econ. Dis. increased 6%, 40% NOT PROFICIENT
Limited Eng. Prof. increased 8%, 75% NOT PROFCIENT

Composite, 17 students close to reaching benchmark

WRITING decrease

Did not achieve goal of 3% composite increase

Composite dropped 5%
Females dropped 4%, males dropped 7%
Hispanics dropped 10%, 80% NOT PROFICIENT
Blacks dropped 28%, 92% NOT PROFICIENT
SWD dropped 18%, 100% NOT PROFICIENT
Econ. Dis. increased 7%, 68% NOT PROFICIENT
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Composite, 22 students close to reaching benchmark

SCIENCE INCREASE

Did not achieve goal of composite increase of 3%

Composite increased 1% from 2009
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Econ. Dis. increased 3%, 49% NOT PROFICIENT
Limited Eng. Prof. increased 25%, 75% NOT PROFCIENT

Composite, 12 students close to reaching benchmark

SOCIAL STUDIES DECREASE

Did not achieve goal of 3% composite increase

Composite decreased 3% from 2009
Females decreased 6%, males decreased 3%
Hispanics decreased 20%, 73% NOT PROFICIENT
Blacks decreased 25%, 69% NOT PROFICIENT
SWD increased19%, 100% NOT PROFICIENT
Econ. Dis. increased 9%, 49% NOT PROFICIENT
Limited Eng. Prof. decreased 25%, 75% NOT PROFCIENT

Composite, 17 students close to reaching benchmark

Cause for Gap : Data indicates the reason for the gap is poor informational reading strategies, poor vocabulary,

poor reading comprehension, lack of common prior knowledge, poor organizational skills and time management, and lack of goal setting skills.

Multiple measures/sources of data you used to identify this gap in student achievement : Interviews with non-proficient students, student perception surveys, data in Golden Package, ACT/MME and PLAN scores, # of students in "low proficiency group", and local formative reading and writing assessments, failure rate,

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? Increase in composite student scores in ELA and Science areas involving informational reading skills as measured on the MME/ACT and PLAN, on essay scores, and decreased course failure rate.

Goal Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/21/2009	cliscow@shps.org	In Progress	Will be reviewed and updated at fall 2009 teacher in-services

Contact Name : Shane Peters

List of Objectives:

ID	Objective
3292	Students will demonstrate increased composite achievement of 2% , and in subgroups by 1% in informational reading areas in Science and ELA as measured on the spring 2010 ACT/MME and the fall 2010 PLAN

2.1. Objective: Informational Reading Improvement

Measurable Objective Statement to Support Goal : Students will demonstrate increased composite achievement of 2% , and in subgroups by 1% in informational reading areas in Science and ELA as measured on the spring 2010 ACT/MME and the fall 2010 PLAN

Objective Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/21/2009	cliscow@shps.org	In Progress	Progress Status changed from Open to In Progress

List of Strategies:

ID	Strategy	Locked By
3292	Use ACT recommended Improvement and College Readiness Ideas in Golden Package for Reading Strands, study Golden Package comparisons of strand strengths and weaknesses, and Work Keys, review at Dept. meeting and implement Review SIPLan strategies, monitor & adjust, then Consistently use SIPlan strategies, especially SQ3R	

2.1.1. Strategy: Use and Apply Information

Strategy Statement: Use ACT recommended Improvement and College Readiness Ideas in Golden Package for Reading Strands, study Golden Package comparisons of strand strengths and weaknesses, and Work Keys, review at Dept. meeting and implement
Review SIPLan strategies, monitor & adjust, then
Consistently use SIPlan strategies, especially SQ3R

