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# Muskegon Heights Public Schools



## **School Improvement Plan**

**2007 – 2008**

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**School: Muskegon Heights High School**

**Principal: [Mr. Dan Smith](#)**

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## School Improvement Plan Overview

**Directions:** Describe in a summary paragraph the school improvement plan. (Do this last.)

Our school improvement plan contains ongoing goals in the four core curricular areas: English language arts, science, mathematics, and social studies. We are adopting a goal in technology for the first time this year. These goals will be supported by strategies which involve intense efforts by specific academic departments as well as efforts which will be carried across the curriculum. Our plan is data driven. Interventions will be molded by data from student assessments, instructional and school climate audits, and stakeholder surveys. These interventions will be monitored and adjusted based on formative and summative assessments. We will work to broaden the involvement of all stakeholders.

## School Improvement Team Members

**Directions:** List members of the school SIP team in the chart below. The team should be composed of one administrator, three to five teachers, and one parent. Add other team members as appropriate.

Team Member	Position	Term
Dan Smith	Principal	Continuing
Frances Wright	School Improvement Chair Mathematics Department Chair	Continuing
Mark Belrose	Science Department Chair	Continuing
Lisa Cook	Language Arts Department Chair, MME Coordinator	Continuing
Shawndra King-Ford	Social Studies Department Chair, MME Coordinator	Continuing
Lauraine Navarre	Science/Math Goal Area Chair	Continuing
Ron Reynolds	Special Education Department Representative	Continuing
Vontrice Watson	ELA Teacher	Continuing
Zandra Burrell	Parent	Continuing

## Job Description of the School Improvement Team

**Directions:** Describe the various roles that the SIP Team plays in building the SIP process just as you would prepare a professional job description. Include evidence that the SIP Team participates in the development, implementation, and evaluation of the SIP.

School Improvement Steering Team Members:

- Compiled the NCA School Profile for the new continuous evaluation process.

- Led the staff in the collective completion of the NCA capacity assessment instrument.
- Led the staff in the completion and documentation of the rubrics for ***Education Yes! Performance Indicators*** (40 key characteristics from the Michigan School Improvement Frameworks).
- Met extensively for the purpose of refining and in some instances establishing data collection and analysis systems.
- Coordinated assessments
- Communicated to stakeholders
- Gather data from students, parents, and staff (surveys)
- Conducted assessments and interpreted results
- Conducted and participated professional development directly related school improvement process and the development target area goals and implementation strategies.

## School Mission Statement

### Muskegon Heights High School Mission Statement

The mission of the Muskegon Heights High School Community\* is to provide a learning atmosphere which promotes educational achievement and positive social/emotional behaviors and attitudes.

\*The Muskegon Heights High School Community is composed of students, parents, faculty, administrators, support staff, and community members.

### Adult Roles

Self-Directed Learners . . . who have a positive image of themselves and their futures, set goals for themselves, and assume responsibility for their actions.

Collaborative Contributors . . . who use leadership and group skills to foster and sustain productive relationships with others in families and in culturally diverse work and community settings.

Quality Producers . . . who hold high standards for themselves and their performance in the creation of products of intellectual, artistic and functional value, and who are able to use technologies in this creative process.

Complex Thinkers . . . who identify and logically utilize available resources to make decisions, and solve complex problems in a variety of contexts.

Involved Citizens . . . who contribute their time energies, and talents to improve the welfare of themselves and others and the quality of life in their local and global environments.

**Building Level Decision-Making Process**

*Directions: Describe in a detailed paragraph the decision-making process for the building. This process should delineate who makes what decisions and at what times during the school year. You should also note that staff is involved in the development of SIP documentation, and that this process is clearly communicated to all stakeholders by the SIP team.*

The decision making process in the building varies widely depending on the area under consideration. Decisions involving the physical plant, job assignments, and athletics are for the most part made by administrators. The more inclusive school improvement process is utilized in areas concerned with instruction. Our school improvement process follows the NCA model which involves enlisting the commitment of stakeholders, developing a student profile, collecting and analyzing data, developing goals based on the data, identifying interventions to support the goals, and continually monitoring the implementation of the plan. Ideally, the goal area teams and the steering committee collaborate to make important decisions related to the process. In practice however, decisions that directly impact our efforts are sometimes made at another organizational level.

**Administrative Support**

*Directions: Please indicate if building management is supportive of SIP planning and implementation by checking the appropriate box. To apply a check, click on a box.*

- Money  Yes  No
- Time  Yes  No
- Space Allotment  Yes  No
- Professional Development Resources  Yes  No

**Comment: This year school improvement monies were spent without any input from the school improvement (steering) committee.**

## **Curriculum & Academic Assessments**

**Directions:** *Describe the activities undertaken by staff to be certain that the building's curriculum is aligned to the Michigan standards, benchmarks, and grade level expectations. Describe the academic assessments used by the school and the purposes they serve in academic program of the school.*

### **Curriculum Alignment**

The district has adopted the KC4 curriculum which is properly aligned to the Michigan Standards and Benchmarks. Teachers supplement with additional material when necessary.

### **Academic Assessments**

KC4 assessments and teacher-made assessments are used for the classroom level. MEAP tests are used at the state level. All of these methods are used in conjunction with each other to assess our students' strengths and weaknesses individually and collectively.

# COMPREHENSIVE NEEDS ASSESSMENT

<b>Aggregate Test Score Data: Norm-Referenced (National)</b>																
<b>Percent (%) Proficient or Average Percentile</b>																
Grade	Reading				Language				Math				Science			
	04	05	06	07	04	05	06	07	04	05	06	07	04	05	06	07

We are not currently administering a norm-referenced test to the entire student body.

<b>Disaggregated Test Score Data: Norm-Referenced</b>																
<b>Percent (%) Proficient or Average Percentile</b>																
Sub-Group	Reading				Writing				Math				Science			
	04	05	06	07	04	05	06	07	04	05	06	07	04	05	06	07
Black																
White																
Gender Male																
Gender Female																

We are not currently administering a norm-referenced test to the entire student body.

### Aggregate Test Score Data: Criterion-Referenced (State)

#### Percent (%) Proficient MEAP

(The scores below are those of first-time test takers, which includes sophomores taking the test early and juniors taking the test for the first time. Juniors and seniors repeating the test would not be counted. Source: MI Tracker)

Grade	Reading				Language				Math				Science			
	03-04	04-05	05-06	06-07	03-04	04-05	05-06	06-07	03-04	04-05	05-06	06-07	03-04	04-05	05-06	06-07
10 & 11	42%	25%	24%		23%	17%	22%		17%	27%	19%		13%	50%	24%	
#Tested	77	88	156		73	84	131		103	108	171		102	119	136	

### Aggregated Test Score Data: Criterion Referenced

#### Percent (%) Proficient on MEAP by GRADUATING CLASS.

(Students have had multiple chances to take the MEAP tests in order to qualify for the Michigan Merit Scholarships. The scores below reflect each test takers best performance.)

