

School Improvement Plan

School Year: 2011 - 2012

School District: Spring Lake Public Schools

ISD/RESA: Ottawa Area ISD

School Name: Spring Lake High School

Grades Served: 9,10,11,12

Principal: Mr. Michael Gilchrist

Building Code: 03567

District Approval of Plan:

Authorized Official Signature and Date

Board of Education Approval of Plan:

Authorized Official Signature and Date

School Improvement Plan

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Introduction

The 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. 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.

School Information

School:	Spring Lake High School
District:	Spring Lake Public Schools
Public/Non-Public:	Public
Grades:	9,10,11,12
School Code Number:	03567
City:	SPRING LAKE
State/Province:	Michigan
Country:	United States

Vision, Mission and Beliefs

Vision Statement

Spring Lake Public Schools, as partners with family and community, will ensure that all students value learning throughout their lives.

Mission Statement

Our mission is to challenge all students with educational experiences which enable them to become literate, responsible, productive citizens and to create an environment which fosters high expectations, a positive self-image, and a belief in the value of learning.

Beliefs Statement

We at Spring Lake High School believe that:

Every Student Can Learn.

Teaching Makes A Difference.

Planning For Instruction Improves Student Opportunities To Learn.

Frequent Monitoring Of Student Progress Contributes To Effective Teaching And Learning.

Goals

Name	Development Status	Progress Status
Math	Complete	Open
Reading	Complete	Open
Science	Complete	Open

Goal 1: Math

Content Area: Math

Development Status: Complete

Student Goal Statement: A goal of 60% of students will score a minimum of 22 on the ACT portion of math, which is the cut score for College Readiness as defined by the Michigan Department of Education. There ACT composite will be 23 annually.

Gap Statement: Percent of students meeting college readiness benchmark on ACT math is the lowest in the area of math compared to other ACT tested subject areas. A 5 year data collection window showed an average of 56%.

In comparison to Ottawa County schools Spring Lake continues to lead all schools, but the gap is slowly closing.

In 2010 55% or 104 students out of 189 students scored 22 or higher on the math portion of the ACT

In 2011 61% or 109 students out of 179 students scored 22 or higher on the math portion of the ACT

Math has the highest four year average percent of not proficient students on the MME compared to all other tested areas (14%).

The ACT average math scores from 2007-2011 as measured in the MME test roster, is 22.4, 22.5, 23.0, 23.1, and 23.1.

In 2009 only 59% or 123 students out of 207 scored 22 or higher on the math portion of the ACT.

The MME range for proficient is 80%-82%. While the economically disadvantaged range was 74%-77%.

The PLAN data shows that math is 3 composite points lower.

The number/percentage of students earning a level 3 or level 4 (non-proficient) score on the Michigan Merit Exam has remained constant for the past three (3) years.

Cause for Gap: Prior to the class of 2011 25% of students did not take 4 years of math or 3 years of science

For the last 6 years middle school students did not take 2 full years of math. This was evidenced by the number of students taking Pre-Algebra in 9th grade

15 of 19 or 79% of economically disadvantaged students did not meet the college readiness benchmark of 22 ACT composite of the 2011 testing class

In years 2008-2010 the percent of economically disadvantaged students that did not meet the benchmark were: 72%, 75%, and 78%

Remedial math classes statistically are losing ground when placed in these classes

There has been no professional development time to do item analysis to get baseline data to identify gaps (this needs to be done all all assessments)

The PLAN data is not being utilized to identify at-risk students and is many times to late to have impact on those students

EXPLORE data needs to be analyzed before students enter 9th grade to assist struggling learners as they enter the high school

In the testing class of 2011 70 students did not meet the 22 composite score and 15 of them were economically disadvantaged or 21% of the overall total.

Foundation skills appear to be weak in Algebra as they enter HS

Large class sizes make individual assistance difficult (32+ in classes)

Having many teachers teach one or two sections of math in their minor may have impact

There is a lack of awareness by the staff members in this department of the static nature of this data.

Multiple measures/sources of data you used to identify this gap in student achievement: MME Scores

ACT Scores

PLAN Scores

EXPLORE Scores

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? It will be expected that there will be improvement in all measurable testing scores in math. Those test include: ACT, MME, PLAN, and EXPLORE.