Selected Target Areas

SAR 3.1 Develops and implements curriculum based on clearly defined expectations for student learning
SAR 3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills
SAR 3.10 Provides comprehensive information and media services that support the curricular and instructional programs
SAR 3.10 Ensures that curriculum is reviewed and revised at regular intervals
SAR 3.11 Ensures that all students and staff members have regular and ready access to instructional technology and a comprehensive materials collection that supports the curricular and instructional program
SAR 3.11 Coordinates and ensures ready access to instructional technology, information and media services, and materials needed for effective instruction
SAR 3.3 Ensures that system-wide curricular and instructional decisions are based on data and research at all levels
SAR 3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
SAR 3.4 Supports instruction that is research-based and reflective of best practice
SAR 3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?
MDE recommendations in MI Merit supplements, ELA Academic vocabulary supplement; Concord Review - Will Fitzhugh; (what or who - SQ3R); "Don't Let the Foundation Slip", Deb Wahlstrom

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/21/2009	cliscow@shps.org	In Progress	Progress Status changed from Open to In Progress

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
1)Every teachers will use and teach Academic Vocabulary, and model and teach SQ3R, 2)Use ACT like analytical rubric for writing assessments and return rubrics to students, 3)Include 5 paragraph essay question on semester exams, grade and return ACT rubric to students, turn in 1-6 scores to SIT, 4) participate in School Wide Write, grade and return ACT rubric to students, turn in 1-6 scores to SIT, 4)Teach and assign timed (30-45 minute) 5 paragraph essay each marking period in all ELA, Science & Soc.St. classes and return analytical rubric assessment of the essays to each student ASAP, 5)Assign one non-fiction book in all ELA classes per semester, 6)View 5 minute Channel One news broadcast at the beginning of Hour 5 each day - Soc St. classes apply/discuss info where appropriate, 7)Include assignments that include interpretation and application of charts and graphs in instruction, 8)Include digital multimedia to practice chart and graph creation and application 9)Teachers will employ "Improvement Ideas" listed in the Golden Package ACT data Beginning of the year PD for staff in strategies and activities for this goal, and add PD days for teachers	08/23/2010	05/20/2011	School Improvement Team, Principal,Assistant principal, Superintendent, Director of Operations, SHEA president

2.1.1.1. Activity: Learn and Use

Activity Description: 1)Every teachers will use and teach Academic Vocabulary,
and model and teach SQ3R,
2)Use ACT like analytical rubric for writing assessments and return rubrics to students,
3)Include 5 paragraph essay question on semester exams, grade and return ACT rubric to students, turn in 1-6 scores to SIT,
4) participate in School Wide Write, grade and return ACT rubric to students, turn in 1-6 scores to SIT,
4)Teach and assign timed (30-45 minute) 5 paragraph essay each marking period in all ELA, Science & Soc.St. classes and return analytical rubric assessment of the essays to each student ASAP,
5)Assign one non-fiction book in all ELA classes per semester,
6)View 5 minute Channel One news broadcast at the beginning of Hour 5 each day - Soc St. classes apply/discuss info where appropriate,
7)Include assignments that include interpretation and application of charts and graphs in instruction,

8)Include digital multimedia to practice chart and graph creation and application
9)Teachers will employ "Improvement Ideas" listed in the Golden Package ACT data

Beginning of the year PD for staff in strategies and activities for this goal, and add PD days for teachers

Activity Type: Revised

Planned staff responsible for implementing activity: School Improvement Team, Principal,Assistant principal, Superintendent, Director of Operations, SHEA president

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 08/23/2010, End Date - 05/20/2011

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
SIT time, PD time, Channel One	General Funds	800.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/21/2009	cliscow@shps.org	In Progress	Will be reviewed and updated at fall 2009 teacher in-services

Goal 3: Demonstrating Academic Achievement

Content Area : Other
Goal Source : Continuous Improvement
Development Status : Approved

Student Goal Statement : Goal Priority 3: To improve students' test taking skills to enable them to demonstrate their academic achievement on all core subject tests through electronic assessments.

