



School Improvement Plan

Grandville High School

Grandville Public Schools

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Introduction

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

 The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Grandville High School is a 9-12 high school located in Grandville, Michigan with approximately 1850 students and 100 teaching staff. Grandville is a suburban community, located on the outskirts of Grand Rapids. Grandville High School has a high performing student population, with over 300 students participating in the Advanced Placement program and more than 30 students scoring 30 or better on the ACT. One of the challenges that Grandville High School is experiencing is the changing demographics and subsequent increase in the population of economically disadvantaged students. This change in demographics has necessitated a greater emphasis on the importance of targeted supports and interventions for students not performing at grade level. As our student population and community continues to change, it is important that Grandville High School continue to be committed to providing a quality education for all students.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Mission Statement: Lead to Learn. Learn to Lead.

Beliefs Statement:

- All students can learn, provided with adequate supports.
- Rigorous and relevant curriculum are important factors that push our students to succeed.
- Data drives us through the decision making process as the administration and faculty strive for continuous improvement, with both academics and school environment.
- Empowering student leadership is an important component of the academic and social development of students and the promotion of a positive school environment.
- Students need a variety of experiences and supports from faculty as they go through the college and career planning process.
- Diversity and differences should be respected and embraced. All students should feel that they fit at Grandville High School.
- Education is a shared responsibility with students, staff, parents, and community.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Achievements

- AP Honor Roll Recipient: Grandville High School has earned the distinction of being an Advanced Placement Honor Roll School, recognized by the College Board of Education for student performance and rates of participation on the Advanced Placement Exams.
- North Central Accreditation

Areas of Improvement Over the Past 3 Years

- Special Education students have demonstrated growth on the ACT in the past three years.

Areas of Improvement Targeted For the Next 3 Years

- Closing the achievement gap for our bottom 30% of students
- Providing specific and targeted interventions for our economically disadvantaged students to support better achievement

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Grandville High School staff have worked hard over the past two years to incorporate technology into their instruction to engage students in different and meaningful ways. Flipped classroom instruction, Moodle, project based learning, Google resources, blended and online learning have become a greater and greater part of the educational experience for our students. The efforts of our staff have resulted in greater student engagement in the areas where these tools have been implemented.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

The process for identifying the needs and necessary resources for improvement included a variety of stakeholders, including:

School Improvement Team: (staff members, parent, and two students) Staff members and students are elected by their peers. Meetings are held monthly after school. Feedback and input on the goal areas for the school improvement plan was provided.

Department Chairs: (representation from all building departments) Selected by peers within their departments. Department chairs provided input on the various strategies included in the goal areas within the school improvement plan.

Staff Survey: Staff were surveyed, using the ASSIST Tool.

Student Survey: Students were surveyed, using the ASSIST Tool.

Parent Survey: Parents were surveyed, using the ASSIST Tool.

Parent Meetings: Parents are invited to attend a monthly meeting with the building principal. Their input and feedback is utilized in identifying areas of improvement.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

Staff Members: Staff from various departments were represented in the plan, as well as staff input through the survey that was provided.

Students: Student input on the school improvement team and the survey of all students represents a nice cross section of students.

Parents: All parents were provided the opportunity to participate in the survey. We also sought input and feedback from parents who are a part of the school improvement team and the parent group that meets monthly with administrators.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

The final improvement plan was placed on the website and the highlights of the plan are communicated to each of the stakeholder groups, dependent upon their role in the implementation of the plan.

An update will be provided at the end of the year to provide an update on the achievement of the goals that were established in the school improvement plan. This update will be communicated to students, staff, parents, and community via the building newsletter and website.

An update on the fulfillment and completion of various strategies and interventions that are included in the school improvement plan will also be included in the year end communication to all stakeholders.

School Data Analysis

Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths, challenges, and directions for improvement based on an analysis of data and responses to a series of data related questions. This data collection and analysis process includes the identification of content area achievement gaps and reflections on causation. Please note that questions related to gaps and causes for a gap are marked with an asterisk (*). This diagnostic represents the various types of student data that should be continuously collected, reviewed, and analyzed in conjunction with other local school data. Completion of the SDA is required.

Student Enrollment Data

How do student enrollment trends affect staffing?

We monitor our enrollment and staffing levels very closely to ensure that we are running an efficient building but also providing the appropriate amount of instructional support for our students. Our staffing numbers are evaluated annually and adjusted, depending upon enrollment numbers. Class sizes are closely examined to make sure that there is adequate staffing for our students.

How do student enrollment trends affect staff recruitment?

As the number of economically disadvantaged students increase, we continually seek staff with experience and interest in working with at-risk student populations.

How do student enrollment trends affect budget?

As enrollment increases, there are more funds to provide instructional services and support for students. As the number of at-risk students increases, it has meant that there is a greater need to set aside funds to provide interventions for these students to specifically target their specific needs and support improvement in their learning.

How do student enrollment trends affect resource allocations?

As our at-risk student population increases, we have worked to reduce class sizes for the classes that these students are in. For example, we currently offer a specific English course at the 9th, 10th, and 11th grade levels that is intended to support our at-risk students and their skill development. These class sizes are kept low to allow teachers to better engage these students and individualize instruction to meet their needs.

How do student enrollment trends affect facility planning and maintenance?

Our overall enrollment numbers have been steady overall, showing a slight downward trend. This has not meant that we have needed to address any specific facility or maintenance needs.

How do student enrollment trends affect parent/guardian involvement?

Our parent/guardian involvement has remained steady over the past years, with a high number of parents attending our open house and parent/teacher conferences.

How do student enrollment trends affect professional learning and/or public relations?

As the number of economically disadvantaged students has increased, our mode and frequency of communication has had to be adjusted. Rather than simply communicating through written newsletters, we also communicate electronically through email lists, Twitter, and Facebook. Different modes of communication allow for individuals of various socioeconomic or cultural backgrounds to access information in a way that they are comfortable with.

What are the challenges you noticed based on the student enrollment data?

The increases in our economically disadvantaged students and Hispanic students provide new challenges for Grandville High School. Our economically disadvantaged students have traditionally performed poorly on the ACT/MME and have a lower graduation rate. This has necessitated the need to have a conversation about better supporting the needs of these students to engage them in the academic rigor that Grandville High School offers for them.

What action(s) will be taken to address these challenges?

Students who are in our priority groups:

Bottom 30% of performing students (based on PLAN/MEAP/MAP testing)

Hispanic Students

Economically Disadvantaged Students

will be identified by staff to specifically target for in class interventions.

What are the challenges you noticed based on student attendance?

Our economically disadvantaged and Hispanic students have lower rates of attendance than all other student groups. This provides specific challenges for these students, as student attendance has a great impact on student achievement and engagement.

What action(s) will be taken to address these challenges?

Grandville High School has incorporated an Employability Rubric to specifically identify and define behaviors that support student achievement and growth. Teachers report an employability score each semester, providing feedback to students and parents on attendance, classroom participation and homework completion, professional conduct and appearance, etc. Beginning in the 2013-2014 Grandville High School students who demonstrate a high performance on the employability rubric will be recognized and will receive a Bulldog Pride award, allowing them to earn incentives throughout the next semester. Our hope is that recognizing and rewarding the specific behaviors that we are looking for from our students, including attendance, will impact the attendance of our economically disadvantaged students.

For those students who demonstrate poor patterns of attendance, the dean of students and assistant principal will meet with the parents of these students to put together a specific attendance plan, including supports for the students.

Student Achievement Data for All Students

This area includes data questions.

Which content area(s) indicate the highest levels of student achievement?

For the 2013 MME, the following content areas indicated the highest levels of achievement:

Reading: 84% proficient

Social Studies: 79% proficient

Writing: 78% proficient

Which content area(s) show a positive trend in performance?

The following content areas showed a positive trend in performance based on the 2013 MME:

All Students

Social Studies: 79% proficient (2013) 69% proficient (2012)

Math: 62% proficient (2013) 55% proficient (2012)

This data is based on the performance of all students.

In which content area(s) is student achievement above the state targets of performance?

Student achievement was above the state target of performance in all content areas:

All Students

Math: 62% proficient (48% target)

Reading: 84% proficient (70% target)

Science: 53% proficient (38% target)

Writing: 78% proficient (66% target)

Social Studies: 79% proficient (53% target)

What trends do you notice among the top 30% percent of students in each content area?

Our top 30% of students continue to perform at a very high level, maintaining a high level of performance across the board.

What factors or causes contributed to improved student achievement?

School Improvement Plan

Grandville High School

It is difficult to ascertain the specific reason for the improved student achievement, as the interventions that have been put in place have not taken full affect to this point. The overall trend for our students, in achievement, has been steady with some increases in some areas and some decreases in others from year to year. It is difficult to tell whether these increases will continue in the successive years ahead.

How do you know the factors made a positive impact on student achievement?

As stated previously, it is difficult to identify the specific factors involved in the improved student achievement.

Which content area(s) indicate the lowest levels of student achievement?

By percentage of proficient students, the content areas with the lowest levels of student achievement would be science and mathematics.

Science: 2013 MME (53% proficient)

Math: 2013 MME (62% proficient)

Which content area(s) show a negative trend in achievement?

Reading: 84% (2013) 90% (2012)

-decrease of 6% proficiency

Science: 53% (2013) 55% (2012)

-decrease of 2% proficiency

Writing: 78% (2013) 84% (2012)

In which content area(s) is student achievement below the state targets of performance?

None.

What trends do you notice among the bottom 30% of students in each content area?

The results and trends among the bottom 30% of students are mixed:

Math: increase of 1.7% in proficiency rate

Science: increase of .9% in proficiency rate

Social Studies: increase of 30% in proficiency rate

Writing: decrease of 22% in proficiency rate

Reading: decrease of 21% in proficiency rate

What factors or causes contributed to the decline in student achievement?

The numbers of economically disadvantaged students have negatively impacted the achievement of our bottom 30% of students. As we have a higher number of at-risk students, it impacts our overall student performance.

How do you know the factors made a negative impact on student achievement?

Further digesting achievement data demonstrates that the performance of our economically disadvantaged students has decreased in the similar proportion to the performance of our bottom 30% of students. Furthermore, the number of economically disadvantaged students has increased.

What action(s) could be taken to address achievement challenges?