60% of students will score 22 or higher on their ACT composite

80% of students will have a range of 20-23 on the math PLAN test

Our economically disadvantaged students will decrease from a four-year average of 76% to less than 50% not meeting college readiness

80% of students will earn a level 1 or level 2 score on the MME.

Contact Name: Kent Higgs

List of Objectives:

Name	Objective
Math	60% of students will earn a 22 ACT composite or higher as required by the College Readiness Benchmarks 80% of the students will have PLAN score range of 20-23 or higher in math 80% of students will be at proficient or Advanced (Levels 1 and 2) on the MME Math Test The economically disadvantaged students will decrease from 76% to less than 50% of not meeting college readiness expectations Reduce the percentage number of students earning a level 3 or level 4 score by 2% as measured by the MME Use the EXPLORE test from 8th grade to identify low math students All 8th grade students that score poorly on the EXPLORE and have a D or lower in 8th grade math will be required to take one full year of Algebra 1

1.1. Objective: Math

Measurable Objective Statement to Support Goal: 60% of students will earn a 22 ACT composite or higher as required by the College Readiness Benchmarks

80% of the students will have PLAN score range of 20-23 or higher in math

80% of students will be at proficient or Advanced (Levels 1 and 2) on the MME Math Test

The economically disadvantaged students will decrease from 76% to less than 50% of not meeting college readiness expectations

Reduce the percentage number of students earning a level 3 or level 4 score by 2% as measured by the MME

Use the EXPLORE test from 8th grade to identify low math students

All 8th grade students that score poorly on the EXPLORE and have a D or lower in 8th grade math will be required to take one full year of Algebra 1

List of Strategies:

Name	Strategy
Math Lab	Teachers will develop and implement assessments strategies that reflect best practices based on research. Such strategies may include grading practices to reward gained knowledge over the Trimester, common assessments, formative and summative assessments. Staff members in the math department will increase the frequency of sending students to attend math lab. All students that score a "C" or lower will be required to attend one math lab following the assessment for test correction assistance.

1.1.1. Strategy: Math Lab

Strategy Statement: Teachers will develop and implement assessments strategies that reflect best practices based on research. Such strategies may include grading practices to reward gained knowledge over the Trimester, common assessments, formative and summative assessments.

Staff members in the math department will increase the frequency of sending students to attend math lab. All students that score a "C" or lower will be required to attend one math lab following the assessment for test correction assistance.

Selected Target Areas

I.2.B.1 The school or program ensures that students have the supports they need to meet the required standards. Teachers provide opportunities for students to use many and varied approaches to demonstrate competency. The school or program continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.

Other Required Information for Strategy

GRADING PRACTICES: Classroom Assessment and Grading that Works, Marzano A Repair Kit for Grading, O'Conner How to Learn for Grading K-12, O'Connor COMMON, SUMMATIVE, AND FORMATIVE ASSESSMENT: Uncovering Student Thinking in Mathamatics Grades 6-12: 30 Formative Assessment Probes for the Secondary Classroom, Rose and Arline The Power of Formative Assessment to Advance Learning, ASCD Transformative Assessment, Popham Journal for Research in Mathematics Education TIMMS Partnership for 21st Century Skills: Information and Communication Technology

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Attend math lab based on assessment results.	2011-09-07	2012-06-10	7-12 Math Teachers Administration Curriculum Director

1.1.1.1. Activity: Attend math lab based on assessment results.

Activity Description: The department will determine criteria for requiring some students to attend math lab. This will be addressed in course outlines and syllabi. This will also be communicated openly to parents.

The 7-12 math department will research, develop, and implement a math curriculum aligned with HSCE's, College Readiness Benchmarks, and Common Core. The math department will continue to develop common assessments that reflect the standards and benchmarks of the curriculum.

Planned staff responsible for implementing activity: 7-12 Math Teachers
Administration
Curriculum Director

Actual staff responsible for implementing activity: Kent Higgs, Department Head, Carrie Kendro, Deb Mertz, Mike Brosnan, Becky Johnson, Michelle Stetts, Rich Hyde, Becky Gray, and Dan Kilpela.

Planned Timeline: Begin Date - 2011-09-07, End Date - 2012-06-10

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Stipend for supervising math lab, PD, release time to analyze data	General Funds	3,000.00	3,000.00

Goal 2: Reading

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: A goal of 70% of students will score a minimum of 21 on the ACT portion of reading, which is the cut score for College Readiness as defined by the Michigan Department of Education.