Gap Statement : READING decrease

Did not achieve goal of 3% composite increase

Composite dropped 1% from 2009
Females remained the same, males dropped 1%
Hispanics remained the same, 40% NOT PROFICIENT
Blacks dropped 4 %, 54% NOT PROFICIENT
SWD dropped 18%, 91% NOT PROFICIENT
Econ. Dis. increased 6%, 40% NOT PROFICIENT

Limited Eng. Prof. increased 8%, 75% NOT PROFCIENT

Composite, 17 students close to reaching benchmark

WRITING decrease

Did not achieve goal of 3% composite increase

Composite dropped 5%
Females dropped 4%, males dropped 7%
Hispanics dropped 10%, 80% NOT PROFICIENT
Blacks dropped 28%, 92% NOT PROFICIENT
SWD dropped 18%, 100% NOT PROFICIENT
Econ. Dis. increased 7%, 68% NOT PROFICIENT
Limited Eng. Prof. increased 13%, 88% NOT PROFCIENT

Composite, 22 students close to reaching benchmark

MATH INCREASE

Did achieve goal of 3% composite increase (but sub group gaps still need attention)

Composite increased 6% from 2009
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Hispanics increased 7%, 53% NOT PROFICIENT
Blacks increased 1%, 85% NOT PROFICIENT
SWD dropped 9%, 100% NOT PROFICIENT
Econ. Dis. increased 11%, 47% NOT PROFICIENT
Limited Eng. Prof. increased 25%, 75% NOT PROFCIENT

Composite, 19 students close to reaching benchmark

SCIENCE INCREASE

Did not achieve goal of composite increase of 3%

Composite increased 1% from 2009
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Blacks increased 10%, 69% NOT PROFICIENT
SWD decreased 9%, 100% NOT PROFICIENT
Econ. Dis. increased 3%, 49% NOT PROFICIENT
Limited Eng. Prof. increased 25%, 75% NOT PROFCIENT

Composite, 12 students close to reaching benchmark

SOCIAL STUDIES DECREASE

Did not achieve goal of 3% composite increase

Composite decreased 3% from 2009
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Hispanics decreased 20%, 73% NOT PROFICIENT
Blacks decreased 25%, 69% NOT PROFICIENT
SWD increased19%, 100% NOT PROFICIENT
Econ. Dis. increased 9%, 49% NOT PROFICIENT
Limited Eng. Prof. decreased 25%, 75% NOT PROFCIENT

Composite, 17 students close to reaching benchmark

Cause for Gap : A lack of skills and practice in taking standardized tests and lack of immediate feedback during training and practice

Multiple measures/sources of data you used to identify this gap in student achievement : Student interviews, student perception surveys, teachers' formative assessments, Golden Package - MI Tracker: report of the number of students close to proficiency

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? Increase in student achievement on MME/ACT and PLAN, increase in formative exam scores, decrease in failure rate

Goal Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/24/2009	cliscow@shps.org	In Progress	Will be reviewed and updated at fall 2009 teacher in-services

Contact Name : Shane Peters

List of Objectives:

ID	Objective
3299	Students will increase their knowledge of test taking skills in format, strategies, vocabulary, and online test taking as demonstrated by Composite Core subject increase of 2% increase and each subgroup increase of 1% on Fall 2010 PLAN and Spring 2011 ACT/MME.

3.1. Objective: Test Taking

Measurable Objective Statement to Support Goal : Students will increase their knowledge of test taking skills in format, strategies, vocabulary, and online test taking as demonstrated by Composite Core subject increase of 2% increase and each subgroup increase of 1% on Fall 2010 PLAN and Spring 2011 ACT/MME.

Objective Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/21/2009	cliscow@shps.org	In Progress	Progress Status changed from Open to In Progress

List of Strategies:

ID	Strategy	Locked By
3299	Teachers will use www.mel.org high school content preparation and ACT test prep courses and practice tests to teach students the skills needed for them to demonstrate their academic achievement on the ACT/MME andto improve their electronic test taking skills.	