Sub-Group	Reading				Writing				Math				Science			
	04	05	06	07	04	05	06	07	04	05	06	07	04	05	06	07
All	54.9	48.6	31.8		29.6	24.3	19.0		22.8	31.0	29.9		25.0	32.8	41.8	

### Disaggregated Test Score Data: Criterion-Referenced (State)

#### Percent (%) Proficient MEAP

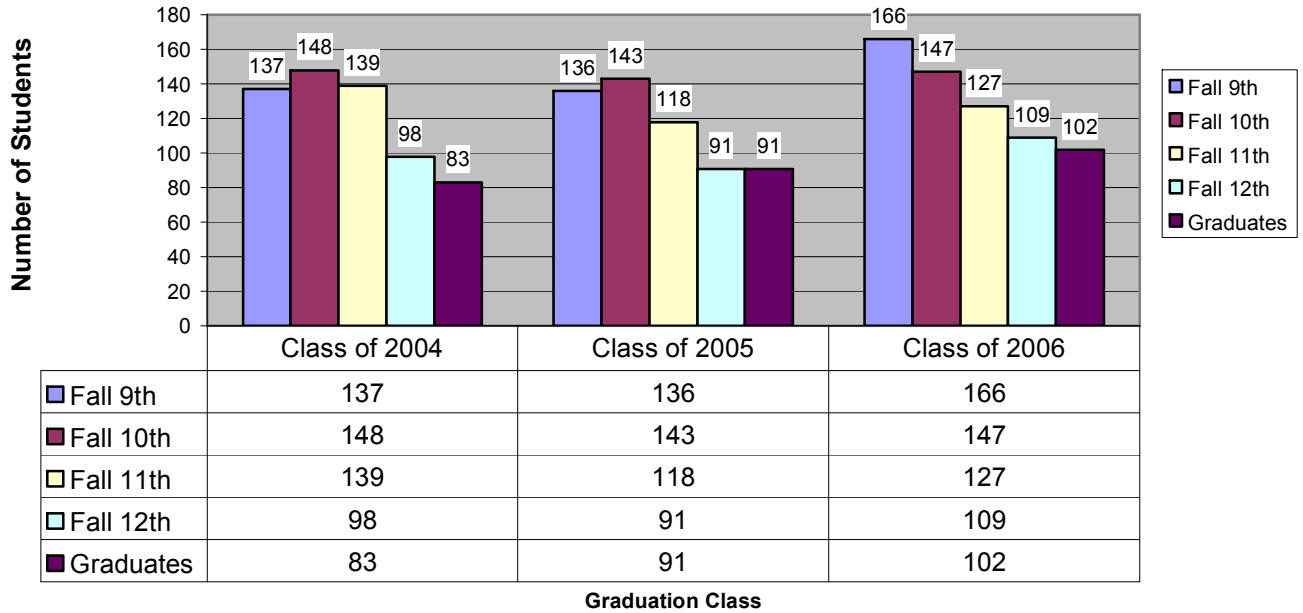
(The scores below are those of first-time test takers, which includes sophomores taking the test early and juniors taking the test for the first time. Juniors and seniors repeating the test would not be counted. Source: MI Tracker)

Sub-Group	Reading				Language				Math				Science			
	03-04	04-05	05-06	06-07	03-04	04-05	05-06	06-07	03-04	04-05	05-06	06-07	03-04	04-05	05-06	06-07
Econ Disdv		19.5 %	17.6 %			10.3 %	14.1 %		13.3 %	19.1 %	17.0 %		29.4 %	36.2 %	14.5 %	
Dis-abled			0%				0%				0%				0%	
Black	41.6 %	24.7 %	23.5 %		23.3 %	17.3 %	22.7 %		16.7 %	26.7 %	19.0 %		12.9 %	50.0 %	23.3 %	
Male	33.3 %	18.4 %	25.0 %		20.6 %	10.8 %	19.3 %		16.7 %	16.7 %	20.0 %		14.3 %	34.0 %	22.6 %	
Females	48.8 %	30.0 %	23.8 %		25.6 %	21.3 %	24.3 %		16.4 %	35.0 %	17.7 %		11.7 %	62.1 %	24.3 %	
#Tested	77	88	156		73	84	131		103	108	171		102	119	136	

## Other Data

Demographics, Discipline, Enrollment, etc.

### Student Counts: Grade Level and Graduation



The graph above shows the number of students enrolled on the fall state count days each year as their graduation class moves through high school. The final number is number of students who were given diplomas at the commencement ceremonies. With the exception of a bump in the 10<sup>th</sup> grade counts for the classes of 2004 and 2005, the number of students declines significantly each year as the classes make their way through high school. The ratio of graduates to incoming freshmen for the class of 2004 is 60.6%, for 2005 it is 66.9% and for 2006 it is 61.4%.

### Aggregate Test Score Data: Norm Referenced Growth

Percent (%) Growth: Fall to Winter and Fall to Spring

Grade	Reading				Language				Math				Science			
	04	05	06	07	04	05	06	07	04	05	06	07	04	05	06	07
2																
3																
4																
5																

We are not currently administering a norm-referenced test to the

## **S.W.O.T. Analysis**

To be completed with entire staff

1. Staff will brainstorm and identify the top strengths, weaknesses, opportunities, and threats (S.W.O.T.) for the school, keeping the overall focus of *improving academic achievement* in mind.
2. Staff will vote on and rank each item to determine the top 5 in each category.
3. At the end of the S.W.O.T analysis, the school's top 20 responses (five from each section) should be entered into the following tables.
4. The results of the SWOT should be incorporated into the strategies and action activities for each goal, as appropriate.

### **Top 5 Strengths (Characteristics that enhance the overall academic effectiveness of the school. Strengths provide a firm foundation for progress.)**

1. The instructional staff is hardworking and dedicated to student success.
2. The staff is mainly comprised of experienced teachers who are highly skilled in instructional practices.
3. The building has developed an staff-driven standardized test administration process which more accurately measures student learning.
4. Due to the size of the school and the relative stability of the staff, instructors possess an extensive knowledge of students and their families.
5. The new school creates a community-wide mindset for improved student opportunity for success.

### **Top 5 Weaknesses (Characteristics that limit the effectiveness of the school. Weaknesses are barriers to progress if no action is taken to correct them.)**

1. Inadequate funding.
2. Poor student attendance, inadequately addressed by current policy as implemented.
3. Poor Communication, both internally and externally- this includes: among building staff, between building administration and building staff, between school building and central administration, and between building and parents.
4. Lack of understanding and training for new procedures and policies for special education mainstreaming into general education classrooms, and for the role of resource services and resource instructor in this process.
5. The limited elective course options, lack of extracurricular interest clubs for students, and lack of intramural athletics reduce individual students opportunities to investigate and experience interests outside the core curriculum.

### **Top 5 Opportunities (Ideas, programs, or areas that can potentially enhance academic success.)**

1. We can make better use of technology to support daily operational functions (record keeping, communication, etc. to save time and limit Interruptions.)
2. We can make better use of technology to individualize and improve instruction.
3. We can better utilize the trimester format to provide for prompt remediation.
4. We can modify instruction to take advantage of differing student learning styles (project based learning as an example).
5. Lengthened instructional periods can be used to provide better tailored learning experiences.