A goal of 23.3 ACT composite will be expected.

Gap Statement: Reading is an area that shows inconsistency over a five-year time frame.

In 2011 65% or 116 out of 180 students scored 21 or higher on the reading portion of the ACT.

In 2010 70% or 131 students out of 190 scored 21 or higher in the reading portion of the ACT.

In 2009 only 60% or 122 students out of 207 scored 21 or higher on the reading portion of the ACT. A second data source used is the MME Reading.

The same inconsistency is shown in this data source as well. There is a range of 92% in 2009-10 to 87% in 2008-09.

The PLAN data is a third data sources that suggests inconsistency. From 2011 to 2007 there is a 7% range in scores.

Spring Lake has ranged from 5th in the state in the College Readiness report to 16th from 2006-2010.

If consistency can be attained a top 10 annual place could be achieved.

The ACT composite scores from 2007 are as follows: 23.2, 23.2, 23.6, 23.5, and 22.8

Cause for Gap: - Students are not being required to complete a sufficient number of tasks and assignments related to information reading and writing on a daily basis in the classroom.

- Of the economically disadvantaged students 15 or 19 or 79% scored below the goal of 21 ACT score in the testing class of 2011 and 77% in the class of 2010.

- In the testing class of 2011 of the 59 students that did not meet the 21 composite score 15 were economically disadvantaged or 25%.
- The testing class of 2010 77% of the ED students did not meet the standard, 2009 69% did not meet the standard, and the testing class of 2008 81% did not meet the standard.
- The MME and the PLAN results confirm the ACT data that the economically disadvantaged students struggle on standardized testing.
- Another area of focus will be students that are on the cut score. In 2011 9 students scored 20 on the ACT, in 2010 17, in 2009 19, in 2008 17 students missed the cut score for College Readiness by 1 composite point.
- If these two groups can be improved a 10%-15% improvement would be recognized.

- There needs to be more relevant reading daily in classrooms across curriculums.
- Larger class sizes make one-on-one help difficult
- Inconsistent expectations across teachers and disciplines
- Feedback and student reflection on the feedback is important
- More use of reading in all disciplines
- Special education students need more one-on-one support
- Economically disadvantaged needed to be identified and supported
- Common assessment would be helpful to determine a building direction needed

Multiple measures/sources of data you used to identify this gap in student achievement: MME Test
 ACT Test
 PLAN Test
 EXPLORE

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? 85% students will earn a level 1 or level 2 score on the Michigan Merit Exam.

70% of students will score 21 or higher on their ACT composite score to meet the college readiness standards

80% of students will have a range of 20-23 on the PLAN test.

Our economically disadvantaged students will decrease from a four-year average of 76% not meeting a 21 composite to less than 50%, which would be an improvement of 26% or greater.

Contact Name: Joe Sinn

List of Objectives:

Name	Objective
Improved Performance and annual consistency on ACT Reading composite scores	70% of students will score 21 ACT composite or higher 85% Of students will score 1 or 2 on the MME 80% of students will score a range score or 20-23 on the PLAN test Use the EXPLORE data to assist staff in identifying low test takers Reduce the percentage number of students earning a level 3 or level 4 score as measured by the writing and reading portions of the MME.

2.1. Objective: Improved Performance and annual consistency on ACT Reading composite scores

Measurable Objective Statement to Support Goal: 70% of students will score 21 ACT composite or higher

85% Of students will score 1 or 2 on the MME

80% of students will score a range score or 20-23 on the PLAN test

Use the EXPLORE data to assist staff in identifying low test takers

Reduce the percentage number of students earning a level 3 or level 4 score as measured by the writing and reading portions of the MME.

List of Strategies:

Name	Strategy
Information reading and writing.	The staff members within the ELA Department will require information reading and writing in all ELA courses. All teachers will develop and implement assessments strategies that reflect best practices. Such strategies may include grading practices that promote learning and success, common assessment, formative and summative assessment. A building common rubric will be developed to mandate consistency.

2.1.1. Strategy: Information reading and writing.

Strategy Statement: The staff members within the ELA Department will require information reading and writing in all ELA courses. All teachers will develop and implement assessments strategies that reflect best practices. Such strategies may include grading practices that promote learning and success, common assessment, formative and summative assessment. A building common rubric will be developed to mandate consistency.

Selected Target Areas

I.1.A.2 The school's curriculum framework is based upon and organized around the adopted state and local curriculum documents.