As stated previously, we will be identifying the students in our bottom 30%, based on performance on PLAN, MEAP, and MAP testing. These names of these students will be communicated with staff with an emphasis and focus on additional supports for these students and specific monitoring of attendance and academic performance so that early interventions can be incorporated.

Subgroup Student Achievement

Statement or Question: Which subgroup(s) show a trend toward increasing overall performance?

Response:

- Asian
- White
- Students with Disabilities

Statement or Question: For which subgroup(s) is the achievement gap closing?*

Response:

- Hispanic or Latino
- Economically Disadvantaged
- Students with Disabilities

In what content areas is the achievement gap closing for these subgroups?*

Students With Disabilities: Writing (29% increase), Math (5.6% increase), Social Studies (25.89% increase)

Hispanic or Latino: Reading (1.4% increase), Math (13.47% increase), Science (5.7% increase), Social Studies (8.86% increase)

Economically Disadvantaged: Math (10.72% increase), Social Studies (12.73% increase)

How do you know the achievement gap is closing?*

Based on the achievement of these subgroups on the spring 2013 MME vs. the spring 2012 MME, the rate of proficiency is rising at a great rate than it is for all students.

What other data support the findings?

ACT data for 2012 and 2013 also reflect this trend.

What factors or causes contributed to the gap closing? (Internal and External)*

The co-taught model that is being utilized in the special education classes has provided greater support and interventions for Students with Disabilities. This impact has been demonstrated in the improvement of the scores of this group of students.

How do you know the factors made a positive impact on student achievement?

In addition to the monitoring of the proficiency rates for these students, the case managers for the students with disabilities also monitor their progress in the classroom on formative and summative assessments. This data has also demonstrated an improved rate of course proficiency for students with disabilities.

It is difficult to determine what the cause of the growth with the Hispanic/Latino and Economically Disadvantaged students was.

What actions could be taken to continue this positive trend?

We will continue to share best practices within our special education teaching staff to further impact student learning and achievement for the students with disabilities.

Additionally, we will be identifying students who fall into any of our identified subgroups (SWD, Hispanic/Latino, Economically Disadvantaged) to make sure that they are supported within the classroom and that early interventions are in place to support student achievement.

Statement or Question: Which subgroup(s) show a trend toward decreasing overall performance?

Response:

- Hispanic or Latino
- Economically Disadvantaged
- Students with Disabilities

Statement or Question: For which subgroup(s) is the achievement gap becoming greater?*

Response:

- Economically Disadvantaged

In what content areas is the achievement gap greater for these subgroups?*

Students With Disabilities: Reading(5.57% decrease), Science (11.13% decrease)

Hispanic/Latino: Writing (16.36% decrease)

Economically Disadvantaged: Writing (13.29% decrease), Reading (8.27% decrease), Science (4.72% decrease)

How do you know the achievement gap is becoming greater?*

In a review of the 2012 and 2013 MME data, it is evident that the achievement gap is growing between these subgroups and all students.

What other data support the findings?*

Analysis of ACT data from the same timeframe confirms these findings.

What factors or causes contributed to the gap increasing? (Internal and External)*

The number of economically disadvantaged students at Grandville High School is increasing. As this number increases, it is imperative that we work to identify students who need additional supports and interventions to be successful. The process of adding these supports and interventions has been slow, as it is difficult to fit within the structure of a traditional school schedule.

How do you know the factors lead to the gap increasing?*

The increase in economically disadvantaged students coincides with the growing gap in achievement for these students.

What actions could be taken to close the achievement gap for these students?*

1. Identify the students in these subgroups who require intervention and support. Early identification of these students is imperative.
2. Communicating to the teachers who these priority students are and ways that they can support their academic achievement.
3. Communicating with the parents of these students to engage them in the educational process and keep them updated about their student's performance and ways that they can support them.
4. Providing supports and interventions, specific to various skills deficits, during the school day.

How is each of the English Language Learners (ELLs) demographics achieving in comparison to the school aggregate?

The English Language Learners are performing at a much lower level than the school aggregate.

How do you ensure that students with disabilities have access to the full array of intervention programs (Title I, Title III, Section 31a, credit recovery programs, after-school programs, etc.)?

Communication with the parents of these students and with the students themselves is important in ensuring access for students with disabilities. The biggest asset in communication with these students and their parents is the case manager. The student's case manager communicates with the parents of the students and the administrators to make sure that adequate supports are provided and that students and parents are aware of how they can access these programs. At Grandville High School, the online credit recovery program is a part of the 31a supports that are built into the school day. The case managers communicate, to the students and parents, how they may access these classes. Additionally, the case manager provides a great deal of input in building the student's schedule, which further ensures that the students have access to these programs.

How are students designated 'at risk of failing' identified for support services?

Grandville High School has a Student Support Team, comprised of administrators, teacher consultant, and guidance counselors, who identify students at risk of failing and work to set up services and interventions for these students.

What Extended Learning Opportunities are available for students (all grade configurations respond)?

Grandville High School offers Advanced Placement courses in 14 subject areas, with over 300 students participating. Credit recovery is also available for all students, utilizing the E2020 module. Grandville High School also offers blended learning opportunities and additional online courses for students.

Label	Question	Value
	What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?	40.0

What is the school doing to inform students and parents of Extended Learning Opportunities?

Extended Learning opportunities, such as Advanced Placement, Online Courses, and Credit Recovery, are communicated to parents via newsletters, new student orientation, and individual scheduling meetings with parents and guidance counselors.

Label	Question	Value
	What is the total FTE count of teachers in your school?	88.7

Label	Question	Value
	How many teachers have been teaching 0-3 years?	8.0

Label	Question	Value
	How many teachers have been teaching 4-8 years?	18.0

Label	Question	Value
	How many teachers have been teaching 9-15 years?	20.0

Label	Question	Value
	How many teachers have been teaching >15 years?	38.0

What impact might this data have on student achievement?

The staff at Grandville High School has been an experienced staff over the last ten years. As more of the experienced staff begin to retire, the dynamics and experience levels of our staff has begun to change. The impact on student achievement could be negative, as the loss of experts in the content areas creates a void and new challenges in ensuring that our students are learning the skills and content in a scope that is inclusive. These senior teachers have many tricks in their bag and often have multiple ways of engaging students and engaging them in the content. However, as new staff come on board, they may be more open to change and adapt to the shifting needs of our student population.

Label	Question	Value
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	290.0

Label	Question	Value
	Indicate the total number of days for teacher absences due to illness.	690.0

What impact might this data have on student achievement?

When the teacher is not in the classroom working directly with the students, the impact to student achievement is negative. Having teachers in the classroom working with the students impacts student learning in a positive way. The challenge, when it comes to teacher absences for professional learning, is that some of these absences are necessary so that teachers can learn new skills and strategies that can be used in the classroom and impact to student learning might be very positive, depending upon the impact and effectiveness of the new learning on student achievement. There is a balance in making sure that the teachers are not out of the classroom for an excessive amount of time. Teacher absences due to professional learning should be monitored to ensure that it is not excessive.

Perception Data - Students

Which area(s) indicate the highest overall level of satisfaction among students?

Indicator 1.1

The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.

Indicator 3.2

Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.

Indicator 4.4

Students and school personnel use a range of media and information resources to support the school's educational programs.

Which area(s) show a positive trend toward increasing student satisfaction?

It is difficult to identify a trend, as this is the first year that this survey has been utilized. Continuing to give this survey and following up with surveys and feedback throughout the school year will help to identify trends and patterns in student satisfaction.

What area(s) indicate the lowest overall level of satisfaction among students?

Indicator 4.3

The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.

Indicator 3.3

Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.

Indicator 5.5

Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.

Which area(s) show a trend toward decreasing student satisfaction?

It is difficult to identify a trend, as this is the first year that this survey has been utilized. Continuing to give this survey and following up with surveys and feedback throughout the school year will help to identify trends and patterns in student satisfaction.

What are possible causes for the patterns you have identified in student perception data?

It is difficult to identify a pattern in the perception data, as this is the first time that this survey has been given. However, a couple of observations that could be made:

1. Student perception of the care and maintenance of facilities was low, while parent perception of maintenance of facilities was very high.
2. Students, as well as parents, expressed a need for more individual attention and support for student learning.

What actions will be taken to improve student satisfaction in the lowest areas?

We will reach out to students to dig further to identify the specific areas where they feel that the maintenance of the facilities is not adequate. Department chairs and the School Improvement Team will also be engaged to identify ways that we can better support individual student learning.

Perception Data – Parents/Guardians

Which area(s) indicate the overall highest level of satisfaction among parents/guardians?

Parents indicated that they felt the highest level of satisfaction in the following areas:

INDICATOR 4.3: The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff

INDICATOR 4.1: Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.

INDICATOR 5.4: The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.

Which area(s) show a trend toward increasing parents/guardian satisfaction?

It is difficult to determine areas where there is a trend in increasing parent/guardian satisfaction as this is the first year that we have given this survey.

Which area(s) indicate the overall lowest level of satisfaction among parents/guardians?

INDICATOR 3.5: Teachers participate in collaborative learning communities to improve instruction and student learning.

INDICATOR 3.3: Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.

INDICATOR 3.12: The school provides and coordinates learning support services to meet the unique learning needs of students.

Which area(s) show a trend toward decreasing parents/guardian satisfaction?

It is difficult to determine a trend as this is the first year that we have given a survey.

What are possible causes for the patterns you have identified in parent/guardian perception data?

It is difficult to determine the causes for the patterns, as this is the first year that we have given this survey.

What actions will be taken to increase parent/guardian satisfaction in the lowest areas?

In the coming year, we will reach out to our parents to gather additional data on the areas where we received lower ratings. Some of the areas where there was a lower rating had to do with additional opportunities to support individual student learning and provide interventions when students are not learning. This will necessitate some shifts in resources that are provided for students, which also fits with the patterns in achievement data that were identified previously.

Perception Data – Teachers/Staff

Which area(s) indicate the overall highest level of satisfaction among teachers/staff?

Indicator 4.1

Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.

Indicator 4.6

The school provides support services to meet the physical, social, and emotional needs of the student population being served.

Indicator 4.3

The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.

Which area(s) show a trend toward increasing teacher/staff satisfaction?

It is difficult to identify trends in increasing teacher/student satisfaction, as this is the first time that this survey has been given. Administering this survey in future years will help to better identify trends and patterns and the reasons for trends.