### **Top 5 Threats (Internal or external perceptions that present threats to the overall improvement/growth of the school.)**

1. There is a perceived decline in parental involvement.
2. There are community misperceptions about learning and behavioral standards.
3. There is a perceived lack of consistency in application of policies.
4. The location of the school in a high poverty area may discourage enrollment.
5. There may be pressure to compromise course content standards in the face of rising graduation requirements.

### **Changes to Curriculum planned in the next year:**

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<b>Changes to Instruction planned in the next year:</b>

## **Instructional Process Related to At-Risk Students**

**Directions:** Describe in paragraph form what the school is doing for At-Risk and "Title I" eligible students who are not mastering the core concepts in language arts, science, social studies, and mathematics.

1) Describe the procedure for identifying at-risk students. Identify any written procedures or proposals:

**We identify students utilizing the following factors: failure to meet the state core academic standards by their MEAP scores of levels 3 and 4, school attendance lower than 80%, math and reading skills test performances that are more than one year below grade level.**

2) How are students at risk of failing the academic curriculum referred into extended learning programs (e.g. Plato, after-school tutoring, etc.)?

**Students at risk of failing the academic curriculum will be evaluated through the student intervention team process in which resources and strategies are identified to meet the individual student's needs. The school counseling department tracks the student's progress and need for additional assistance.**

**Students will receive services from school social workers (31A), Home Liaison (31A), Title 1 Library Media Specialist and Library Assistant (31A) and extended school day tutorial program (31A).**

**Students that require skill support in reading and math will receive assistance from the Title 1 required McCauley's Tutoring Program.**

3) Describe the tools and processes used to monitor academic progress for those enrolled in at-risk programs, including how written information is transmitted from the at-risk staff to the classroom teacher:

**Weekly reports from McCauley's are sent to the Principals Office. Marking period grades are also uses. Teacher reports and referrals are also used.**

4) Describe the tools and processes used to evaluate the effectiveness of at-risk programs:

**Student performance as measured by marking period grades, pre and post tests, and extended class projects.**

5) List all at-risk programs provided, including para-professional and pupil services support:

1. McCauley's Tutorial Program
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Note<sup>1</sup>: Services listed in the boxes above must be listed as strategies/actions for goals 1, 2, 3, and 4.

Note<sup>2</sup>: Peer tutoring and an academic resource seminar are proposed for implementation in the 2007-08 school year.

## Goal Process (Directions)

### Goals

*Each school must complete a goal process regardless of Title I or AYP status. Each goal must reflect what the school is doing to meet the needs of At Risk students who have not mastered the core subjects. Goals must focus on raising achievement in the core subjects of language arts, mathematics, science, and social studies. Goals are pre-loaded in the plan for each school. The goals are based upon the federal requirements in the No Child Left Behind Act of 2001.*

*The school is required to have one goal in each content area, and one technology goal. However, the school should prioritize efforts so that it addresses goals in the order of 1) Language Arts, 2) Math, 3) Science, 4) Social Studies, and 5) Technology. Research has found that up to 80% of students' success in academics is attributed to their proficiency in Language Arts.*

### Criteria for Success

- *What data sources will be used to measure success?*
- *What level of proficiency must be met to accomplish the goal?*
- *What student population must become proficient to accomplish the goal?*

### Implementation Strategies

*Strategies should define "how" a goal is accomplished and should be scientifically research-based. For example, the goal "All students will be proficient in Language Arts" can become a strategy by adding "through Harcourt training and/or full implementation of the Harcourt curriculum." Strategies can include professional development such as that provided at MAISD, training for KC4 Curriculum, training by QLSI/SQS, Reading First, Harcourt Training, Classroom Management Training, etc. If strategies include professional development, please complete the professional development section following each goal. When developing strategies, consider the following:*

- *Do strategies involve most of the staff?*
- *Are strategies research-based?*
- *Do strategies meet state and federal requirements?*
- *Do strategies include professional development?*
- *What staff development is needed to accomplish the goal?*

**Action Activities**

*Actions are much more detailed than Strategies. Actions should answer the following questions for each strategy.*

- Who?
- What?
- When?
- Where?

**Assessment Process**

- How will strategy implementation be tracked?
- How will you know if strategies are working?
- How and when will student achievement data be collected?
- Who will collect achievement data?
- How and when will student achievement data be analyzed and summarized?
- Who will analyze achievement data?
- How, when, and to whom will student achievement data be shared?

**Goal #1:**

All students will be proficient in Language Arts.

**Criteria for Success (Measuring Improvements in Student Learning):**

State Level Criterion Referenced	Norm Referenced Criterion
MME – Work Keys Reading, MME – Social Studies Writing Section, ACT, PLAN	Terra Nova

**Implementation Strategies (See Appendix A for a list of Key Categories):**

**Strategy 1:** Effective (research-based) Instruction will be emphasized in all language arts classes to promote higher skill levels for all students in reading comprehension.

**Strategy 2:** Effective (research-based) instruction will be emphasized across the curriculum to improve all students’ multi-paragraph essay writing skills.

**Strategy 3:** Effective (research-based) instruction will be emphasized across the curriculum to improve all students’ use of conventional grammar and mechanics in their essay writing.

**Strategy 4:** Students who are identified as meeting the at-risk criteria will be referred to the McCauley’s Tutorial Program.

**Academic Assessment Process:**

- Performance assessments (e.g. DIBELS, MLPP, Harcourt, etc.)
- Portfolios of student work
- Norm-referenced tests (e.g. ITBS, Gates McGinity, etc.)
- Teacher observations
- Teacher-made tests
- Criterion-referenced tests (e.g. MEAP, KC4, Harcourt, Plato, etc.)

**Other (describe): All-School Writes / Development of Grade Level Pre-Post Course Tests**

**Professional Development Action (e.g. Harcourt Brace, KC4 Training):**

- Lake Michigan Writing Project (Although at this time, we do not feel we know enough about the technique/assessment tools of this approach to writing to feel comfortable adopting this as our sole method of teaching writing at MHHS).
- The Adoption of either 6 +1 Writing Traits or The John Collins Approach to Writing by the staff through the school improvement process. Following adoption of one of these approaches to writing, we would then arrange for in-house staff in-servicing and/or guest in-service on the technique.
- In-service is needed for the new Michigan Grade Level Expectations and Michigan Graduation requirements. We would hope this would come from either the MAISD or the State of Michigan level.
- Time and/or in-service opportunities for the department to work on breaking down the MME test and working on implementing test preparation from grades 9 through 11.

## Goal #2:

All students will be proficient in Mathematics.

### Criteria for Success (Measuring Improvements in Student Learning):

State Level Criterion Referenced	Norm Referenced Criterion
MME Mathematics-Work Keys Mathematics, Michigan Mathematics	Terra Nova Mathematics 9 <sup>th</sup> (to be initiated in 2007/2008) PLAN Mathematics 10 <sup>th</sup> (to be initiated in 2007/2008) ACT Mathematics 11 <sup>th</sup>

### Implementation Strategies (See Appendix A for a list of Key Categories):

**Strategy 1:** An experienced mathematics specialist will be employed to provide focused remedial course work to students achieving below grade level.