Other Required Information for Strategy

COMMON,SUMMATIVE, AND FORMATIVE ASSESSMENT: - The Power of Formative Assessment to Advance Learning, ASCD - Checking for Understanding: Formative Assessment Techniques for your Classroom, Fisher and Frey - Secondary Classroom, Rose and Arline - Transformative Assessment, Popham - National Council of Teachers of English Guidelines: Beliefs about the Teaching of Reading. - National Council of Teachers of English: Resolution on the Essential Roles and Value of Literature in the

Curriculum. GRADING PRACTICES - How to Grade for Learning, O'Connor - A Repair Kit for Grading, O'Connor - Classroom Assessments and Grading That Work, Marzano

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
English Language Arts	2011-09-07	2012-06-10	All members of the Spring Lake High School English Language Arts Department K-12 ELA teacher collaboration Administrators Curriculum Director for Instruction

2.1.1.1. Activity: English Language Arts

Activity Type: Professional Development

Activity Description: Identify the current amount of informational reading in each ELA course and then work to align the amount required with the high school content expectations (HSCE's). 9-12 ELA teachers to research develop, and implement a language arts curriculum aligned with the HSCE'S, College Readiness Benchmarks, and the Common Core. Once curriculum is developed the ELA Department will create common assessments that reflect student standards and benchmarks of the curriculum.

Planned staff responsible for implementing activity: All members of the Spring Lake High School English Language Arts Department
K-12 ELA teacher collaboration
Administrators
Curriculum Director for Instruction

Actual staff responsible for implementing activity: Joe Sinn, ELA Department Head, Sandy Clark, Jen Knittel, David Theune, Mike Ryan, Brittany Brubaker, and Rachel Kooiker.

Planned Timeline: Begin Date - 2011-09-07, End Date - 2012-06-10

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Workshops and/or conferences, Teacher release time to analyze data	General Funds	1,000.00	1,000.00

Goal 3: Science

Content Area: Science

Development Status: Complete

Student Goal Statement: A goal of 50% of students will score a minimum of 24 on the ACT portion of Science, which is the cut score for College Readiness as defined by the Michigan Department of Education. Also, the testing class will have a 23.3 annually.

Gap Statement: Percent of students meeting college readiness benchmarks on the ACT science is the second lowest compared to other ACT tested subject areas. A 5 year data collection window showed an average of 46%.

In comparison to Ottawa County schools Spring Lake is the highest in science, however, the margin continues to decrease.

In 2010 46% or 86 out of 189 students scored 24 or higher on the math portion of the ACT

In 2011 47% or 84 out of 179 students scored 24 or higher on the science portion of the ACT

The ACT composite science scores from 2007-11 as measured on the MME test roster is: 23.3, 22.5, 23.5, 23.7, and 23.3.

In 2009 50% or 104 students out of 207 scored 24 or higher on the science ACT.

The MME range for proficient is 83%-90%. While the economically disadvantaged was 82%-90%

The PLAN data shows that science is 4 composite points lower on average than the ACT composite the next year

In the Spring of 2009, there was an increase in the percentage number of students scoring in the level 3 or level 4 areas on the Michigan Merit Exam.

Cause for Gap: Prior to the class of 2011 17% of students did not take 4 years of math or 3 years of science

Need an item analysis to get baseline in what areas each subject are missing

Foundation skills are weak because students do not take 2 full years of science in middle school. This has taken place for the last 6 years. The failure rate in 9th grade science ranges from 7%-18% in that time

14 of 19 or 73% of economically disadvantaged students did not meet the college readiness benchmark of 24 ACT composite in the 2011 testing class

In the years 2008-2010 the percent of economically disadvantaged students that did not meet the benchmarks were: 68%, 74% and 72%

There has been no professional development or release time to do item analysis to get baseline data to identify grades 7-12 gaps

The PLAN data is not being utilized to identify at-risk students and is often too late to have a positive impact on those students

EXPLORE data is new and will hopefully provide the necessary information to help with incoming 9th grade students

The format of the science portion of the MME changed between 2008 and 2009. The curriculum and the instructional methodology was not modified accordingly.

Multiple measures/sources of data you used to identify this gap in student achievement: Michigan Merit Exam
 ACT Scores
 PLAN Test
 EXPLORE Test

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? It will be expected that there will be improvements in all measurable testing scores in science. Those tests include: ACT, PLAN, and MME.