Which area(s) indicate the lowest overall level of satisfaction among teachers/staff?

Indicator 3.5

Teachers participate in collaborative learning communities to improve instruction and student learning.

Indicator 5.2

Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.

Indicator 3.9

The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.

Which area(s) show a trend toward decreasing teacher/staff satisfaction?

It is difficult to identify trends in decreasing teacher/student satisfaction, as this is the first time that this survey has been given. Administering this survey in future years will help to better identify trends and patterns and the reasons for trends.

What are possible causes for the patterns you have identified in staff perception data?

One of the items that was recognized by both staff and parents was the need for a system by which each student has a connection with an adult in the school. This can be challenging in a building of 1800 students.

Additionally, both staff and parents recognized the need for professional learning communities. All departments meet frequently but not all are functioning as professional learning communities.

Other

How does your school use the MiPHY online survey health risk behavior results to improve student learning? (Enter N/A if you have not completed the MiPHY survey.)

NA

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

Decisions regarding curriculum, instruction and assessment are made with with a team of department chairs, representative of the various departments throughout the building, and administrators. The department chairs provide input and feedback from the teachers in their departments on the various adjustments that need to be made to ensure that students are learning the appropriate content or skills in the correct time frame, limiting gaps in curriculum. Furthermore, instructional practices and assessments are the focal point of department and course level meetings, which also involve the administrator assigned to the department.

Furthermore, Grandville Public Schools, has a Curriculum Council, comprised of teachers and administrators from various grade levels and subjects throughout the district to make major curriculum recommendations and changes.

What evidence do you have to indicate the extent to which the standards are being implemented?

Common Core State Standards are being implemented throughout the building. We began with an investigation of the standards and discussion of application of those standards within each department. The next step included adjusting our assessments to incorporate common core skills and content. As the assessments were modified, instruction modified as the learning targets were focused on Common Core objectives.

The assessments that have been modified, as well as department meeting minutes would be good evidence of the work that has been done to implement Common Core Standards.

School Additional Requirements Diagnostic

Introduction

This diagnostic contains certification requirements for Michigan schools. This diagnostic must be completed by all schools.

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
	Literacy and math are tested annually in grades 1-5.	Yes	MAP Testing is used at each grade level, as well as Dibbels testing.	

Label	Assurance	Response	Comment	Attachment
	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes		Grandville High School 2013 AER

Label	Assurance	Response	Comment	Attachment
	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes		

Label	Assurance	Response	Comment	Attachment
	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes	Guidance Counselors monitor student EDPs to ensure that they reflect the courses that the student is taking. This is reviewed each year as a part of the scheduling process.	

Label	Assurance	Response	Comment	Attachment
	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 institution 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 institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes		

School Improvement Plan

Grandville High School

Label	Assurance	Response	Comment	Attachment
	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Tim Purkey Assistant Superintendant Grandville Public Schools 3839 Prairie Ave SW Grandville, MI 49418 (616)254-6557	

Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	No		

Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	No		

Label	Assurance	Response	Comment	Attachment
	The School has additional information necessary to support your improvement plan (optional).	No		

Health and Safety (HSAT) Diagnostic

Introduction

The content for this tool comes directly from the Healthy School Action Tool (HSAT) Assessment (<http://www.mihealthtools.org/hsat>), an online tool for school buildings to assess its school health environments. These assurances are designed to help school improvement teams think about conditions for learning in their school, specifically related to student health and safety, and develop strategies in their school improvement plan to address any identified needs.

This diagnostic is optional and should be completed only if you took the HSAT.

Health and Safety (HSAT)

The following assurances come directly from the [Healthy School Action Tool \(HSAT\) Assessment](http://www.mihealthtools.org/hsat), an online tool for school buildings to assess their school health environments. If your school completed the HSAT in the past year, you may refer back to your report to answer the following assurances. Responses to these assurances are necessary - whether you've completed the HSAT or not. These assurances are designed to help school improvement teams think about conditions for learning in their school, specifically related to student health and safety, and develop strategies in their school improvement plan to address any identified needs.

	Statement or Question	Response	Rating
Question 1	Our School has a written policy on school safety that supports proactive, preventative approaches to ensure a safe school environment.	Written policy, fully implemented	N/A

	Statement or Question	Response	Rating
Question 2	All teachers in our school have received professional development in management techniques to create calm, orderly classrooms.	Yes	N/A

	Statement or Question	Response	Rating
Question 3	Our school communicates all of our health and safety policies to students, staff, substitute teachers, parents and visitors through the parent handbook or newsletter at least once a year.	Yes	N/A

	Statement or Question	Response	Rating
Question 4	Our school has used data from a student health/safety assessment at least once in the past two years to assist in planning actions that will improve our school's environment and/or to determine the impact of changes that we have made on student attitudes and behaviors.	Yes	N/A

	Statement or Question	Response	Rating
Question 5	Our school has taken action on the Michigan State Board of Education Policy on Comprehensive School Health Education.	Adopted policy, fully implemented	N/A

	Statement or Question	Response	Rating
Question 6	All teachers who provide health education instruction received annual professional development/continuing education specifically related to health education.	Yes	N/A

School Improvement Plan

Grandville High School

	Statement or Question	Response	Rating
Question 7	The health education curriculum used in our school is the Michigan Model for Health® Curriculum.	Yes	N/A

	Statement or Question	Response	Rating
Question 8	The health education curriculum used in our school involves student interaction with their families and their community.	No	N/A

	Statement or Question	Response	Rating
Question 9	Our school has taken action on the Michigan State Board of Education Policy on Quality Physical Education.	Reviewed policy, but not yet adopted	N/A

	Statement or Question	Response	Rating
Question 10	At our school, physical education teachers annually participate in professional development specific to physical education.	Yes	N/A

	Statement or Question	Response	Rating
Question 11	Our school uses the Exemplary Physical Education Curriculum (EPEC)	Other curriculum	N/A

	Statement or Question	Response	Rating
Question 12	At least three times during the past 12 months, our school offered programs, activities or events for families about physical activity.	No	N/A

	Statement or Question	Response	Rating
Question 13	Our school offers the following amount of total weekly minutes of physical education throughout the year.	59 minutes or less at elementary level, 105 minutes or less at middle/high level	N/A

	Statement or Question	Response	Rating
Question 14	Our school has taken action on the Michigan State Board of Education Policy on Nutrition Standards.	No action taken	N/A

	Statement or Question	Response	Rating
Question 15	The food service director/manager participated in professional development related to food or nutrition during the past 12 months.	Yes	N/A

School Improvement Plan

Grandville High School

	Statement or Question	Response	Rating
Question 16	The food service director/manager supports/reinforces in the cafeteria what is taught in health education.	Yes	N/A

	Statement or Question	Response	Rating
Question 17	During the past 12 months, our school collected information from parents to help evaluate/improve school meals or foods offered a la carte, in concessions, school stores, vending machines, or as a part of classroom celebrations/parties or at school events.	No	N/A

	Statement or Question	Response	Rating
Question 18	Our school makes a good faith effort to ensure that federally reimbursable school nutrition programs are the main source of nutrition at school rather than vending or a la carte.	Yes	N/A

	Statement or Question	Response	Rating
Question 19	Our school has a health services provider or school nurse accessible to students.	Yes, but we do not have a health services provider or school nurse for every 650 students	N/A

	Statement or Question	Response	Rating
Question 20	Our school has a written policy on school safety that involves parents, and broader community, in collaborative efforts to help ensure a safe school environment.	Written policy, fully implemented	N/A

	Statement or Question	Response	Rating
Question 21	Our school has a system in place for collecting relevant student medical information.	Yes	N/A

	Statement or Question	Response	Rating
Question 22	Our school has taken action on the Michigan State Board of Education Positive Behavior Support Policy.	Adopted policy, fully implemented	N/A

	Statement or Question	Response	Rating
Question 23	During the past 12 months, the school counseling staff has provided professional development to school health staff about identification and referral of students related to violence and suicide prevention.	No	N/A

School Improvement Plan

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	Statement or Question	Response	Rating
Question 24	During the past 12 months, the school counselor/psychologist/social worker offered information to students (presentations, materials, individual or group counseling activities, events) about bullying, harassment and other peer to peer aggression.	Yes	N/A

	Statement or Question	Response	Rating
Question 25	During the past 12 months, the school counselor/psychologist/social worker has collaborated with appropriate school staff or community agencies to implement programs or activities related to bullying, harassment and other peer to peer aggression.	Yes	N/A

	Statement or Question	Response	Rating
Question 26	During the past 12 months, the school counseling staff identified students who are at risk of being victims or perpetrators of violence.	Yes	N/A

	Statement or Question	Response	Rating
Question 27	Our school's mission statement includes the support of employee health and safety.	No	N/A

	Statement or Question	Response	Rating
Question 28	During the past year, our school supported staff participation in health promotion programs by having a budget for staff health promotion.	No	N/A

	Statement or Question	Response	Rating
Question 29	During the past year, our school supported staff in healthy eating by providing healthy food choices at staff meetings.	Yes	N/A

	Statement or Question	Response	Rating
Question 30	Our school has a written family involvement policy that advocates for strong connections between the home, school and the community as a means of reducing barriers to student achievement.	Written Policy, but not fully implemented	N/A

	Statement or Question	Response	Rating
Question 31	Our school has a parent education program.	Yes	N/A

School Improvement Plan

Grandville High School

	Statement or Question	Response	Rating
Question 32	During the past 12 months, our school collected information from parents to help evaluate/improve school health education in our school.	No	N/A

	Statement or Question	Response	Rating
Question 33	During non school hours the community has access to indoor facilities for physical activity (such as gym, weight room, hallway for walking, pool, basketball court).	Access to some indoor facilities	N/A

Plan for School Improvement Plan

Overview

Plan Name

Plan for School Improvement Plan

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All Grandville High School students will be proficient in reading.	Objectives: 3 Strategies: 2 Activities: 4	Academic	\$70479
2	All Grandville High School students will be proficient in mathematics.	Objectives: 3 Strategies: 3 Activities: 5	Academic	\$70084
3	All students at Grandville High School will be proficient in writing.	Objectives: 3 Strategies: 2 Activities: 5	Academic	\$70084
4	All students at Grandville High School will be proficient in science.	Objectives: 3 Strategies: 3 Activities: 4	Academic	\$70084
5	All students at Grandville High School will be proficient in social studies.	Objectives: 3 Strategies: 3 Activities: 4	Academic	\$70084

Goal 1: All Grandville High School students will be proficient in reading.