**Strategy 2:** The KC4 curriculum will be effectively implemented and monitored in mathematics classes for which it is available to ensure mathematics proficiency for all students.

**Strategy 3:** Technology will be utilized by students and instructors in a systematic research-based way in all mathematics classes to ensure mathematics proficiency for all students.

**Strategy 4:** Effective Instruction in multi-step mathematical problem solving will be emphasized in all mathematics classes to promote higher order skills in mathematics for all students.

**Strategy 5:** Extended hours of focused mathematics study will be available to students to address self-identified individual needs.

**Strategy 6:** Effective instruction in writing (for mathematics) will be emphasized in all mathematics classes to ensure mathematics proficiency for all students.

**Strategy 7:** Students who are identified as meeting the at-risk criteria will be referred to the McCauley's Tutorial Program.

### Academic Assessment Process:

- Performance assessments (e.g. DIBELS, MLPP, Harcourt, etc.)
- Portfolios of student work
- Norm-referenced tests (e.g. ITBS, Gates McGinity, etc.)
- Teacher observations
- Teacher-made tests
- Criterion-referenced tests (e.g. MEAP, KC4, Harcourt, Plato, etc.)
- Other (describe): Professional Development Action:

### Professional Development Action:

#### KC4 training:

- Staff will become knowledgeable about the most current version
- Staff will become familiar with the instructional strategies associated with KC4

**Writing across the curriculum :** Staff will be receive instruction on the application of the school-wide writing strategy to mathematics classes.

**Remediation:** Instructors who have special focused responsibilities with regard to students achieving below grade level will be given relevant inservice, especially with regard to the use of technology in meeting individual students' needs.

### Goal #3:

All students will be proficient in Science.

### Criteria for Success (Measuring Improvements in Student Learning):

State Level Criterion Referenced	Norm Referenced Criterion
MME Michigan Science	Terra Nova Science 9 <sup>th</sup> grade (to be initiated 2007/2008) PLAN Science 10 <sup>th</sup> grade (to be initiated 2007/2008) ACT Science 11 <sup>th</sup> grade

### Implementation Strategies (See Appendix A for a list of Key Categories):

**Strategy 1:** The KC4 curriculum will be effectively implemented and monitored in all science classes to ensure proficiency for all students.

**Strategy 2:** Effective Instruction in constructing, recognizing, reading and interpreting graphs will be emphasized in all science classes to promote higher order skills in science for all students.

**Strategy 3:** Effective instruction in writing (across the curriculum) will be emphasized in all science classes to ensure science proficiency for all students.

**Strategy 4:** Research-based instructional activities which promote the development of higher order thinking skills in all students will be implemented on a daily basis in all science classes.

**Strategy 5:** Students who are identified as meeting the at-risk criteria will be referred to the McCauley's Tutorial Program.

### Academic Assessment Process:

- Performance assessments (e.g. DIBELS, MLPP, Harcourt, etc.)
- Portfolios of student work
- Norm-referenced tests (e.g. ITBS, Gates McGinity, etc.)
- Teacher observations
- Teacher-made tests
- Criterion-referenced tests (e.g. MEAP, KC4, Harcourt, Plato, etc.)
- Other (describe):

### Professional Development Action:

#### KC4 training:

- Staff will become knowledgeable about the most current version
- Staff will become familiar with the instructional strategies associated with KC4

**Writing across the curriculum:** Staff will be receive instruction on the application of the school-wide writing strategy to science classes.

#### Ongoing curriculum mapping workshops

**Training to incorporate instructional strategies which promote higher order thinking skills into daily instruction**

**Goal #4:**

All students will be proficient in Social Studies.

**Criteria for Success (Measuring Improvements in Student Learning):**

State Level Criterion Referenced	Norm Referenced Criterion
MME Social Studies-Grade 11 MEAP Social Studies-Grade 9	Terra Nova Social Studies-Grade 9 (to be initiated 2007/2008)

**Implementation Strategies (See Appendix A for a list of Key Categories):**

**Strategy 1:** The KC4 curriculum will be effectively implemented and monitored in all social studies classes to ensure proficiency for all students.

**Strategy 2:** Effective instruction in social studies benchmark skills (interpreting maps, graphs, charts, and other data forms) will be implemented in all social studies courses and used in all classes

**Strategy 3:** Effective instruction and multiple opportunities for students to write social studies prompted constructed-response multi-paragraph essays.

**Strategy 4:** The Core Democratic Values will be incorporated into daily instruction in all social studies courses

**Strategy 5:** Students who are identified as meeting the at-risk criteria will be referred to the McCauley's Tutorial Program.

**Academic Assessment Process:**

- Performance assessments (e.g. DIBELS, MLPP, Harcourt, etc.)
- Portfolios of student work
- Norm-referenced tests (e.g. ITBS, Gates McGinity, etc.)
- Teacher observations
- Teacher-made tests
- Criterion-referenced tests (e.g. MEAP, KC4, Harcourt, Plato, etc.)
- Other (describe): Grade level Pre and Post Test

## **Professional Development Action:**

**Michigan Merit Examination:** Staff (with focus on 11<sup>th</sup> grade instructors) will receive training on the implementation and administration of MME

### **KC4 training:**

- Staff will become knowledgeable about the most current version
- Staff will become familiar with the instructional strategies associated with KC4

**Writing across the curriculum:** Staff will receive instruction on the application of the school-wide writing strategy to social studies classes.

**Goal #5:**

All students will be computer and technology literate.

**Criteria for Success (Measuring Improvements in Student Learning):**


**Strategy 1:** Classes in computer technology are required of all students.

**Strategy 2:** Computers and internet access are available to students in the media center, computer lab settings, and in all classrooms.

**Strategy 3:** Teachers will model the use of technology to improve instruction.

**Strategy 4:** Students will utilize technology in all classes (across-the-curriculum).

**Academic Assessment Process:**

- Performance assessments (e.g. DIBELS, MLPP, Harcourt, etc.)
- Portfolios of student work
- Norm-referenced tests (e.g. ITBS, Gates McGinity, etc.)
- Teacher observations
- Teacher-made tests
- Criterion-referenced tests (e.g. MEAP, KC4, Harcourt, Plato, etc.)
- Other (describe): Exit and follow-up surveys of students and feedback from employers or next-level educators.

**Professional Development Action:**

Teachers will receive professional development in the use of technology in instruction.

## Challenges:

*Each school team must select five critical challenges from the forty Key Characteristics identified in the Michigan School Improvement Framework. School improvement teams must identify up to three strategies they intend to implement to address each of the five critical challenges identified. Along with the strategies, teams should articulate the criteria that will be used to measure progress. The measurement for progress should be based on changes in the critical processes associated with the Key Characteristic.*

### **Challenge # 1 Strand 1: Teaching for Learning, Standard 1 – Curriculum, Benchmark A – Aligned Reviewed and Monitored, Key Characteristic 2 - Standards Alignment**

Scope of Practice Current Rating: Getting Started

Scope of Practice Target for '07-'08: Implemented

**Strategy 1:** The MHHS curriculum will be reviewed and systematically revised to promote inclusion of the Michigan Curriculum Frameworks Content Standards and Benchmarks as well as Grade Level Content Expectations (GLCE) or course content expectations as appropriate.