50% of students will score 24 or higher on their ACT composite

80% of students will have a range or 20-24 on the science PLAN Test

The economically disadvantaged students will decrease from a four-year range of 72% to less than 50%

All students will earn a level 1 or level 2 score on the science portion of the Michigan Merit Exam.

Contact Name: Roni Marron

List of Objectives:

Name	Objective
Science	50% of students will score 24 or greater on their ACT composite 80% will score a range of 20-24 range on the PLAN Test The economically disadvantaged students will decrease from 72% to less and 50% of not meeting the college readiness expectations 88% of students will score a level 1 or 2 on the MME test Reduce the percentage number of students earning a level 3 or level 4 score by 2% Use the EXPLORE Test to identify at-risk students and place them in Biology in Term 1 in the fall

3.1. Objective: Science

Measurable Objective Statement to Support Goal: 50% of students will score 24 or greater on their ACT composite

80% will score a range of 20-24 range on the PLAN Test

The economically disadvantaged students will decrease from 72% to less and 50% of not meeting the college readiness expectations

88% of students will score a level 1 or 2 on the MME test

Reduce the percentage number of students earning a level 3 or level 4 score by 2%

Use the EXPLORE Test to identify at-risk students and place them in Biology in Term 1 in the fall

List of Strategies:

Name	Strategy
Science	Teachers will develop and implement assessment strategies that reflect best practices based on research. Such strategies may include grading practices to reward gained knowledge over the Trimester, common assessments, formative and summative assessments. Staff will participate in professional development that aligns with the goal that has been created. Staff members within the science department will incorporate the concept of energy in all courses taught within the science department.

3.1.1. Strategy: Science

Strategy Statement: Teachers will develop and implement assessment strategies that reflect best practices based on research. Such strategies may include grading practices to reward gained knowledge over the Trimester, common assessments, formative and summative assessments. Staff will participate in professional development that aligns with the goal that has been created. Staff members within the science department will incorporate the concept of energy in all courses taught within the science department.

Selected Target Areas

I.1.A.4 The school community holds the belief that quality curriculum and instruction requires frequent review and revision based upon input of appropriate stakeholders within a structured process.

Other Required Information for Strategy

GRADING PRACTICES: Classroom Assessment and Grading That Works, Marzano A Repair Kit for Grading, O'Connor Fair Isn't Always Equal, Wormeli COMMON, SUMMATIVE, AND FORMATIVE ASSESSMENT Secondary Classroom, Rose and Arline Common Formative Assessments, Ainsworth and Viegut The Power to Formative Assessment to Advance Learning, ASCD Transformative Assessment, Popham OTHER National Research Council, "How People Learn: Brain, mind, experience and school" National Research Council, "America's Lab Report: Investigations in High School Science" National Institute for Science Education Partnership for 21st Century Skills- 21st Century Professional Development, Environmental Literacy

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Science	2011-09-07	2012-06-10	7-12 Science Teachers Administration Curriculum Director

3.1.1.1. Activity: Science

Activity Description: 7-12 Science teachers will research, develop, and implement a science curriculum aligned with the HSCE'S and College Readiness Benchmarks. The department will develop assessments that reflect the standards and benchmarks of the curriculum.

Attend training at the OASID, on behalf of the MME/ACT, content area updates, etc.

Department meetings will be conducted related to energy awareness, and staff will become more versed in this area.

Planned staff responsible for implementing activity: 7-12 Science Teachers
Administration
Curriculum Director

Actual staff responsible for implementing activity: Roni Marron, Department Head, Lisa Schanhals, Judi Devlin, Dan Kilpela, Mike Brosnan, and Lauren Thompson

Planned Timeline: Begin Date - 2011-09-07, End Date - 2012-06-10

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Workshops and/or conferences, release time to profile data	General Funds	1,000.00	1,000.00

Resource Profile

Funding Source	Planned Amount	Actual Amount
General Funds	\$5,000.00	\$5,000.00

Additional Requirements

Comprehensive Needs Assessment

The comprehensive needs assessment (CNA) requirement is met by completing a School Data Profile/Analysis (SDP/A), School Process Profile, and Summary Report. The comprehensive needs assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan.

Use the results of the comprehensive needs assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data.

1. How was the comprehensive needs assessment conducted?

The School Improvement team spend six meetings profiling data to determine our goals for the 2011-2012 school year.