Measurable Objective 1:

90% of All Students will demonstrate a proficiency in all reading standards in ELA in Reading by 06/30/2022 as measured by state level assessments (currently MME).

(shared) Strategy 1:

Content Area Literacy Strategies - Teachers will incorporate Close and Critical Reading strategies aligned to Common Core Standards to increase student comprehension, retention, and application of complex text.

Research Cited: Pearson, P. David, L.R. Roehler, J.A. Dole, and G.G. Duffy. 1992. "Developing Expertise in Reading Comprehension." In S. Jay Samuels and Alan Farstrup, eds. What Research Has to Say About Reading Instruction, 2nd Edition. Neward, DE: International Reading Association

Tier:

Activity - Content Area Literacy Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff have each received a copy of the book, Subjects Matter, to be read over the summer. This book includes many different reading strategies and practical applications that can be incorporated in their classrooms.	Professional Learning			09/06/2013	06/30/2014	\$2895	General Fund	Department Chairs Administration
Activity - Content Area Literacy Groups	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be divided into discussion groups (interdisciplinary) to discuss and share different reading strategies that they use in their classrooms. The teachers will be challenged to go back to their classrooms to try some of these new ideas and share the results with their group.	Professional Learning			08/26/2013	06/06/2014	\$0	No Funding Required	Administrations Department Chairs Content Area Literacy Planning Committee

(shared) Strategy 2:

Academic Support Interventions - Students who are at-risk will be identified and monitored by staff as priority students. Teachers will notify counselors and administrators if these students begin to struggle or demonstrate poor patterns of attendance. Counselors and administrators will partner with parents to develop a plan for these students to inform them of the academic supports that are necessary for their success.

Research Cited: "Identifying and Supporting Students At Risk for Emotional and Behavioral Disorders within Multi-level Models: Data Driven Approaches to Conducting Secondary Interventions with an Academic Emphasis": Education and Treatment of Children: November 2007, Volume 30, Number 4, pg 135-164. Lane, Kathleen L.

Tier:

School Improvement Plan

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Activity - Master Schedule Changes and Student Schedule Process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who have been identified as at-risk will be scheduled into Reading/Writing courses that have lower class sizes and additional supports.	Academic Support Program			09/06/2013	06/06/2014	\$0	No Funding Required	Administration Counseling Department At-Risk English Teachers

Activity - Credit Recovery/E2020	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are behind in credits will have access to the Summit/E2020 Academic Intervention program. This program gives students opportunity to recapture credit lost and relearn skills in a supported environment with a certified teacher.	Academic Support Program			09/06/2013	06/06/2014	\$67584	Section 31a	High School Administration Counseling Department

Measurable Objective 2:

80% of Economically Disadvantaged students will demonstrate a proficiency in all reading standards in ELA in Reading by 06/06/2014 as measured by Michigan Merit Exam (2014).

(shared) Strategy 1:

Content Area Literacy Strategies - Teachers will incorporate Close and Critical Reading strategies aligned to Common Core Standards to increase student comprehension, retention, and application of complex text.

Research Cited: Pearson, P. David, L.R. Roehler, J.A. Dole, and G.G. Duffy. 1992. "Developing Expertise in Reading Comprehension." In S. Jay Samuels and Alan Farstrup, eds. What Research Has to Say About Reading Instruction, 2nd Edition. Neward, DE: International Reading Association

Tier:

Activity - Content Area Literacy Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff have each received a copy of the book, Subjects Matter, to be read over the summer. This book includes many different reading strategies and practical applications that can be incorporated in their classrooms.	Professional Learning			09/06/2013	06/30/2014	\$2895	General Fund	Department Chairs Administration

Activity - Content Area Literacy Groups	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Grandville High School

Teachers will be divided into discussion groups (interdisciplinary) to discuss and share different reading strategies that they use in their classrooms. The teachers will be challenged to go back to their classrooms to try some of these new ideas and share the results with their group.	Professional Learning			08/26/2013	06/06/2014	\$0	No Funding Required	Administrations Department Chairs Content Area Literacy Planning Committee
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(shared) Strategy 2:

Academic Support Interventions - Students who are at-risk will be identified and monitored by staff as priority students. Teachers will notify counselors and administrators if these students begin to struggle or demonstrate poor patterns of attendance. Counselors and administrators will partner with parents to develop a plan for these students to inform them of the academic supports that are necessary for their success.

Research Cited: "Identifying and Supporting Students At Risk for Emotional and Behavioral Disorders within Multi-level Models: Data Driven Approaches to Conducting Secondary Interventions with an Academic Emphasis": Education and Treatment of Children: November 2007, Volume 30, Number 4, pg 135-164. Lane, Kathleen L. Tier:

Activity - Master Schedule Changes and Student Schedule Process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who have been identified as at-risk will be scheduled into Reading/Writing courses that have lower class sizes and additional supports.	Academic Support Program			09/06/2013	06/06/2014	\$0	No Funding Required	Administration Counseling Department At-Risk English Teachers

Activity - Credit Recovery/E2020	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are behind in credits will have access to the Summit/E2020 Academic Intervention program. This program gives students opportunity to recapture credit lost and relearn skills in a supported environment with a certified teacher.	Academic Support Program			09/06/2013	06/06/2014	\$67584	Section 31a	High School Administration Counseling Department

Measurable Objective 3:

85% of Hispanic or Latino students will demonstrate a proficiency in all reading standards in ELA in English Language Arts by 06/30/2014 as measured by state level assessments (MME).

(shared) Strategy 1:

Content Area Literacy Strategies - Teachers will incorporate Close and Critical Reading strategies aligned to Common Core Standards to increase student

School Improvement Plan

Grandville High School

comprehension, retention, and application of complex text.

Research Cited: Pearson, P. David, L.R. Roehler, J.A. Dole, and G.G. Duffy. 1992. "Developing Expertise in Reading Comprehension." In S. Jay Samuels and Alan Farstrup, eds. What Research Has to Say About Reading Instruction, 2nd Edition. Neward, DE: International Reading Association

Tier:

Activity - Content Area Literacy Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff have each received a copy of the book, Subjects Matter, to be read over the summer. This book includes many different reading strategies and practical applications that can be incorporated in their classrooms.	Professional Learning			09/06/2013	06/30/2014	\$2895	General Fund	Department Chairs Administration

Activity - Content Area Literacy Groups	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be divided into discussion groups (interdisciplinary) to discuss and share different reading strategies that they use in their classrooms. The teachers will be challenged to go back to their classrooms to try some of these new ideas and share the results with their group.	Professional Learning			08/26/2013	06/06/2014	\$0	No Funding Required	Administrations Department Chairs Content Area Literacy Planning Committee

(shared) Strategy 2:

Academic Support Interventions - Students who are at-risk will be identified and monitored by staff as priority students. Teachers will notify counselors and administrators if these students begin to struggle or demonstrate poor patterns of attendance. Counselors and administrators will partner with parents to develop a plan for these students to inform them of the academic supports that are necessary for their success.

Research Cited: "Identifying and Supporting Students At Risk for Emotional and Behavioral Disorders within Multi-level Models: Data Driven Approaches to Conducting Secondary Interventions with an Academic Emphasis": Education and Treatment of Children: November 2007, Volume 30, Number 4, pg 135-164. Lane, Kathleen L.

Tier:

Activity - Master Schedule Changes and Student Schedule Process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who have been identified as at-risk will be scheduled into Reading/Writing courses that have lower class sizes and additional supports.	Academic Support Program			09/06/2013	06/06/2014	\$0	No Funding Required	Administration Counseling Department At-Risk English Teachers

School Improvement Plan

Grandville High School

Activity - Credit Recovery/E2020	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are behind in credits will have access to the Summit/E2020 Academic Intervention program. This program gives students opportunity to recapture credit lost and relearn skills in a supported environment with a certified teacher.	Academic Support Program			09/06/2013	06/06/2014	\$67584	Section 31a	High School Administration Counseling Department

Goal 2: All Grandville High School students will be proficient in mathematics.

Measurable Objective 1:

65% of All Students will demonstrate a proficiency in all mathematics standards in Mathematics by 06/30/2014 as measured by state level assessment (MME).

(shared) Strategy 1:

Common Assessment Alignment/Review - All mathematics teachers will review their common assessments and the identified power standards included in the MME are assessed and taught at a level of emphasis that matches their inclusion in the MME

Research Cited: "State Standards and State Assessment Systems: A Guide to Alignment. Series on Standards and Assessments" La Marca, Paul M.; Redfield, Doris; Winter, Phoebe C. 2009

Tier:

Activity - Assessment Review	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All mathematics teachers will review the common assessments used throughout the year, beginning with the cumulative exam, to ensure that the standards that are assessed are emphasized at a level that is consistent with the MME.	Monitor			09/06/2013	06/30/2014	\$0	No Funding Required	Math Department Chair Administration Teaching Staff

Activity - Re-Teaching/Review of Geometry Concepts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Grandville High School

All mathematics teachers will incorporate a frequent review of geometry concepts and principles in their classes. This may be used as a warm-up activity at the beginning of class or as a recurring section on common assessments throughout the year.	Direct Instruction			09/06/2013	06/30/2014	\$0	No Funding Required	Math Department Chair Course Level Leaders Administration
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(shared) Strategy 2:

Content Area Literacy Strategies - All staff will incorporate content area literacy strategies in their classrooms to engage students in higher order thinking strategies.

Research Cited: "The Effects of Professional Development for Middle School General and Special Education Teachers on Implementation of Reading Strategies in Inclusive Content Area Classes" Bryant, Thompson, Ugel, Hammf, Hogan: 2001 The Learning Disability Quarterly

Tier:

Activity - Content Area Reading Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each staff member received a copy of the Content Area Reading Strategies book to be read over the summer. This book includes practical application activities to teach and engage students in specific content area reading strategies that teachers can incorporate into their classrooms.	Professional Learning			09/06/2013	06/30/2014	\$2500	General Fund	Administration Teaching Staff

Activity - Content Area Literacy Group Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be assigned to interdisciplinary groups to discuss and share literacy strategies and ideas that they use in their classrooms. Teachers will then be challenged to go back to their classrooms to try a new strategy and share the success or challenges of their learning with the others in their group.	Professional Learning			09/06/2013	06/06/2014	\$0	No Funding Required	Administration Department Chairs Literacy Leadership Group

(shared) Strategy 3:

Academic Intervention/Credit Recovery - Students who fall behind in credits by failing classes or need academic intervention will have the opportunity to participate in credit recovery or academic intervention programs.