3.1.1. Strategy: MEL Test Prep Strategies

Strategy Statement: Teachers will use www.mel.org high school content preparation and ACT test prep courses and practice tests to teach students the skills needed for them to demonstrate their academic achievement on the ACT/MME andto improve their electronic test taking skills.

Selected Target Areas

SAR 3.10 Provides comprehensive information and media services that support the curricular and instructional programs
SAR 3.11 Ensures that all students and staff members have regular and ready access to instructional technology and a comprehensive materials collection that supports the curricular and instructional program
SAR 3.11 Coordinates and ensures ready access to instructional technology, information and media services, and materials needed for effective instruction
SAR 3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning
SAR 3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning
SAR 3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
SAR 3.3 Ensures that system-wide curricular and instructional decisions are based on data and research at all levels
SAR 3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
SAR 3.4 Supports instruction that is research-based and reflective of best practice
SAR 3.5 Offers a curriculum that challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity
SAR 3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?
MI Tracker Golden Package "close group" data, and Scruggs and Mastropieri, 1992

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/21/2009	cliscow@shps.org	In Progress	Progress Status changed from Open to In Progress

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
A1. Professional Development sessions in MEL for all staff, A2. All core teachers of grades 9,10, & 11 will include at least 3 hours of MEL MME/ACT test prep and content practice in each class, every year prior to March. A3. teachers will record time and student scores on MEL sessions and submit to Assistant principal A4. teachers will review MEL practice at Department meetings	08/23/2010	05/20/2011	A1. SIT Chairs, ELA Chair, Principal, Asst. Principal A2. Principal, Dept Chairs, Counselors, Teachers

3.1.1.1. Activity: Using MEL Test Prep

Activity Description: A1. Professional Development sessions in MEL for all staff,
A2. All core teachers of grades 9,10, & 11 will include at least 3 hours of MEL MME/ACT test prep and content practice in each class, every year prior to March.
A3. teachers will record time and student scores on MEL sessions and submit to Assistant principal
A4. teachers will review MEL practice at Department meetings

Activity Type: None

Planned staff responsible for implementing activity: A1. SIT Chairs, ELA Chair, Principal, Asst. Principal
A2. Principal, Dept Chairs, Counselors, Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 08/23/2010, End Date - 05/20/2011

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Internet, compter labs and Computer On Wheels (COW)	General Funds	500.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/21/2009	cliscow@shps.org	In Progress	Progress Status changed from Open to In Progress

Goal 4: Organizational Skills

Content Area : Other
Goal Source : Continuous Improvement
Development Status : Approved

Student Goal Statement : To improve students' academic achievement through improvement of organizational skills

Gap Statement : READING decrease

Did not achieve goal of 3% composite increase

Composite dropped 1% from 2009
Females remained the same, males dropped 1%
Hispanics remained the same, 40% NOT PROFICIENT
Blacks dropped 4 %, 54% NOT PROFICIENT
SWD dropped 18%, 91% NOT PROFICIENT
Econ. Dis. increased 6%, 40% NOT PROFICIENT
Limited Eng. Prof. increased 8%, 75% NOT PROFCIENT

Composite, 17 students close to reaching benchmark

WRITING decrease

Did not achieve goal of 3% composite increase

Composite dropped 5%
Females dropped 4%, males dropped 7%
Hispanics dropped 10%, 80% NOT PROFICIENT
Blacks dropped 28%, 92% NOT PROFICIENT
SWD dropped 18%, 100% NOT PROFICIENT
Econ. Dis. increased 7%, 68% NOT PROFICIENT
Limited Eng. Prof. increased 13%, 88% NOT PROFCIENT

Composite, 22 students close to reaching benchmark

MATH INCREASE

Did achieve goal of 3% composite increase (but sub group gaps still need attention)