**Strategy 2:** The MHHS curriculum in the core areas of English language arts, mathematics, science and social studies will be aggressively reviewed and revised to ensure alignment to the above standards.

**Strategy 3:** The MHHS curriculum in the Arts will be reviewed. A first draft documenting the degree of alignment with the appropriate curriculum standards will be published along with proposed revisions necessary to increase alignment.

### **Criteria for Success (Measured Changes in Critical Processes):**

Curricular documents which demonstrated alignment will be available to all stakeholders.

Staff-developed student assessments, including mid-trimester tests and final exams will be aligned with appropriate standards.

Time will be reserved (and logged) at department meetings, staff meetings and school improvement sessions to allow staff systematically report on progress and request support in this effort.

### **Challenge # 2 Strand 1: Teaching for Learning, Standard 1 – Curriculum, Benchmark B - Communicated , Key Characteristics 1- Staff and 2- Students**

Scope of Practice Current Rating: Partially Implemented

Scope of Practice Target for '07-'08: Implemented

**Strategy 1:** Curricular documents which demonstrated alignment will be available to all stakeholders.

- **Communication with staff:** MHHS curriculum documents will be accessible to all staff in read-only files on the MHPS computer network.

- **Communication with students:** A systematic process (including some form of documentation) will be in place for teachers to preview the goals and objectives of the courses and **units** of study with students.
- Appropriate documents for student and parent use will be linked to the MHPS website.

**Strategy 2:** Time will be provided at department, staff and school improvement meeting to reflect on all curricular documents.

**Strategy 3:** Staff members will be involved in frequent meetings which examine their own curricula and dialog about curriculum in preceding and succeeding courses.

**Strategy 4:** A system will be put in place which allows all instructional and counseling professionals to articulate curriculum to students in a developmentally-appropriate manner.

**Criteria for Success (Measured Changes in Critical Processes):**

Logs, agendas, lesson plans, etc. will be used to document the implementation of the strategies.  
 Staff (and other appropriate stakeholders) will be provided with directory of important curricular documents indicating their existence and information about accessibility.  
 The MHPS website will provide access to user-friendly curriculum documentation for parents and students.  
 The annual student survey will contain items which assess the following: 1) Were students' engaged in learning about curricular goals and objectives at the beginning of courses and units of instruction and 2) Did MHHS, as a school (system), successfully communicate to them about our curriculum ?

**Challenges Continued:**

**Challenge # 3 Strand 1: Teaching for Learning, Standard 2 – Instruction, Benchmark A: Planning, Key Characteristic 3 - Reflection and Refinement**

Scope of Practice Current Rating: Partially Implemented

Scope of Practice Target for '07-'08: Implemented

**Strategy 1:** School improvement will focus on content area collaborative teams which will meet for the purpose of gathering data, analyzing information and making school-wide decisions regarding changes instructional practices.

**Strategy 2:** Professional development decisions will be based upon input from the collaborative school improvement teams.

**Criteria for Success (Measured Changes in Critical Processes):**



Logs, agendas, lesson plans, etc. will be used to document the implementation of the strategies.  
School improvement content area teams will state professional development needs in writing and forward them to the School Improvement Chair, the Principal and the Director of Curriculum in a timely fashion.

**Challenge # 4 Strand 1: Teaching for Learning, Standard 2 – Instruction, Benchmark B: Delivery, Key Characteristic 2 – Best Practice**

Scope of Practice Current Rating: Partially Implemented

Scope of Practice Target for '07-'08: Implemented

**Strategy 1:** Instructional plans will have components based on insights from modern learning research including those that activate prior student understanding, teaching of metacognition (learning how we best learn), and/or those that provide opportunities for higher-level thinking using their mastery of standards-aligned content knowledge.

**Strategy 2:** Emphasis will be placed on those most-effective instructional practices which have been identified as underutilized by the QLSI-SQS Instructional Practice Quality Audit.

**Strategy 3:** Technology will be expanded as an important component of differential instruction.

**Criteria for Success (Measured Changes in Critical Processes):**

Teacher lesson plans will reference the use of research based learning components.  
Staff development activities will focus on the instructional practices identified as effective and underutilized.  
School improvement content area teams will make recommendations for the utilization of resources in connection with instructional technology.

**Challenge # 5 Strand 1: Teaching for Learning, Standard 3 – Assessment, Benchmark A: Aligned to Curriculum, Key Characteristic 1 – Content Validity**

Scope of Practice Current Rating: Partially Implemented

Scope of Practice Target for '07-'08: Implemented

**Strategy 1:** MHHS will utilize assessments designed to match the measurement method to the appropriate target.

**Strategy 2:** Attention will be paid to the elimination of bias in the assessments chosen for administration at MHHS.

**Strategy 3:** Assessment administered will comply with the majority of the assessment standards of the Michigan Curricular Framework.

**Criteria for Success (Measured Changes in Critical Processes):**

Assessments administered at MHHS will provide cohesive data to drive instructional change and professional development decisions.  
Assessments will be timely and valid in determining the educational impact of our school improvement strategies.  
Multiple assessments will help to eliminate the impact of bias in testing.

## Professional Development Assessment Tools

**Directions:** The following is a list of professional development indicators that should be used in the assessment of teacher needs, or as an evaluation after the activity has been completed. Please use this as a checklist, placing an 'X' where appropriate.

- Parent Surveys**
- Staff Surveys (Self-Surveys)**
- Technology Competency Ladder**
- Peer/Administration Observations**
- Teacher Mentor Surveys**
- MEAP**
- School Safety Audit**
- Other (describe):** The NCA/School Improvement Committee piloted an annual student survey assessing school climate and student learning issues.

## Action Plan: Language Arts

*Directions: List the action activity that corresponds to each goal or strategy. The more precise the activity, the greater the probability of completion*