Research Cited: "Assessing effectiveness and efficiency of academic interventions in school psychology journals: 1995–2005" Ron Bramlett¹, Gary L. Cates^{2,*}, Elena Savina³, Brittni Lauinger⁴

Tier:

School Improvement Plan

Grandville High School

Activity - E2020 Credit Recovery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The E2020 credit recovery program is for students who are at-risk of not graduating and are deficient in credits due to failure of classes. This online program gives them an opportunity to recover credit and relearn content that they may have missed. Students who qualify for this program will be placed in it by their guidance counselor.	Academic Support Program			09/06/2013	06/30/2014	\$67584	Section 31a	E2020 Instructor Administration Counseling Staff

Measurable Objective 2:

60% of Economically Disadvantaged students will demonstrate a proficiency in all mathematics standards in Mathematics by 06/30/2014 as measured by state level assessments (MME).

(shared) Strategy 1:

Common Assessment Alignment/Review - All mathematics teachers will review their common assessments and the identified power standards included in the MME are assessed and taught at a level of emphasis that matches their inclusion in the MME

Research Cited: "State Standards and State Assessment Systems: A Guide to Alignment. Series on Standards and Assessments" La Marca, Paul M.; Redfield, Doris; Winter, Phoebe C. 2009

Tier:

Activity - Assessment Review	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All mathematics teachers will review the common assessments used throughout the year, beginning with the cumulative exam, to ensure that the standards that are assessed are emphasized at a level that is consistent with the MME.	Monitor			09/06/2013	06/30/2014	\$0	No Funding Required	Math Department Chair Administration Teaching Staff

Activity - Re-Teaching/Review of Geometry Concepts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All mathematics teachers will incorporate a frequent review of geometry concepts and principles in their classes. This may be used as a warm-up activity at the beginning of class or as a recurring section on common assessments throughout the year.	Direct Instruction			09/06/2013	06/30/2014	\$0	No Funding Required	Math Department Chair Course Level Leaders Administration

(shared) Strategy 2:

Content Area Literacy Strategies - All staff will incorporate content area literacy strategies in their classrooms to engage students in higher order thinking strategies.

School Improvement Plan

Grandville High School

Research Cited: "The Effects of Professional Development for Middle School General and Special Education Teachers on Implementation of Reading Strategies in Inclusive Content Area Classes" Bryant, Thompson, Ugel, Hammf, Hogan: 2001 The Learning Disability Quarterly

Tier:

Activity - Content Area Reading Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each staff member received a copy of the Content Area Reading Strategies book to be read over the summer. This book includes practical application activities to teach and engage students in specific content area reading strategies that teachers can incorporate into their classrooms.	Professional Learning			09/06/2013	06/30/2014	\$2500	General Fund	Administration Teaching Staff
Activity - Content Area Literacy Group Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be assigned to interdisciplinary groups to discuss and share literacy strategies and ideas that they use in their classrooms. Teachers will then be challenged to go back to their classrooms to try a new strategy and share the success or challenges of their learning with the others in their group.	Professional Learning			09/06/2013	06/06/2014	\$0	No Funding Required	Administration Department Chairs Literacy Leadership Group

(shared) Strategy 3:

Academic Intervention/Credit Recovery - Students who fall behind in credits by failing classes or need academic intervention will have the opportunity to participate in credit recovery or academic intervention programs.

Research Cited: "Assessing effectiveness and efficiency of academic interventions in school psychology journals: 1995–2005" Ron Bramlett¹, Gary L. Cates^{2,*}, Elena Savina³, Brittni Lauinger⁴

Tier:

Activity - E2020 Credit Recovery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The E2020 credit recovery program is for students who are at-risk of not graduating and are deficient in credits due to failure of classes. This online program gives them an opportunity to recover credit and relearn content that they may have missed. Students who qualify for this program will be placed in it by their guidance counselor.	Academic Support Program			09/06/2013	06/30/2014	\$67584	Section 31a	E2020 Instructor Administration Counseling Staff

Measurable Objective 3:

53% of Hispanic or Latino students will demonstrate a proficiency in all mathematics standards in Mathematics by 06/30/2014 as measured by state level assessments (MME).

School Improvement Plan

Grandville High School

(shared) Strategy 1:

Common Assessment Alignment/Review - All mathematics teachers will review their common assessments and the identified power standards included in the MME are assessed and taught at a level of emphasis that matches their inclusion in the MME

Research Cited: "State Standards and State Assessment Systems: A Guide to Alignment. Series on Standards and Assessments" La Marca, Paul M.; Redfield, Doris; Winter, Phoebe C. 2009

Tier:

Activity - Assessment Review	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All mathematics teachers will review the common assessments used throughout the year, beginning with the cumulative exam, to ensure that the standards that are assessed are emphasized at a level that is consistent with the MME.	Monitor			09/06/2013	06/30/2014	\$0	No Funding Required	Math Department Chair Administration Teaching Staff

Activity - Re-Teaching/Review of Geometry Concepts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All mathematics teachers will incorporate a frequent review of geometry concepts and principles in their classes. This may be used as a warm-up activity at the beginning of class or as a recurring section on common assessments throughout the year.	Direct Instruction			09/06/2013	06/30/2014	\$0	No Funding Required	Math Department Chair Course Level Leaders Administration

(shared) Strategy 2:

Content Area Literacy Strategies - All staff will incorporate content area literacy strategies in their classrooms to engage students in higher order thinking strategies.

Research Cited: "The Effects of Professional Development for Middle School General and Special Education Teachers on Implementation of Reading Strategies in Inclusive Content Area Classes" Bryant, Thompson, Ugel, Hammf, Hogan: 2001 The Learning Disability Quarterly

Tier:

Activity - Content Area Reading Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each staff member received a copy of the Content Area Reading Strategies book to be read over the summer. This book includes practical application activities to teach and engage students in specific content area reading strategies that teachers can incorporate into their classrooms.	Professional Learning			09/06/2013	06/30/2014	\$2500	General Fund	Administration Teaching Staff

School Improvement Plan

Grandville High School

Activity - Content Area Literacy Group Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be assigned to interdisciplinary groups to discuss and share literacy strategies and ideas that they use in their classrooms. Teachers will then be challenged to go back to their classrooms to try a new strategy and share the success or challenges of their learning with the others in their group.	Professional Learning			09/06/2013	06/06/2014	\$0	No Funding Required	Administration Department Chairs Literacy Leadership Group

(shared) Strategy 3:

Academic Intervention/Credit Recovery - Students who fall behind in credits by failing classes or need academic intervention will have the opportunity to participate in credit recovery or academic intervention programs.

Research Cited: "Assessing effectiveness and efficiency of academic interventions in school psychology journals: 1995–2005" Ron Bramlett¹, Gary L. Cates^{2,*}, Elena Savina³, Brittni Lauinger⁴

Tier:

Activity - E2020 Credit Recovery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The E2020 credit recovery program is for students who are at-risk of not graduating and are deficient in credits due to failure of classes. This online program gives them an opportunity to recover credit and relearn content that they may have missed. Students who qualify for this program will be placed in it by their guidance counselor.	Academic Support Program			09/06/2013	06/30/2014	\$67584	Section 31a	E2020 Instructor Administration Counseling Staff

Goal 3: All students at Grandville High School will be proficient in writing.

Measurable Objective 1:

82% of All Students will demonstrate a proficiency in all writing standards in ELA in Writing by 06/30/2014 as measured by state level assessments (currently MME).

(shared) Strategy 1:

Content Area Literacy - Teachers will be engaged in the discussion and implementation of content area literacy strategies in their classrooms. They will participate in a book study and have meaningful and rich conversations around the different strategies that they use to effectively engage students in their content, utilizing different literacy techniques.

Research Cited: Pearson, P. David, L.R. Roehler, J.A. Dole, and G.G. Duffy. 1992. "Developing Expertise in Reading Comprehension." In S. Jay Samuels and Alan Farstrup, eds. What Research Has to Say About Reading Instruction, 2nd Edition. Newark, DE: International Reading Association

Tier:

SY 2013-2014

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School Improvement Plan

Grandville High School

Activity - Content Area Literacy Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will each receive a book titled Concepts Matter, which discusses and presents several techniques of incorporating literacy strategies into various content areas. They will read the book over the summer to be utilized in group discussions and classroom application throughout the year.	Professional Learning			09/06/2013	06/30/2014	\$2500	General Fund	Administrators Teaching Staff

Activity - Content Area Literacy Group Discussions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will participate in interdisciplinary discussion groups which will meet 5 times throughout the school year. During these discussions, the group members will share different literacy techniques and ideas that they have implemented in their classrooms. Group members will then go back to their classrooms to try some of the new techniques that will be shared and then will bring their experiences back to their group for discussion.	Professional Learning			09/06/2013	06/30/2014	\$0	No Funding Required	Administrators Literacy Leadership Group Department Chairs

Activity - Writing Across The Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to incorporate writing in all curricular areas and will incorporate writing into assessments. Furthermore, professional development and department/course level meetings will incorporate a writing focus as a part of curricular decisions and instructional strategies.	Direct Instruction			09/06/2013	06/30/2014	\$0	No Funding Required	Administrators Department Chairs Teaching Staff

Measurable Objective 2:

70% of Economically Disadvantaged students will demonstrate a proficiency in all writing standards in ELA in Writing by 06/30/2014 as measured by state level assessments (currently MME).

(shared) Strategy 1:

Content Area Literacy - Teachers will be engaged in the discussion and implementation of content area literacy strategies in their classrooms. They will participate in a book study and have meaningful and rich conversations around the different strategies that they use to effectively engage students in their content, utilizing different literacy techniques.