Composite increased 6% from 2009
Females increased 13%, males dropped 1%
Hispanics increased 7%, 53% NOT PROFICIENT
Blacks increased 1%, 85% NOT PROFICIENT
SWD dropped 9%, 100% NOT PROFICIENT
Econ. Dis. increased 11%, 47% NOT PROFICIENT
Limited Eng. Prof. increased 25%, 75% NOT PROFCIENT

SCIENCE INCREASE

Did not achieve goal of composite increase of 3%

Composite increased 1% from 2009
Females increased 1%, males increased 2%
Hispanics decreased 3%, 73% NOT PROFICIENT
Blacks increased 10%, 69% NOT PROFICIENT
SWD decreased 9%, 100% NOT PROFICIENT
Econ. Dis. increased 3%, 49% NOT PROFICIENT
Limited Eng. Prof. increased 25%, 75% NOT PROFCIENT

SOCIAL STUDIES DECREASE

Did not achieve goal of 3% composite increase

Composite decreased 3% from 2009
Females decreased 6%, males decreased 3%
Hispanics decreased 20%, 73% NOT PROFICIENT
Blacks decreased 25%, 69% NOT PROFICIENT
SWD increased19%, 100% NOT PROFICIENT
Econ. Dis. increased 9%, 49% NOT PROFICIENT
Limited Eng. Prof. decreased 25%, 75% NOT PROFCIENT

Cause for Gap : Students' lack of practicing/studying/learning skills due to poor organizational skills: lost assignments, lost homework, lost dates for tests, lack of preparation, poor time management, poor goal setting

Multiple measures/sources of data you used to identify this gap in student achievement : Parent perception surveys, teacher surveys, student surveys, success in classes, success and growth with essay writing in classes and School Wide Write, and proficiency on PLAN, and ACT/MME

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? Failure rates will decrease, essay writing will show pattern of improvement on School Wide Write & Exam essays, Composite achievement will increase by 2% on fall 2010 PLAN and

Spring 2011 ACT/MME, and Parents will indicate improved organizational skills on surveys in Fall 2011

Contact Name : Nate Luna

List of Objectives:

ID	Objective
22076	Students will improve their organizational skills as demonstrated by a satisfactory evaluation of their 6 subject, 3-ring notebook each Marking Period by their teachers.

4.1. Objective: Improve Organizational Skills

Measurable Objective Statement to Support Goal : Students will improve their organizational skills as demonstrated by a satisfactory evaluation of their 6 subject, 3-ring notebook each Marking Period by their teachers.

List of Strategies:

ID	Strategy	Locked By
22076	Every student in 9th and 10th grade will be given a 3-ring notebook in which to keep needed materials for their 6 classes.	

4.1.1. Strategy: Organizational 3 Ring Binder

Strategy Statement: Every student in 9th and 10th grade will be given a 3-ring notebook in which to keep needed materials for their 6 classes.

Selected Target Areas

SAR 3.4 Supports instruction that is research-based and reflective of best practice
SAR 3.7 Maintains articulation among and between all levels of schooling to monitor student performance and ensure readiness for future schooling or employment
SAR 3.8 Supports the implementation of interventions to help students meet expectations for student learning
SAR 3.9 Monitors school climate and takes appropriate steps to ensure that it is conducive to student learning
SAR 3.9 Maintains a system-wide climate that supports student learning
SAR 4.1 Establishes and implements a comprehensive assessment system, aligned with the system's expectations for student learning, that yields information which is reliable, valid, and bias free
SAR 4.2 Develops and implements a comprehensive assessment system for assessing progress toward meeting the expectations for student learning
SAR 4.3 Conducts a systematic analysis of instructional and organizational effectiveness, including support

systems, and uses the results to improve student and system performance
SAR 4.5 Communicates the results of student performance and school effectiveness to all stakeholders
SAR 4.6 Demonstrates verifiable growth in student performance that is supported by multiple sources of evidence
SAR 4.7 Demonstrates verifiable growth in student performance
SAR 6.2 Has formal channels to listen to and communicate with stakeholders
SAR 6.2 Uses system-wide strategies to listen to and communicate with stakeholders
SAR 6.3 Solicits the knowledge and skills of stakeholders to enhance the work of the system
SAR 6.4 Communicates the expectations for student learning and goals for improvement to all stakeholders
SAR 6.5 Provides information about students, their performance, and school effectiveness that is meaningful and useful to stakeholders