Curriculum Alignment that Corresponds to the Goals

1. Describe how the curriculum is aligned with State standards and how this alignment will help the school meet the academic Goals. Describe the process for review and revision of the curriculum; evidence could include a timeline for curriculum review or a description of the review process.

Each year the core content areas meet as a department to do curriculum maps. The maps address any learning gaps that are found in the data reports and the profiling the information. The departments are then certain that the state benchmarks are introduced, reinforced, and then mastered in the content areas. Each spring the SIP spends a day looking over the current goals and then making modifications for the next school year.

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

The various groups listed below will come together and meet throughout the 2011-2012 school year. During these sessions, the focus will be moving forward with accomplishing the goals in the School Improvement Plan.

Building School Improvement Team

Building Leadership Team

Student Advisory Committee

Parent Advisory Committee

District School Improvement Team

CAC: Curriculum Advisory Committee

Staff Development

Use the results of the comprehensive needs assessment to create a written professional development plan that identifies ongoing, sustained professional development that is aligned to the Goals, Objectives and Strategies. These specific professional development activities must be included as Activities under the Goals section. District professional development activities that align to the school's CNA should also be included in the school-level Activities section.

Alternative Measures of Assessment

1. Describe the process for developing, or the alternative measures of assessment used, that will provide authentic assessment of pupils' achievements, skills, and competencies.

There are many forms of assessment used in the the rooms. Three of the four content areas uses common assessments during the school year. Teachers meets to help each other write tests for each course. Staff use formative and summative assessment over the school year. The students also take the EXPLORE, PLAN, MME and ACT as a more formal testing process, which provides the district necessary data to determine annual growth.

Effective Use of Technology

1. Describe the methods for effective use of technology as a way of improving learning and delivery of services and for integration of involving technology in the curriculum.

Purchases have been, or will be made, so that individual instructors can utilize SMART Boards, data projectors, software (for areas such as foreign language), and the like. If additional technology purchases may be needed in the future, those requests will certainly be given serous consideration

Evaluation of the School Improvement Plan

1. Describe how the school annually evaluates the implementation of, and results achieved by, the SIP, using data from the State's annual assessments and other indicators of academic achievement.

Once the SIP is complete it is presented to each teacher for indepth discussions. This process connects each staff member to the SIP and allows buy-in. Each teacher has a copy of the SIP in their classroom. The four assessments that are used for data profiling are EXPLORE, PLAN, MME, and ACT. All of the data is available in IRIS, which is an on-line warehouse for all the necessary data used to create the SIP. Classroom assessments also assist in the overall evaluation of academic needs for the building.

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

The following forms of communication will be utilized to communicate and share information related to the school improvement process:

Annual Report

Copies of the actual plan will be available in the main office for any parent or community member who would like to see a copy of the plan.

Staff will have copy of the plan in their classrooms.

A copy of the plan will be posted on the web site.

School improvement information will be included in the principal's weekly email updates that are sent to parents.

Building Level Decision-Making

1. Describe how school stakeholders are engaged in the decision-making process, including, but not limited to the development of the Goals, Objectives, Strategies and Activities included in the school improvement plan. School board members, school building administrators, teachers and other school employees, pupils, parents of pupils attending that school, parents of pupils attending that school, and other residents of the school district shall be invited and allowed to voluntarily participate in the development, review and evaluation of the district's school improvement plans.

Three times in the 2010-11 school year, a meeting was held with the School Improvement Team and Doug Greer, School Improvement Consultant, from the Ottawa Area Intermediate School District. Monthly meetings were held throughout the 2010-2011 school with the School Improvement Team. The objective of each meeting is for each department to report as to how they are progressing in terms of accomplishing their goal. During these same sessions, members of the team will be able to request various forms of support and assistance for the individuals within their department.

Assurances

EdYES!

1. Literacy and math are tested annually in grades 1-5 ([MCL 380.1280b](#))

Response: *Yes*

Comments: *As per state testing in the respective grade levels.*

2. Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report on your website in the comments field (if applicable).

Response: *Yes*

Comments: *http://www.springlakeschools.org/sites/default/files/2010AER_SLHS.pdf*

Educational Development Plan (EDP)

1. Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.

Response: *Yes*

Comments:

2. Our school reviews and annually updates the EDPs to ensure academic course work alignment.

Response: *Yes*

Comments: *This is done 2 times per year at the high school.*

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.