Research Cited: Pearson, P. David, L.R. Roehler, J.A. Dole, and G.G. Duffy. 1992. "Developing Expertise in Reading Comprehension." In S. Jay Samuels and Alan Farstrup, eds. What Research Has to Say About Reading Instruction, 2nd Edition. Newark, DE: International Reading Association

Tier:

Activity - Content Area Literacy Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Grandville High School

Teachers will each receive a book titled Concepts Matter, which discusses and presents several techniques of incorporating literacy strategies into various content areas. They will read the book over the summer to be utilized in group discussions and classroom application throughout the year.	Professional Learning			09/06/2013	06/30/2014	\$2500	General Fund	Administrators Teaching Staff
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Activity - Content Area Literacy Group Discussions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will participate in interdisciplinary discussion groups which will meet 5 times throughout the school year. During these discussions, the group members will share different literacy techniques and ideas that they have implemented in their classrooms. Group members will then go back to their classrooms to try some of the new techniques that will be shared and then will bring their experiences back to their group for discussion.	Professional Learning			09/06/2013	06/30/2014	\$0	No Funding Required	Administrators Literacy Leadership Group Department Chairs

Activity - Writing Across The Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to incorporate writing in all curricular areas and will incorporate writing into assessments. Furthermore, professional development and department/course level meetings will incorporate a writing focus as a part of curricular decisions and instructional strategies.	Direct Instruction			09/06/2013	06/30/2014	\$0	No Funding Required	Administration Department Chairs Teaching Staff

(shared) Strategy 2:

Academic Support Interventions - Students who are at-risk will be identified and monitored by staff as priority students. Teachers will notify counselors and administrators if these students begin to struggle or demonstrate poor patterns of attendance. Counselors and administrators will partner with parents to develop a plan for these students to inform them of the academic supports that are necessary for their success.

Research Cited: "Identifying and Supporting Students At Risk for Emotional and Behavioral Disorders within Multi-level Models: Data Driven Approaches to Conducting Secondary Interventions with an Academic Emphasis": Education and Treatment of Children: November 2007, Volume 30, Number 4, pg 135-164. Lane, Kathleen L.

Tier:

Activity - Master Schedule Changes and Student Schedule Process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who have been identified as at-risk will be scheduled into Reading/Writing courses that have lower class sizes and additional supports.	Academic Support Program			09/06/2013	06/30/2014	\$0	No Funding Required	Counseling Staff Administration Teaching Staff

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Activity - Credit Recovery/E2020	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are behind in credits will have access to the Summit/E2020 Academic Intervention program. This program gives students opportunity to recapture credit lost and relearn skills in a supported environment with a certified teacher.	Academic Support Program			09/06/2013	06/30/2014	\$67584	Section 31a	E2020 Instructors Counseling Staff Administration

Measurable Objective 3:

70% of Hispanic or Latino students will demonstrate a proficiency in all writing standards in ELA in Writing by 06/30/2014 as measured by state level assessments (currently MME). .

(shared) Strategy 1:

Content Area Literacy - Teachers will be engaged in the discussion and implementation of content area literacy strategies in their classrooms. They will participate in a book study and have meaningful and rich conversations around the different strategies that they use to effectively engage students in their content, utilizing different literacy techniques.

Research Cited: Pearson, P. David, L.R. Roehler, J.A. Dole, and G.G. Duffy. 1992. "Developing Expertise in Reading Comprehension." In S. Jay Samuels and Alan Farstrup, eds. What Research Has to Say About Reading Instruction, 2nd Edition. Newark, DE: International Reading Association

Tier:

Activity - Content Area Literacy Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will each receive a book titled Concepts Matter, which discusses and presents several techniques of incorporating literacy strategies into various content areas. They will read the book over the summer to be utilized in group discussions and classroom application throughout the year.	Professional Learning			09/06/2013	06/30/2014	\$2500	General Fund	Administrators Teaching Staff

Activity - Content Area Literacy Group Discussions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will participate in interdisciplinary discussion groups which will meet 5 times throughout the school year. During these discussions, the group members will share different literacy techniques and ideas that they have implemented in their classrooms. Group members will then go back to their classrooms to try some of the new techniques that will be shared and then will bring their experiences back to their group for discussion.	Professional Learning			09/06/2013	06/30/2014	\$0	No Funding Required	Administrators Literacy Leadership Group Department Chairs

Activity - Writing Across The Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

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Teachers will continue to incorporate writing in all curricular areas and will incorporate writing into assessments. Furthermore, professional development and department/course level meetings will incorporate a writing focus as a part of curricular decisions and instructional strategies.	Direct Instruction			09/06/2013	06/30/2014	\$0	No Funding Required	Administration Department Chairs Teaching Staff
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(shared) Strategy 2:

Academic Support Interventions - Students who are at-risk will be identified and monitored by staff as priority students. Teachers will notify counselors and administrators if these students begin to struggle or demonstrate poor patterns of attendance. Counselors and administrators will partner with parents to develop a plan for these students to inform them of the academic supports that are necessary for their success.

Research Cited: "Identifying and Supporting Students At Risk for Emotional and Behavioral Disorders within Multi-level Models: Data Driven Approaches to Conducting Secondary Interventions with an Academic Emphasis": Education and Treatment of Children: November 2007, Volume 30, Number 4, pg 135-164. Lane, Kathleen L.

Tier:

Activity - Master Schedule Changes and Student Schedule Process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who have been identified as at-risk will be scheduled into Reading/Writing courses that have lower class sizes and additional supports.	Academic Support Program			09/06/2013	06/30/2014	\$0	No Funding Required	Counseling Staff Administration Teaching Staff

Activity - Credit Recovery/E2020	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are behind in credits will have access to the Summit/E2020 Academic Intervention program. This program gives students opportunity to recapture credit lost and relearn skills in a supported environment with a certified teacher.	Academic Support Program			09/06/2013	06/30/2014	\$67584	Section 31a	E2020 Instructors Counseling Staff Administration

Goal 4: All students at Grandville High School will be proficient in science.

Measurable Objective 1:

57% of All Students will demonstrate a proficiency in all science standards in Science by 06/30/2014 as measured by state level assessments (currently MME).

School Improvement Plan

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(shared) Strategy 1:

Content Area Literacy Strategies - All staff will incorporate content area literacy strategies in their classrooms to engage students in higher order thinking strategies.

Research Cited: "The Effects of Professional Development for Middle School General and Special Education Teachers on Implementation of Reading Strategies in Inclusive Content Area Classes" Bryant, Thompson, Ugel, Hammf, Hogan: 2001 The Learning Disability Quarterly

Tier:

Activity - Content Area Literacy Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each staff member received a copy of the Content Area Reading Strategies book to be read over the summer. This book includes practical application activities to teach and engage students in specific content area reading strategies that teachers can incorporate into their classrooms.	Professional Learning			09/06/2013	06/30/2014	\$2500	General Fund	Administrators Department Chairs Literacy Leadership Group

Activity - Content Area Literacy Group Discussions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be assigned to interdisciplinary groups to discuss and share literacy strategies and ideas that they use in their classrooms. Teachers will then be challenged to go back to their classrooms to try a new strategy and share the success or challenges of their learning with the others in their group.	Professional Learning			09/06/2013	06/30/2014	\$0	No Funding Required	Department Chairs Teaching Staff Administrators Literacy Leadership Group

(shared) Strategy 2:

Common Assessment Alignment/Review - All mathematics teachers will review their common assessments and the identified power standards included in the MME are assessed and taught at a level of emphasis that matches their inclusion in the MME.

Research Cited: "State Standards and State Assessment Systems: A Guide to Alignment. Series on Standards and Assessments" La Marca, Paul M.; Redfield, Doris; Winter, Phoebe C. 2009

Tier:

Activity - Assessment Review and Revision	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

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All mathematics teachers will review the common assessments used throughout the year, beginning with the cumulative exam, to ensure that the standards that are assessed are emphasized at a level that is consistent with the MME.	Professional Learning			09/06/2013	06/30/2014	\$0	No Funding Required	Administrators Department Chairs Course Level Leaders Teaching Staff
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(shared) Strategy 3:

Academic Support Interventions - Students who fall behind in credits by failing classes or need academic intervention will have the opportunity to participate in credit recovery or academic intervention programs.

Research Cited: "Assessing effectiveness and efficiency of academic interventions in school psychology journals: 1995–2005" Ron Bramlett¹, Gary L. Cates^{2,*}, Elena Savina³, Brittni Lauinger⁴

Tier:

Activity - E2020 Credit Recovery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The E2020 credit recovery program is for students who are at-risk of not graduating and are deficient in credits due to failure of classes. This online program gives them an opportunity to recover credit and relearn content that they may have missed. Students who qualify for this program will be placed in it by their guidance counselor.	Academic Support Program			09/06/2013	06/30/2014	\$67584	Section 31a	Administrators Counseling Office E2020 Instructor

Measurable Objective 2:

44% of Economically Disadvantaged students will demonstrate a proficiency in all science standards in Science by 06/30/2014 as measured by state level assessments (currently MME).

(shared) Strategy 1:

Content Area Literacy Strategies - All staff will incorporate content area literacy strategies in their classrooms to engage students in higher order thinking strategies.

Research Cited: "The Effects of Professional Development for Middle School General and Special Education Teachers on Implementation of Reading Strategies in Inclusive Content Area Classes" Bryant, Thompson, Ugel, Hammf, Hogan: 2001 The Learning Disability Quarterly

Tier:

Activity - Content Area Literacy Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Each staff member received a copy of the Content Area Reading Strategies book to be read over the summer. This book includes practical application activities to teach and engage students in specific content area reading strategies that teachers can incorporate into their classrooms.	Professional Learning			09/06/2013	06/30/2014	\$2500	General Fund	Administrators Department Chairs Literacy Leadership Group
Activity - Content Area Literacy Group Discussions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be assigned to interdisciplinary groups to discuss and share literacy strategies and ideas that they use in their classrooms. Teachers will then be challenged to go back to their classrooms to try a new strategy and share the success or challenges of their learning with the others in their group.	Professional Learning			09/06/2013	06/30/2014	\$0	No Funding Required	Department Chairs Teaching Staff Administrators Literacy Leadership Group

(shared) Strategy 2:

Common Assessment Alignment/Review - All mathematics teachers will review their common assessments and the identified power standards included in the MME are assessed and taught at a level of emphasis that matches their inclusion in the MME.