### Goal #1: All students will be proficient in Language Arts.

<b>Implementation Strategy 1 Action Activity</b>	<b>Champion</b>	<b>Target Date</b>	<b>Date of Completion</b>
All language arts teachers will routinely engage students in reading materials that challenge individual student's abilities. Students will be called upon to use higher order thinking skills to demonstrate comprehension by processing, analyzing, and reporting on their reading.	Language Arts Teachers	August 2007	Ongoing
<b>Implementation Strategy 2 Action Activity</b>	<b>Champion</b>	<b>Target Date</b>	<b>Date of Completion</b>
Teachers will come to a consensus on an approach to teaching writing, either 6 + 1 Traits or John Collins Approach.	School Improvement Leadership Team / L. Cook	August 2007	August 2007
Teachers will be in-serviced on how to use the agreed upon writing approach in their classrooms. This will either be done by Language Arts Instructors from our building, or by guest presenters knowledgeable in the chosen approach (i.e. MAISD, Mark Dressel...) if this can be arranged by the Curriculum Director and her department.	Curriculum Director, and/or Language Arts Instructors, MHHS	Sept/Oct. 2007	Nov. 2007
Teachers will begin incorporating the chosen approach to writing into their daily lessons and into their teacher –created assessments. It is our suggestion that instructors require students to write using the prescribed approach to writing at least on a bi-weekly basis, and instructors provide at least one essay response on every assessment they create for their students to be graded based on the chosen approach to writing.	School Improvement Leadership Team	Second Term 2007 – 2008 school year	Ongoing
<b>Implementation Strategy 3 Action Activity</b>	<b>Champion</b>	<b>Target Date</b>	<b>Date of Completion</b>
Once an approach to writing is adopted in the building, a set of expectations, or a rubric, based on grade level requirements in language arts, will be developed for non-language arts teachers to use when assessing their students' writing (There is an already-developed rubric of this kind for the John Collins' Approach that was created in years past by current and former language arts teachers.).	Language Arts Department and/or Target Area Group	Aug. / Sept. 2007	End of First Term 2007-2008
All students will be given a copy of these expectations as a part of each course's syllabus, and each non-language arts teacher will assess all writing using these standards and the grade level of the student being assessed.	Language Arts Department and/or Target Area Group and	Second Term 2007-2008 School	Ongoing

	Individual Instructors	Year	
A pre and post test will be developed at the 9 <sup>th</sup> and 10 <sup>th</sup> grade levels to assess strengths and weaknesses of our students in terms of grammar and mechanics (Unless there is a professionally developed test out there that the district would like to purchase for us). Since we do not have the time to focus solely on these aspects of language arts instruction at the high school level, these tests will target the first two years of high school, and they will be designed to target areas where improvement is needed in students' grammar and mechanics skills. Language arts teachers will then incorporate "mini-lessons" into their plans to help students improve their skills in these weak areas, with the goal being 11 <sup>th</sup> and 12 <sup>th</sup> grade students who are much more proficient in the use of conventional grammar and mechanics in their writing.	District Curriculum Department And High School Language Arts Department	Aug./Sept. 2007	End of First Term 2007– 2008 School Year

**Action Plan: Mathematics**

**Goal #2: All students will be proficient in Mathematics.**

<b>Implementation Strategy 1 Action Activity</b>	<b>Champion</b>	<b>Target Date</b>	<b>Date of Completion</b>
A teacher has been identified to fill this role for the 2007-2008 school year.	District Selected Teacher	Aug. 2007	Ongoing
<b>Implementation Strategy 2 Action Activity</b>	<b>Champion</b>	<b>Target Date</b>	<b>Date of Completion</b>
Mathematics teachers will adhere to the KC4 mathematics curriculum in all courses for which it is available	Mathematics Teachers	Aug. 2007	Ongoing
<b>Implementation Strategy 3 Action Activity</b>	<b>Champion</b>	<b>Target Date</b>	<b>Date of Completion</b>
All mathematics teachers will routinely use scientific and/or graphing calculators to further develop student proficiency in mathematics.	Mathematics Teachers	Aug. 2007	Ongoing
<b>Implementation Strategy 4 Action Activity</b>	<b>Champion</b>	<b>Target Date</b>	<b>Date of Completion</b>
All mathematics teachers will routinely engage students in solving multi-step problems and using higher order thinking skills during instruction, assignments and tests.	Mathematics Teachers	Aug. 2007	Ongoing
<b>Implementation Strategy 5 Action Activity</b>	<b>Champion</b>	<b>Target Date</b>	<b>Date of Completion</b>

Mathematics teachers will be available before and after school on a regular basis to help students needing extended time to obtain mathematics proficiency.	Mathematics Teachers	Aug. 2007	Ongoing
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<b>Implementation Strategy 6 Action Activity</b>	<b>Champion</b>	<b>Target Date</b>	<b>Date of Completion</b>
All mathematics teachers will routinely engage students in writing opportunities in class using the selected school writing process.	Mathematics teachers	Aug. 2007	Ongoing
All mathematics teachers will be trained in the selected school writing process.	Curriculum director and/or Language Arts Instructors, MHHS	Fall 2007	Ongoing

## Action Plan: Science

Goal #3: All students will be proficient in Science.

<b>Implementation Strategy 1 Action Activity</b>	<b>Champion</b>	<b>Target Date</b>	<b>Date of Completion</b>
Science teachers will adhere to the KC4 science curriculum in all courses for which it is available.	Science Teachers	Aug. 2007	Ongoing
<b>Implementation Strategy 2 Action Activity</b>	<b>Champion</b>	<b>Target Date</b>	<b>Date of Completion</b>
Teachers will emphasize graphing in their lesson plans and designate (for example, Gph) the learning objectives where graphing will be utilized.	Science Teachers	August 2007	Ongoing
Teachers will employ research-based instructional strategies which promote higher-order thinking skills in relation to graphing.	Science Teachers	August 2007	Ongoing
Teachers will incorporate graphing in their teacher-developed assessments.	Science Teachers	August 2007	Ongoing
<b>Implementation Strategy 3 Action Activity</b>	<b>Champion</b>	<b>Target Date</b>	<b>Date of Completion</b>
All science teachers will routinely engage students in writing opportunities in class using the selected school writing process.	Science Teachers	Aug. 2007	Ongoing
<b>Implementation Strategy 4 Action Activity</b>	<b>Champion</b>	<b>Target Date</b>	<b>Date of Completion</b>
Teachers will employ research-based instructional strategies which promote higher-order thinking skills in connection with all learning objectives.	Science teachers	August 2007	Ongoing
Teachers will incorporate items which measure an appropriate range of levels of thinking skills in their teacher-developed assessments.	Science teachers	August 2007	Ongoing

## Action Plan: Social Studies

Goal #4: All students will be proficient in Social Studies.

Implementation Strategy 1 Action Activity	Champion	Target Date	Date of Completion
Teachers will adhere to the KC4 social studies curriculum for all social studies courses	Social Studies Teachers	Aug. 2007	Ongoing
Teachers will submit bi-weekly lesson plans to department chairperson and reviewed at departmental meetings	Social Studies Teachers	Aug. 2007	Ongoing
Training and review of updated KC4 curriculum	Social Studies Teachers	Aug. 2007	Ongoing
Implementation Strategy 2 Action Activity	Champion	Target Date	Date of Completion
Teacher will teach the skills involved with reading maps, graphs, charts, and various forms of data	Social Studies Teachers	Aug. 2007	Ongoing
Cross discipline training in the skills involved with reading maps, graphs, charts, and various forms of data to allow the skill to be practiced in all classes.	Social Studies Teachers	Aug. 2007	Ongoing
Implementation Strategy 3 Action Activity	Champion	Target Date	Date Of Completion
All social studies teachers will routinely give students opportunities to write modeling the format required for Michigan MME .	Social Studies Teachers	Aug. 2007	Ongoing
Implementation Strategy 4 Action Activity	Champion	Target Date	Date of Completion
All social studies teachers will introduce and provide multiple opportunities for students to work with the meaning and application of the Core Democratic Values.	Social Studies Teachers	Aug. 2007	Ongoing
All building teachers will be given copies of the Core Democratic Values for use in their classrooms.	Social Studies Teachers	Aug. 2007	Ongoing

## Action Plan: Technology

Goal #5: All students will be computer and technology literate.