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?
AN ORGANIZED STUDENT OFFERS ORGANIZATIONAL SKILLS TRAINING FOR STUDENTS; PEACE OF MIND FOR PARENTS
(Deerfield, IL September 8, 2009)

How Children Learn Organizational Skills
Contributor
By Karen Hollowell, eHow Contributing Writer

How to Teach Students Organizational Skills
Contributor
By Erica Green, eHow Contributing Writer

Improving Student Outcomes
Teaching Organizational Skills Using the Academic Planner
Jennifer M. Bennett
Concordia University Portland
An Action Research Proposal/Report Presented to
The Graduate Program in Partial Fulfillment of the Requirements
For the Degree of Masters in Education/Administrative License
Concordia University
2009

Teaching Organizational Skills to Promote Academic Achievement in Behaviorally Challenged Students
Teaching Exceptional Children, Mar/Apr 2008 by Anderson, Darlene H, Munk, Jo Ann H, Young, K Richard, Conley, Laura, Caldarella, Paul
Anderson, Darlene H "Teaching Organizational Skills to Promote Academic Achievement in Behaviorally Challenged Students". Teaching Exceptional Children. FindArticles.com. 12 Aug, 2010.
http://findarticles.com/p/articles/mi_7749/is_200803/ai_n32265706/
Copyright Council for Exceptional Children Mar/Apr 2008
Provided by ProQuest Information and Learning Company. All rights Reserved

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
A1 Students will maintain a 3 ring binder with a section for each of their 6 classes to insert documents required by each teacher. A2 Each teacher will regularly check each students binder and assign an evaluation grade. A3 Students with an unsatisfactory evaluation will receive ways to improve their notebook A3 All parents will be informed of the students' binders and expectations for use. A4 Each student's organizational achievement or lack of it will be communicated and reviewed with parents.	08/23/2010	05/27/2011	All teachers, SIT, principal, asst. principal, counselor, parents

4.1.1.1. Activity: student ownership of achievement

Activity Description: A1 Students will maintain a 3 ring binder with a section for each of their 6 classes to insert documents required by each teacher.
A2 Each teacher will regularly check each students binder and assign an evaluation grade.
A3 Students with an unsatisfactory evaluation will receive ways to improve their notebook
A3 All parents will be informed of the students' binders and expectations for use.
A4 Each student's organizational achievement or lack of it will be communicated and reviewed with parents.

Activity Type: None

Planned staff responsible for implementing activity: All teachers, SIT, principal, asst. principal, counselor, parents

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 08/23/2010, End Date - 05/27/2011

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
300 3 ring notebooks	General Funds	1,200.00	0.00

Resource Profile

Funding Source	Planned Amount	Actual Amount
General Funds	$3,100.00	$0.00

Stakeholders

List of names, positions and e-mail addresses 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.

Title	First Name	Last Name	Position	E-mail
Mr.	Shane	Peters	Principal	speters@shps.org
Ms.	Cindy	Liscow	Media Specialist	cliscow@shps.org
Mrs.	Marcy	Mein	Teacher - ELA	mmein@shps.org
Mr.	Jeremy	Burelson	Teacher - Soc. St.	jburleson@shps.org
Ms.	Lindsay	Skiera	Teacher - Math	lskiera@shps.org
Mr.	Jarret	Andree	Teacher - Science	jandree@shps.org
Ms.	Camille	Harrell	Student	lilcutie_05_hollabackgurl@yahoo.com
Ms.	Anne	Meskauskas	Parent	ameskauskas56@gmail.com
Mr.	Nate	Luna	Assistant Principal	nluna@shps.org

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

Our School Improvement Team (SIT) meets every month to monitor progress, review data, identify strengths and weaknesses, prepare communications to our department chairs and staff, and plan Professional Development (PD). Communications and updates are sent to teachers throughout the year, and at least twice each year the department chairs meet with the SIT to communicate School Improvement Plan (SIP) input from their departments and assess progress. The department chairs meet every month with their departments.