Research Cited: "State Standards and State Assessment Systems: A Guide to Alignment. Series on Standards and Assessments" La Marca, Paul M.; Redfield, Doris; Winter, Phoebe C. 2009

Tier:

Activity - Assessment Review and Revision	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All mathematics teachers will review the common assessments used throughout the year, beginning with the cumulative exam, to ensure that the standards that are assessed are emphasized at a level that is consistent with the MME.	Professional Learning			09/06/2013	06/30/2014	\$0	No Funding Required	Administrators Department Chairs Course Level Leaders Teaching Staff

(shared) Strategy 3:

Academic Support Interventions - Students who fall behind in credits by failing classes or need academic intervention will have the opportunity to participate in credit recovery or academic intervention programs.

Research Cited: "Assessing effectiveness and efficiency of academic interventions in school psychology journals: 1995–2005" Ron Bramlett¹, Gary L. Cates^{2,*}, Elena

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Savina3, Brittni Lauinger4

Tier:

Activity - E2020 Credit Recovery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The E2020 credit recovery program is for students who are at-risk of not graduating and are deficient in credits due to failure of classes. This online program gives them an opportunity to recover credit and relearn content that they may have missed. Students who qualify for this program will be placed in it by their guidance counselor.	Academic Support Program			09/06/2013	06/30/2014	\$67584	Section 31a	Administrators Counseling Office E2020 Instructor

Measurable Objective 3:

44% of Hispanic or Latino students will demonstrate a proficiency in all science standards in Science by 06/30/2014 as measured by state level assessments (currently MME).

(shared) Strategy 1:

Content Area Literacy Strategies - All staff will incorporate content area literacy strategies in their classrooms to engage students in higher order thinking strategies.

Research Cited: "The Effects of Professional Development for Middle School General and Special Education Teachers on Implementation of Reading Strategies in Inclusive Content Area Classes" Bryant, Thompson, Ugel, Hammf, Hogan: 2001 The Learning Disability Quarterly

Tier:

Activity - Content Area Literacy Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each staff member received a copy of the Content Area Reading Strategies book to be read over the summer. This book includes practical application activities to teach and engage students in specific content area reading strategies that teachers can incorporate into their classrooms.	Professional Learning			09/06/2013	06/30/2014	\$2500	General Fund	Administrators Department Chairs Literacy Leadership Group

Activity - Content Area Literacy Group Discussions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be assigned to interdisciplinary groups to discuss and share literacy strategies and ideas that they use in their classrooms. Teachers will then be challenged to go back to their classrooms to try a new strategy and share the success or challenges of their learning with the others in their group.	Professional Learning			09/06/2013	06/30/2014	\$0	No Funding Required	Department Chairs Teaching Staff Administrators Literacy Leadership Group

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(shared) Strategy 2:

Common Assessment Alignment/Review - All mathematics teachers will review their common assessments and the identified power standards included in the MME are assessed and taught at a level of emphasis that matches their inclusion in the MME.

Research Cited: "State Standards and State Assessment Systems: A Guide to Alignment. Series on Standards and Assessments" La Marca, Paul M.; Redfield, Doris; Winter, Phoebe C. 2009

Tier:

Activity - Assessment Review and Revision	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All mathematics teachers will review the common assessments used throughout the year, beginning with the cumulative exam, to ensure that the standards that are assessed are emphasized at a level that is consistent with the MME.	Professional Learning			09/06/2013	06/30/2014	\$0	No Funding Required	Administrators Department Chairs Course Level Leaders Teaching Staff

(shared) Strategy 3:

Academic Support Interventions - Students who fall behind in credits by failing classes or need academic intervention will have the opportunity to participate in credit recovery or academic intervention programs.

Research Cited: "Assessing effectiveness and efficiency of academic interventions in school psychology journals: 1995–2005" Ron Bramlett¹, Gary L. Cates^{2,*}, Elena Savina³, Brittni Lauinger⁴

Tier:

Activity - E2020 Credit Recovery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The E2020 credit recovery program is for students who are at-risk of not graduating and are deficient in credits due to failure of classes. This online program gives them an opportunity to recover credit and relearn content that they may have missed. Students who qualify for this program will be placed in it by their guidance counselor.	Academic Support Program			09/06/2013	06/30/2014	\$67584	Section 31a	Administrators Counseling Office E2020 Instructor

Goal 5: All students at Grandville High School will be proficient in social studies.

Measurable Objective 1:

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80% of All Students will demonstrate a proficiency in all social studies standards in Social Studies by 06/30/2014 as measured by state level assessments (currently MME). .

(shared) Strategy 1:

Content Area Literacy Strategies - Teachers will incorporate Close and Critical Reading strategies aligned to Common Core Standards to increase student comprehension, retention, and application of complex text.

Research Cited: Pearson, P. David, L.R. Roehler, J.A. Dole, and G.G. Duffy. 1992. "Developing Expertise in Reading Comprehension." In S. Jay Samuels and Alan Farstrup, eds. What Research Has to Say About Reading Instruction, 2nd Edition. Neward, DE: International Reading Association

Tier:

Activity - Content Area Literacy Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff have each received a copy of the book, Subjects Matter, to be read over the summer. This book includes many different reading strategies and practical applications that can be incorporated in their classrooms.	Professional Learning			09/06/2013	06/30/2014	\$2500	General Fund	Administrators Department Chairs Teaching Staff Literacy Leadership Group

Activity - Content Area Literacy Group Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be divided into discussion groups (interdisciplinary) to discuss and share different reading strategies that they use in their classrooms. The teachers will be challenged to go back to their classrooms to try some of these new ideas and share the results with their group.	Professional Learning			09/06/2013	06/30/2014	\$0	No Funding Required	Administrators Teaching Staff Literacy Leadership Group Department Chairs

(shared) Strategy 2:

Academic Support Interventions - Students who are at-risk will be identified and monitored by staff as priority students. Teachers will notify counselors and administrators if these students begin to struggle or demonstrate poor patterns of attendance. Counselors and administrators will partner with parents to develop a plan for these students to inform them of the academic supports that are necessary for their success.

Research Cited: "Identifying and Supporting Students At Risk for Emotional and Behavioral Disorders within Multi-level Models: Data Driven Approaches to Conducting Secondary Interventions with an Academic Emphasis" Kathleen L. Lane, Education and Treatment of Children, November 2007

Tier:

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Activity - Credit Recovery/E2020	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are behind in credits will have access to the Summit/E2020 Academic Intervention program. This program gives students opportunity to recapture credit lost and relearn skills in a supported environment with a certified teacher.	Academic Support Program			09/06/2013	06/30/2014	\$67584	Section 31a	Counseling Staff E2020 Instructor Administrators Teaching Staff

(shared) Strategy 3:

Common Assessment Alignment/Review - All social studies teachers will review their common assessments and the identified power standards included in the MME are assessed and taught at a level of emphasis that matches their inclusion in the MME

Research Cited: "State Standards and State Assessment Systems: A Guide to Alignment. Series on Standards and Assessments" La Marca, Paul M.; Redfield, Doris; Winter, Phoebe C. 2009

Tier:

Activity - Assessment Review and Revision	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All social studies teachers will review the common assessments used throughout the year, beginning with the cumulative exam, to ensure that the standards that are assessed are emphasized at a level that is consistent with the MME.	Professional Learning			09/06/2013	06/30/2014	\$0	No Funding Required	Administrators Department Chairs Teaching Staff

Measurable Objective 2:

75% of Economically Disadvantaged students will demonstrate a proficiency in all social studies standards in Social Studies by 06/30/2014 as measured by state level assessments (currently MME).

(shared) Strategy 1:

Content Area Literacy Strategies - Teachers will incorporate Close and Critical Reading strategies aligned to Common Core Standards to increase student comprehension, retention, and application of complex text.

Research Cited: Pearson, P. David, L.R. Roehler, J.A. Dole, and G.G. Duffy. 1992. "Developing Expertise in Reading Comprehension." In S. Jay Samuels and Alan Farstrup, eds. What Research Has to Say About Reading Instruction, 2nd Edition. Newark, DE: International Reading Association

Tier:

Activity - Content Area Literacy Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Staff have each received a copy of the book, Subjects Matter, to be read over the summer. This book includes many different reading strategies and practical applications that can be incorporated in their classrooms.	Professional Learning			09/06/2013	06/30/2014	\$2500	General Fund	Administrators Department Chairs Teaching Staff Literacy Leadership Group
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Activity - Content Area Literacy Group Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be divided into discussion groups (interdisciplinary) to discuss and share different reading strategies that they use in their classrooms. The teachers will be challenged to go back to their classrooms to try some of these new ideas and share the results with their group.	Professional Learning			09/06/2013	06/30/2014	\$0	No Funding Required	Administrators Teaching Staff Literacy Leadership Group Department Chairs

(shared) Strategy 2:

Academic Support Interventions - Students who are at-risk will be identified and monitored by staff as priority students. Teachers will notify counselors and administrators if these students begin to struggle or demonstrate poor patterns of attendance. Counselors and administrators will partner with parents to develop a plan for these students to inform them of the academic supports that are necessary for their success.

Research Cited: "Identifying and Supporting Students At Risk for Emotional and Behavioral Disorders within Multi-level Models: Data Driven Approaches to Conducting Secondary Interventions with an Academic Emphasis" Kathleen L. Lane, Education and Treatment of Children, November 2007

Tier:

Activity - Credit Recovery/E2020	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are behind in credits will have access to the Summit/E2020 Academic Intervention program. This program gives students opportunity to recapture credit lost and relearn skills in a supported environment with a certified teacher.	Academic Support Program			09/06/2013	06/30/2014	\$67584	Section 31a	Counseling Staff E2020 Instructor Administrators Teaching Staff

(shared) Strategy 3:

Common Assessment Alignment/Review - All social studies teachers will review their common assessments and the identified power standards included in the MME

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are assessed and taught at a level of emphasis that matches their inclusion in the MME

Research Cited: "State Standards and State Assessment Systems: A Guide to Alignment. Series on Standards and Assessments" La Marca, Paul M.; Redfield, Doris; Winter, Phoebe C. 2009

Tier:

Activity - Assessment Review and Revision	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All social studies teachers will review the common assessments used throughout the year, beginning with the cumulative exam, to ensure that the standards that are assessed are emphasized at a level that is consistent with the MME.	Professional Learning			09/06/2013	06/30/2014	\$0	No Funding Required	Administrators Department Chairs Teaching Staff

Measurable Objective 3:

75% of Hispanic or Latino students will demonstrate a proficiency in all social studies standards in Social Studies by 06/30/2014 as measured by state level assessments (currently MME).