Implementation Strategy 1	Champion	Target	Date of
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<b>Action Activity</b>		<b>Date</b>	<b>Completion</b>
Class offerings and requirements will be analyzed to make sure that student needs are being met.	School Improvement Team and Technology Instructors	Fall 2007	June 2008
<b>Implementation Strategy 2 Action Activity</b>	<b>Champion</b>	<b>Target Date</b>	<b>Date of Completion</b>
All instructional-setting computers will be maintained and software updated.	Technology Department	Fall 2007	Ongoing
<b>Implementation Strategy 3 Action Activity</b>	<b>Champion</b>	<b>Target Date</b>	<b>Date of Completion</b>
Investment will be made in computer based laboratory devices, devices which display computer graphics on large screens, and other instructional devices.	School Improvement Team	Fall 2007	Ongoing
<b>Implementation Strategy 4 Action Activity</b>	<b>Champion</b>	<b>Target Date</b>	<b>Date of Completion</b>
The building will pilot the use of student response systems that enable effective formative assessment for all students.	School Improvement Team	Fall 2007	June 2008
Discipline appropriate use of technology (such as graphing or scientific calculators or CBL's) will be identified and promoted in each academic area.	Department Chairs	Fall 2007	June 2008

## **Use of Community Resources**

**Directions:** Describe how the building utilizes community resources and volunteers. Specifically examine how the school continues to develop partnerships with the following:

<b>Colleges and Universities</b>	
<b>Existing:</b>	
<b>Proposed:</b>	

<b>Arts Programs (e.g. symphony, museums, artists-in-residence, theater groups, etc.)</b>	
<b>Existing:</b>	

<b>Proposed:</b>	
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<b>Social Service Agencies (e.g. CPS, CMH, YMCA, etc.)</b>	
<b>Existing:</b>	
<b>Proposed:</b>	

<b>Local Library</b>	
<b>Existing:</b>	
<b>Proposed:</b>	

## Use of Community Resources (Cont.)

*Directions: Describe how the building utilizes community resources and volunteers. Specifically examine how the school continues to develop partnerships with the following:*

<b>Area Churches</b>	
<b>Existing:</b>	
<b>Proposed:</b>	

<b>Business and Industry</b>	
<b>Existing:</b>	
<b>Proposed:</b>	

## Description of On-the-Job Opportunities

**Directions:** Describe in a detailed paragraph the on-the-job opportunities that are provided to students in the building. For elementary school, focus on real-life opportunities like service squad, safety students, etc. For middle school and high school, describe any relevant school-to-work activities.

## PROFESSIONAL DEVELOPMENT PLAN

To meet the requirements of NCLB section 1119, the school is required to provide high-quality, sustained, and intentional professional development for all staff. Based on the SIP team's comprehensive needs assessment and goals, please complete the section below, outlining the school's professional development needs. Include professional development for any non-highly qualified staff as outlined on their individual professional development plan.

- 1) Describe the specific professional development activity to be provided. Exclude isolated one-day seminars, workshops, and conferences unless you can demonstrate how the particular session is part of other sequential training activities:
- 2) Describe who will provide the training such as curriculum vendor, MAISD, QLSI/SQS consultants, etc.:

- 3) Describe how each of these actions improves specific teaching skills related to each specific content area (i.e. identify the specific expectation per each activity):
  
- 4) Describe how the activity will be evaluated (and by whom) to measure its desired results. Link specific expectations of the training activity with the evaluation method to be provided for each of these activities:
  
- 5) Document how the professional development activity is scientifically research-based in regard to student learning.
  
- 6) Describe how the professional development activity aligned to state standards and benchmarks and the School Improvement Framework.

## Parental Involvement

**Directions:** The descriptions below provide insight about the current level of parental involvement at the school, the successful initiatives that the school plans to retain, and, most importantly, new strategies that the school will implement to improve parental involvement.

Identify four examples of one-way communication, and at least four examples of two-way communication.

One-way communication:	Two-way communication:
Progress reports	Parent teacher conferences
Report cards	PTO
School mailings	Orientation
School notices	Open House

1. Identify the dates of the mandatory Title I parent meetings, and describe the meeting agendas.

Beginning of the school year meeting:	Fall 2007	Pinnacle training and internet research
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<b>End of the school year meeting:</b>	Spring 2008	Academic recognition event.
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2. *List four standing parent committees that have defined annual goals and meet regularly throughout the school year.*

<b>Parent Committees:</b>	
<b>PTO</b>	<b>Band Parent Committee</b>
<b>Parent Support Committees for athletic teams</b>	<b>Muskegon Heights High Booster Club</b>

## **Parental Involvement**

3. *List two examples of the coordination of student/family, school personnel, and community services. Examples may include fundraising and donation drives for non-profit organizations such as the Red Cross, Salvation Army, and/or service projects in conjunction with community organizations, etc.*

<b>Coordination of parent, community and school activities:</b>
Back-to-School Parade Football Tailgate Parties Alumni Events (a large portion of our involved alumni are parents) Fall Open House Fall, Winter And Spring Parent-Teacher Conferences Spring Picnic Open House
School canned-goods drive for needy End of the Year Awards Ceremony

4. *List at least one example of parent/family participation in evaluation of community/school programs for purpose of feedback. Examples of parent/family feedback may include post-program meetings to evaluate and seek feedback of service projects, fundraisers, and/or donation drives, as well as the publication and distribution of a final report/summary.*

<b>Parent/Family evaluation participation opportunities:</b>
<b>An annual parent survey has been initiated and will be refined in the coming year. They will be conducted at each parent-teacher conference session (3 times per year).</b>

5. List two examples of educational opportunities for parents/families. Examples of educational opportunities may include parenting seminars/workshops, parent fairs, family learning nights, etc.

Parent/Family educational opportunities:	
Parent computer training	
Parent sessions at ninth and tenth grade orientation	

6. List two extracurricular opportunities for parent involvement. Extra curricular examples may include parent booster/support groups and/or family attendance at school functions/events not including open houses or parent-teacher conferences.

Extracurricular opportunities:	
School Dances	School lock-in
Gender Forums for Males and Females	Sports, Band
Culinary Arts Program	Hackley Community Care Fitness Program
After School Technology Program	Academic-Interest & Video Clubs

7. List two volunteer opportunities for parents that are available to all parents throughout the school year. Volunteer examples may include lunch aides, classroom aides, recess aides, office assistants, etc.