1. Our School has a written policy on school safety that supports proactive, preventative approaches to ensure a safe school environment.

Response: *Written policy, fully implemented*

Comments:

2. All teachers in our school have received professional development in management techniques to create calm, orderly classrooms.

Response: *No*

Comments:

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.

Response: *Yes*

Comments:

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.

Response: *Yes*

Comments: *Annually*

5. Our school has taken action on the Michigan State Board of Education Policy on Comprehensive School Health Education.

Response: *Adopted policy, fully implemented*

Comments:

6. All teachers who provide health education instruction received annual professional development/continuing education specifically related to health education.

Response: *Yes*

Comments: *Annually*

7. The health education curriculum used in our school is the Michigan Model for Health® Curriculum.

Response: *Yes*

Comments:

8. The health education curriculum used in our school involves student interaction with their families and their community.

Response: *Yes*

Comments:

9. Our school has taken action on the Michigan State Board of Education Policy on Quality Physical Education.

Response: *Adopted policy, but not fully implemented*

Comments:

10. At our school, physical education teachers annually participate in professional development specific to physical education.

Response: *Yes*

Comments: *Annually*

11. The physical education curriculum used in our school is:

Response: *Exemplary Physical Education Curriculum (EPEC)*

Comments:

12. At least three times during the past 12 months, our school offered programs, activities or events for families about physical activity.

Response: *Yes*

Comments:

13. Our school offers the following amount of total weekly minutes of physical education throughout the year.

Response: *150 minutes or more at elementary level, 225 minutes or more at middle/high level*

Comments:

14. Our school has taken action on the Michigan State Board of Education Policy on Nutrition Standards.

Response: *Adopted policy, fully implemented*

Comments:

15. The food service director/manager participated in professional development related to food or nutrition during the past 12 months.

Response: *Yes*

Comments:

16. The food service director/manager supports/reinforces in the cafeteria what is taught in health education.

Response: *Yes*

Comments:

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.

Response: *No*

Comments:

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.

Response: *Yes*

Comments:

19. Our school has a health services provider or school nurse accessible to students.

Response: *No*

Comments:

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.

Response: *Written policy, fully implemented*

Comments:

21. Our school has a system in place for collecting relevant student medical information.

Response: *Yes*

Comments:

22. Our school has taken action on the Michigan State Board of Education Positive Behavior Support Policy.

Response: *Adopted policy, but not fully implemented*

Comments:

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.

Response: *No*

Comments:

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.

Response: *Yes*

Comments:

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.

Response: *Yes*

Comments:

26. During the past 12 months, the school counseling staff identified students who are at risk of being victims or perpetrators of violence.

Response: *No*

Comments:

27. Our school's mission statement includes the support of employee health and safety.

Response: *No*

Comments:

28. During the past year, our school supported staff participation in health promotion programs by having a budget for staff health promotion.

Response: *Yes*

Comments:

29. During the past year, our school supported staff in healthy eating by providing healthy food choices at staff meetings.

Response: *No*

Comments:

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.

Response: *Written Policy, but not fully implemented*

Comments:

31. Our school has a parent education program.

Response: *No*

Comments:

32. During the past 12 months, our school collected information from parents to help evaluate/improve school health education in our school.

Response: *Yes*

Comments:

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).

Response: *Access to all indoor facilities*

Comments:

Stakeholders

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

Title	First Name	Last Name	Position	E-mail
Mr.	Mike	Gilchrist	Principal	mgilchrist@springlakeschools.org
Ms.	Roni	Marron	Science Instructor	rmarron@springlakeschools.org
Mrs.	Laurie	Draeger	Media Specialist	ldraeger@springlakeschools.org
Mr.	Mark	Webster	Spanish Instructor	mwebster@springlakeschools.org
Mr.	Joe	Sinn	ELA Instructor	jsinn@springlakeschools.org
Mr.	Aaron	West	Assistant Principal	awest@springlakeschools.org
Mr.	Kent	Higgs	Math Department Chair	khiggs@springlakeschools.org

Statement of Non-Discrimination

Federal Office for Civil Rights

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

Contact Information

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

Name/Position:	Superintendent of Schools
Address:	345 Hammond Street, Spring Lake, MI 49456
Telephone Number:	616-846-5500

References

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

Supporting Documentation

No documentation was attached.