(shared) Strategy 1:

Content Area Literacy Strategies - Teachers will incorporate Close and Critical Reading strategies aligned to Common Core Standards to increase student comprehension, retention, and application of complex text.

Research Cited: Pearson, P. David, L.R. Roehler, J.A. Dole, and G.G. Duffy. 1992. "Developing Expertise in Reading Comprehension." In S. Jay Samuels and Alan Farstrup, eds. What Research Has to Say About Reading Instruction, 2nd Edition. Newark, DE: International Reading Association

Tier:

Activity - Content Area Literacy Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff have each received a copy of the book, Subjects Matter, to be read over the summer. This book includes many different reading strategies and practical applications that can be incorporated in their classrooms.	Professional Learning			09/06/2013	06/30/2014	\$2500	General Fund	Administrators Department Chairs Teaching Staff Literacy Leadership Group
Activity - Content Area Literacy Group Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers will be divided into discussion groups (interdisciplinary) to discuss and share different reading strategies that they use in their classrooms. The teachers will be challenged to go back to their classrooms to try some of these new ideas and share the results with their group.	Professional Learning			09/06/2013	06/30/2014	\$0	No Funding Required	Administrators Teaching Staff Literacy Leadership Group Department Chairs
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(shared) Strategy 2:

Academic Support Interventions - Students who are at-risk will be identified and monitored by staff as priority students. Teachers will notify counselors and administrators if these students begin to struggle or demonstrate poor patterns of attendance. Counselors and administrators will partner with parents to develop a plan for these students to inform them of the academic supports that are necessary for their success.

Research Cited: "Identifying and Supporting Students At Risk for Emotional and Behavioral Disorders within Multi-level Models: Data Driven Approaches to Conducting Secondary Interventions with an Academic Emphasis" Kathleen L. Lane, Education and Treatment of Children, November 2007

Tier:

Activity - Credit Recovery/E2020	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are behind in credits will have access to the Summit/E2020 Academic Intervention program. This program gives students opportunity to recapture credit lost and relearn skills in a supported environment with a certified teacher.	Academic Support Program			09/06/2013	06/30/2014	\$67584	Section 31a	Counseling Staff E2020 Instructor Administrators Teaching Staff

(shared) Strategy 3:

Common Assessment Alignment/Review - All social studies teachers will review their common assessments and the identified power standards included in the MME are assessed and taught at a level of emphasis that matches their inclusion in the MME

Research Cited: "State Standards and State Assessment Systems: A Guide to Alignment. Series on Standards and Assessments" La Marca, Paul M.; Redfield, Doris; Winter, Phoebe C. 2009

Tier:

Activity - Assessment Review and Revision	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All social studies teachers will review the common assessments used throughout the year, beginning with the cumulative exam, to ensure that the standards that are assessed are emphasized at a level that is consistent with the MME.	Professional Learning			09/06/2013	06/30/2014	\$0	No Funding Required	Administrators Department Chairs Teaching Staff
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Credit Recovery/E2020	Students who are behind in credits will have access to the Summit/E2020 Academic Intervention program. This program gives students opportunity to recapture credit lost and relearn skills in a supported environment with a certified teacher.	Academic Support Program			09/06/2013	06/06/2014	\$67584	High School Administration Counseling Department
Credit Recovery/E2020	Students who are behind in credits will have access to the Summit/E2020 Academic Intervention program. This program gives students opportunity to recapture credit lost and relearn skills in a supported environment with a certified teacher.	Academic Support Program			09/06/2013	06/30/2014	\$67584	E2020 Instructors Counseling Staff Administration
Credit Recovery/E2020	Students who are behind in credits will have access to the Summit/E2020 Academic Intervention program. This program gives students opportunity to recapture credit lost and relearn skills in a supported environment with a certified teacher.	Academic Support Program			09/06/2013	06/30/2014	\$67584	Counseling Staff E2020 Instructor Administrators Teaching Staff
E2020 Credit Recovery	The E2020 credit recovery program is for students who are at-risk of not graduating and are deficient in credits due to failure of classes. This online program gives them an opportunity to recover credit and relearn content that they may have missed. Students who qualify for this program will be placed in it by their guidance counselor.	Academic Support Program			09/06/2013	06/30/2014	\$67584	Administrators Counseling Office E2020 Instructor
E2020 Credit Recovery	The E2020 credit recovery program is for students who are at-risk of not graduating and are deficient in credits due to failure of classes. This online program gives them an opportunity to recover credit and relearn content that they may have missed. Students who qualify for this program will be placed in it by their guidance counselor.	Academic Support Program			09/06/2013	06/30/2014	\$67584	E2020 Instructor Administration Counseling Staff

School Improvement Plan

Grandville High School

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Content Area Literacy Book Study	Teachers will each receive a book titled Concepts Matter, which discusses and presents several techniques of incorporating literacy strategies into various content areas. They will read the book over the summer to be utilized in group discussions and classroom application throughout the year.	Professional Learning			09/06/2013	06/30/2014	\$2500	Administrators Teaching Staff
Content Area Literacy Book Study	Staff have each received a copy of the book, Subjects Matter, to be read over the summer. This book includes many different reading strategies and practical applications that can be incorporated in their classrooms.	Professional Learning			09/06/2013	06/30/2014	\$2500	Administrators Department Chairs Teaching Staff Literacy Leadership Group
Content Area Reading Book Study	Each staff member received a copy of the Content Area Reading Strategies book to be read over the summer. This book includes practical application activities to teach and engage students in specific content area reading strategies that teachers can incorporate into their classrooms.	Professional Learning			09/06/2013	06/30/2014	\$2500	Administration Teaching Staff
Content Area Literacy Book Study	Staff have each received a copy of the book, Subjects Matter, to be read over the summer. This book includes many different reading strategies and practical applications that can be incorporated in their classrooms.	Professional Learning			09/06/2013	06/30/2014	\$2895	Department Chairs Administration
Content Area Literacy Book Study	Each staff member received a copy of the Content Area Reading Strategies book to be read over the summer. This book includes practical application activities to teach and engage students in specific content area reading strategies that teachers can incorporate into their classrooms.	Professional Learning			09/06/2013	06/30/2014	\$2500	Administrators Department Chairs Literacy Leadership Group

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Re-Teaching/Review of Geometry Concepts	All mathematics teachers will incorporate a frequent review of geometry concepts and principles in their classes. This may be used as a warm-up activity at the beginning of class or as a recurring section on common assessments throughout the year.	Direct Instruction			09/06/2013	06/30/2014	\$0	Math Department Chair Course Level Leaders Administration
Master Schedule Changes and Student Schedule Process	Students who have been identified as at-risk will be scheduled into Reading/Writing courses that have lower class sizes and additional supports.	Academic Support Program			09/06/2013	06/30/2014	\$0	Counseling Staff Administration Teaching Staff
Writing Across The Curriculum	Teachers will continue to incorporate writing in all curricular areas and will incorporate writing into assessments. Furthermore, professional development and department/course level meetings will incorporate a writing focus as a part of curricular decisions and instructional strategies.	Direct Instruction			09/06/2013	06/30/2014	\$0	Administration Department Chairs Teaching Staff
Assessment Review and Revision	All mathematics teachers will review the common assessments used throughout the year, beginning with the cumulative exam, to ensure that the standards that are assessed are emphasized at a level that is consistent with the MME.	Professional Learning			09/06/2013	06/30/2014	\$0	Administrators Department Chairs Course Level Leaders Teaching Staff
Content Area Literacy Group Discussions	Teachers will be assigned to interdisciplinary groups to discuss and share literacy strategies and ideas that they use in their classrooms. Teachers will then be challenged to go back to their classrooms to try a new strategy and share the success or challenges of their learning with the others in their group.	Professional Learning			09/06/2013	06/30/2014	\$0	Department Chairs Teaching Staff Administrators Literacy Leadership Group
Content Area Literacy Group Meetings	Teachers will be assigned to interdisciplinary groups to discuss and share literacy strategies and ideas that they use in their classrooms. Teachers will then be challenged to go back to their classrooms to try a new strategy and share the success or challenges of their learning with the others in their group.	Professional Learning			09/06/2013	06/06/2014	\$0	Administration Department Chairs Literacy Leadership Group

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Assessment Review	All mathematics teachers will review the common assessments used throughout the year, beginning with the cumulative exam, to ensure that the standards that are assessed are emphasized at a level that is consistent with the MME.	Monitor			09/06/2013	06/30/2014	\$0	Math Department Chair Administration Teaching Staff
Master Schedule Changes and Student Schedule Process	Students who have been identified as at-risk will be scheduled into Reading/Writing courses that have lower class sizes and additional supports.	Academic Support Program			09/06/2013	06/06/2014	\$0	Administration Counseling Department At-Risk English Teachers
Assessment Review and Revision	All social studies teachers will review the common assessments used throughout the year, beginning with the cumulative exam, to ensure that the standards that are assessed are emphasized at a level that is consistent with the MME.	Professional Learning			09/06/2013	06/30/2014	\$0	Administrators Department Chairs Teaching Staff
Content Area Literacy Group Meetings	Teachers will be divided into discussion groups (interdisciplinary) to discuss and share different reading strategies that they use in their classrooms. The teachers will be challenged to go back to their classrooms to try some of these new ideas and share the results with their group.	Professional Learning			09/06/2013	06/30/2014	\$0	Administrators Teaching Staff Literacy Leadership Group Department Chairs
Content Area Literacy Group Discussions	All staff will participate in interdisciplinary discussion groups which will meet 5 times throughout the school year. During these discussions, the group members will share different literacy techniques and ideas that they have implemented in their classrooms. Group members will then go back to their classrooms to try some of the new techniques that will be shared and then will bring their experiences back to their group for discussion.	Professional Learning			09/06/2013	06/30/2014	\$0	Administrators Literacy Leadership Group Department Chairs
Content Area Literacy Groups	Teachers will be divided into discussion groups (interdisciplinary) to discuss and share different reading strategies that they use in their classrooms. The teachers will be challenged to go back to their classrooms to try some of these new ideas and share the results with their group.	Professional Learning			08/26/2013	06/06/2014	\$0	Administrators Department Chairs Content Area Literacy Planning Committee