Volunteer opportunities:	
Chaperoning fieldtrips	
School Improvement Committee	

8. Describe at least one successful parental involvement initiative that you plan to retain.

#### Parent-Teacher Organization

9. Describe at least one new strategy that you will implement to improve parental involvement this school year.

**Enhanced interaction at Parent-Teacher Conferences through meaningful feedback opportunities and improved efforts at hospitality.**

## Parental Involvement Policy

*Directions: Paste a copy of the school's Title I Parent Involvement Policy. List the actions the school has undertaken to insure the policy is being fulfilled.*

BOARD OF EDUCATION  
MUSKEGON HEIGHTS PUBLIC SCHOOLS

RELATIONS  
9210/page 1

### PARENT ORGANIZATIONS

The Board of Education supports all organizations of parents whose objectives are to promote the educational experiences of District students. However, in using the name of the District or its schools and in organizing a group whose identity derives from a school(s) of this District, the parental organization thereby shares responsibility with this Board for the welfare of participating students.

Parent organizations desiring to use the name or good offices of the District in organizing students must obtain the approval of the Superintendent as a prerequisite to organizing.

Representatives and members of approved school-related organizations shall in all circumstances be treated by District employees as interested friends of the schools and as supporters of public education in the School District.

Staff members are encouraged to join such organization(s) in their related area(s) of specialization or interest.

The Board will not tolerate any undue pressure, harassment, or intimidation designed to coerce parents or teachers into membership in one (1) organization as opposed to another.

The Board relies upon approved organizations to operate in a manner consistent with public expectations for the schools and reserves the right to withdraw sponsorship from organizations which violate the bounds of community taste.

## Parent Information Network

**Directions:** In each of the boxes below, describe how you provide parents with the corresponding information. Discuss how each information item listed below is addressed at the school.

Information Item	How Information is Being Addressed
Information about school programs	School notices, on-line through the district website, constantly update computer marquee, and a mailed monthly newsletter generated from the Counseling Center. School behavioral specialist make reports to parents and guardians in situations of immediate need.
School performance profiles and individual student results	School mailing, parent phone calls, progress reports, report cards, MEAP scores, parent-teacher conferences
Description of school curriculum assessment and proficiency levels	Report cards, MEAP progress report
Opportunities to share experiences and make suggestions	Parent – teacher conferences, school improvement team
Timely responses to suggestions	Mail notification, parent phone contacts

## Parent Compact

**Directions:** Paste a copy of the school's Title I Parent and student compact.

### PARENT-STUDENT-TEACHER COMPACT A PROMISE OF COMMITMENT

We, the MHHS staff, parents and community, guide each child in achieving his or her greatest potential by providing a diversity of experiences which integrate excellence in education with the child's individual abilities and unique talents. We share the responsibility, in a safe and secure environment, for student acquisition of academic, creative, emotional, physical, and social skills necessary for entering society as contributing members. We strive to enhance each child's experience at MHHS by continually assessing and evaluating our attainment of these goals as measured by descriptive outcomes.

#### Parent/Guardian Agreement

It is important to have my child reach his full academic potential. Therefore, I will encourage him/her by doing the following items that are checked:

- See that my child attends school regularly and is punctual.
- Establish a time and place for homework and check it regularly.
- Support the school staff and respect the diverse cultures of the school.
- Have ongoing communications with my child's school and teachers.
- Limit and monitor my child's TV and movie viewing.
- Encourage daily reading at home.

Parent Signature \_\_\_\_\_

#### Student Agreement

It is important that I do the best that I can. Therefore, I will do the following:

- Come to school each day and be in class on time.
- Have my homework completed and turned in on time.
- Have the supplies that I need.
- Always try to work to the best of my ability.
- Show respect for myself, my school, and other students.
- Follow the rules at my school and home.
- Believe that I can learn and I will learn.

Student's Signature \_\_\_\_\_

#### Teacher's Agreement

Students must be given the opportunity to succeed. Therefore, I will do the following:

- Provide an environment conducive to learning.
- Have high expectations for myself and my students by using methods and techniques that work for my classroom.
- Maintain open lines of effective communication with my students and their parents in order to support student learning,
- Seek ways to involve parents in classroom activities.
- Respect the students, their parents and the diverse culture of the school.

Teacher Signature \_\_\_\_\_

## Evaluation of SIP Efforts

*Directions: To the extent possible, describe the effectiveness of the SIP process in the building. This is a student achievement-based, data driven exercise for each section below. Specific aspects of the SIP process evaluation must examine:*

**Academic improvement among those identified At-Risk  
(e.g. standardized test scores, quarterly report cards, etc.)**

Academic achievement for at-risk students is monitored by their teachers and counselors mainly by their performance in core classes which are aligned with the KC4 curriculum standards. Their performance on MEAP and other appropriate standardized tests.

**Notable Accomplishments (i.e. increased parental involvement, more time-on-task, etc.)**

The graduation rate has been rising steadily for the last five years.

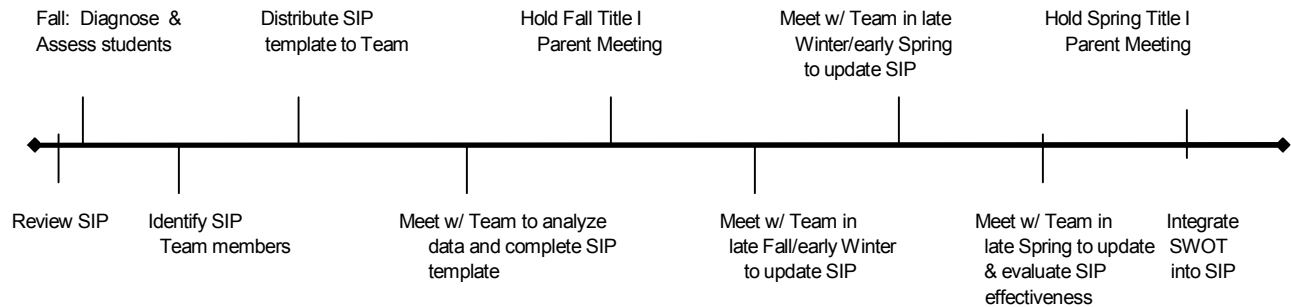
## Record of Annual Requirements

*Directions: In the appropriate boxes below, indicate the month that each activity occurred.*

Activity	2003	2004	2005	2006	2007
Data Analysis		Oct.	Oct.	May	Sep.
SIP reviewed and updated		Oct./May	Sept.-Nov.	May/June	Oct-May
Evaluated effectiveness of SIP process in school		May	May	May	Oct-May
Made modifications in SIP process based on feedback gathered from: assessment of student outcomes in SIP planning, changes in staff behavior, measurement of the success of implemented strategies, and organizational change		Oct./May	Oct	May/June	May-June
Held meetings for parents of at-risk (Title I) students				Nov.	March

*Note: At least annually, the school will analyze and disaggregate norm-referenced and criterion-referenced data, as well as authentic assessment data, to ensure that all students master academic goals and state standards. The results of the data analysis will drive changes (if needed) to the curriculum of the school, instructional practices, professional development, and the SIP.*

### EXAMPLE TIMELINE



## **Appendix A: At-Risk Referral Form**

*Directions: Paste a copy of the school's referral form here.*

## **Appendix B: At-Risk Identification Guide**

*Students qualify for Title I services based on academic performance. Assessment data will determine academic criteria. The following is a suggested step-by-step plan to determine if a student qualifies for Title I assistance:*