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

Based on input from staff, students, Best Practices and research, the SIT and departments identify student achievement strengths and weaknesses. The SIT, administration and staff collaborate in the development of the SIP and needed Professional Development time and training in our SIP strategies. Key to our decision making process is thorough communication between administration, the SIT, Dept. Chairs and staff, along with ample PD time for thorough training in our SIP.

3. Describe how institution and student information and progress will be shared with all stakeholders in a language that they can understand.

The SIT has decided Chairs and Mr. Peters will prepare a PD schedule for 2009-2010 that includes at least 1 day prior to students returning, 1 day in October and 1 day in February. It will also include one day per year when the SIT Chairs meet with each Department. Substitute teachers will be hired when and where needed. Institution, curriculum, student information and progress is presented in the School Improvement Plan;it given to staff electronically and hard copy. It is explained and discussed in faculty meetings, department meetings,

and at Professional Development sessions. It is communicated in the Student Handbook and Curriculum Guide, updated on the High School Website, and posted in the District Annual Report. On a more detailed level, it is communicated to students and parents in the form of assignments and lessons on Edline

Statement of Non-Discrimination

Federal Office for Civil Rights

The institution 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.

Contact Information

Schools/Districts are required to designate an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities.

Position of Contact:	Principal
Address:	600 Elkenburg
Telephone Number:	269-637-0501

References

- Title VI of the Civil Rights Act of 1964
- The Age Discrimination Act of 1975
- The Americans with Disabilities Act of 1990
- Elliott-Larsen prohibits discrimination against religion

Conclusion

1. What Professional Learning activities will you need to provide to support the successful implementation of this school improvement plan?

PD days are needed for the entire staff to receive instruction in the identified strategies in our SIP: integrating "Academic Vocabulary" instruction, unpacking standards, PQ3R, analytical rubric use, 5 paragraph essay instruction, use of Channel One time, and using the MEL high school content and test Prep program. Meeting time is needed for SIT and Dept Chairs to meet for review and updates, along with follow up meetings when needed. PD time is needed for SIT and Chairs to respond to any questions/concerns teachers have with aligning their curriculum to MI Merit Curr.

2. How has the institution integrated its available fiscal resources to support this school improvement plan?

South Haven Public Schools provides a shared network Drive for teachers to share documents, etc. They maintain an Intranet email program for staff. They purchased MI Tracker, the Golden Package and Pearson as our data management programs. They provide high speed Internet. They support staff and SIT attendance at relevant Conferences and Workshops. They provide training sessions. They support and fund Department Chairs.

3. How has the institution assessed the need for and integrated the use of technology to support this school improvement plan?

South Haven High School regularly reviews the current MDE technology plan, Best Practices, professional journals, relevant research, computer/student ratios and parent and student surveys to assess our need for technology to support our SIP. To accomplish our SIP Goals SHHS currently integrates a variety of technology: a shared network Drive for teachers to share documents, etc. with each other, a shared Drive for students and teachers, an Intranet email program for staff communication, MI Tracker, the Golden Package,and Pearson as our data management programs, 4 computer labs and 3 mobile laptop carts of 30 laptops each, high speed Internet, and a Media Specialist to assist and/or instruct teachers and students. Every teacher has his/her own desktop computer and an LCD projector The SIP plan includes the adoption of Channel One News Broadcast.