

School Improvement Plan

School Year: 2011 - 2012

School District: Vestaburg Community Schools

ISD/RESA: Montcalm Area ISD

School Name: Vestaburg Community High School

Grades Served: 7,8,9,10,11,12

Principal: Mr. Brandon L. Hubbard

Building Code: 04296

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:	Vestaburg Community High School
District:	Vestaburg Community Schools
Public/Non-Public:	Public
Grades:	7,8,9,10,11,12
School Code Number:	04296
City:	Vestaburg
State/Province:	Michigan
Country:	United States

Vision, Mission and Beliefs

Vision Statement

Vestaburg Community Schools: A community with high expectations for every child every time.

Mission Statement

Vestaburg Community Schools together with the community will build a foundation for lifelong learning, by providing an educational and caring environment, which embraces all.

Beliefs Statement

The learning community will foster an environment that encourages and retains creative, quality, staff.

All stakeholders will provide academic support to meet students' diverse learning needs.

All stakeholders will provide support for students to make grade level transitions and to post-secondary education/ work place.

Goals

Name	Development Status	Progress Status
Mathematics	Complete	Open
Reading	Complete	Open
Writing	Complete	Open

Goal 1: Mathematics

Content Area: Math

Development Status: Complete

Student Goal Statement: Each student will maintain or improve on the district and state math assessments.

Gap Statement: Data has shown that 33% of our students grades 4-8 have declined or declined significantly on the MEAP.

Cause for Gap: Students that are economically disadvantaged and/or categorized as at-risk have performed at a much lower rate than peers that are not economically disadvantaged or at-risk. Data also suggest that a gender gap exists and continues to increase at the middle school level that continues into the high school.

Multiple measures/sources of data you used to identify this gap in student achievement: The Student achievement gap will be measured and evaluated through the results of the M.M.E., ACT, MEAP, Explore, PLAN tests, as well as district assessments including Accelerated Math, Catch up Math, and subject are pre and post tests.

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? The criteria for success will include:

- 1) Decreasing the % of the students that are declining or significantly declining on the MEAP and MME/ACT.
- 2) Growth in math competency and retention as indicated by the local assessments.
- 3) Improvement in grade level mathematical skills based on both the district and state assessments.

Contact Name: Brandon Hubbard

List of Objectives:

Name	Objective
Increase student proficiency in Math	75% of our students will maintain or improve their proficiency on assessment including the MEAP, MME, ACT, Explore, and Plan assessments. All students will increase their test scores by 25% on local pre and post assessments and 25% of the economically disadvantaged/at-risk students will improve their proficiency each year.

1.1. Objective: Increase student proficiency in Math

Measurable Objective Statement to Support Goal: 75% of our students will maintain or improve their proficiency on assessment including the MEAP, MME, ACT, Explore, and Plan assessments.

All students will increase their test scores by 25% on local pre and post assessments and 25% of the economically disadvantaged/at-risk students will improve their proficiency each year.

List of Strategies:

Name	Strategy
Best Practice and Extended Time	Teacher will research and implement current best practices in teaching mathematical skills. Students will be asked to focus on conceptual tasks that require the use of procedural knowledge and past experiences. Students that are identified as needing extra support will be asked to participate in extended days and an extended year/summer school program.

1.1.1. Strategy: Best Practice and Extended Time

Strategy Statement: Teacher will research and implement current best practices in teaching mathematical skills. Students will be asked to focus on conceptual tasks that require the use of procedural knowledge and past experiences. Students that are identified as needing extra support will be asked to participate in extended days and an extended year/summer school program.

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.
I.1.A.3 The school's curriculum documents are designed in a way that ensures cohesion within and across grade levels and content areas.
I.2.A.1 The content of the curriculum is directly aligned and consistent with the district's curriculum framework. Processes used to develop cohesive and essential content require articulation within and across grade levels and content areas.

Other Required Information for Strategy

The staff has analyzed data from the MEAP, MME, ACT, Explore, PLAN tests, as well as, local and classroom assessments. In addition, we have had several staff member participate in an intensive Math Institute and Formative Assessment Project that researched the characteristics of successful math curriculum.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Assessment Analysis	2011-09-06	2012-06-01	Administration and Teaching Staff
Extended Day	2011-09-06	2012-06-01	Administrtrion and selected teaching staff.
Extended Year/Summer School	2011-06-06	2012-06-28	Administration and selected staff
Graphs and Charts	2011-09-06	2012-06-01	Math and Science Staff
Increase technology support and opportunity to improve mathematical skills	2011-06-06	2012-06-28	Administration and Teaching Staff
Math Curriculum Review	2010-09-01	2011-06-03	All high school math instructors and Administration.
Math Night--Parental Involvement	2011-09-06	2012-06-01	Math Teachers and Administration
Professional Development for Math	2011-09-06	2012-06-01	Math Teachers and Administration
Remediation and Extension	2011-06-06	2012-06-28	Math Teachers

1.1.1.1. Activity: Assessment Analysis

Activity Type: Professional Development

Activity Description: Staff will placed intor "data teams" and will utilize high quality assessment data in order to identify high risk student and specific skill areas for classroom intervention and instruction, as well as, student placement for classes such as Math Lab.

Planned staff responsible for implementing activity: Administration and Teaching Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Formative Assessment Project	Title II Part D	1,000.00	

Math Coach	Title II Part A	3,000.00	
Professional Development and Support	Title II Part A	1,500.00	
Substitute Teachers	Title II Part A	1,500.00	

1.1.1.2. Activity: Extended Day

Activity Type: Professional Development

Activity Description: Staff will utilize assessment data, as well as, at-risk worksheets to identify students that need additional support. Students will then attend after school and that are focused on supporting the instructional activities and improving students mathematical skills.

Planned staff responsible for implementing activity: Administration and selected teaching staff.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Extended Day Staff	Section 31 a	4,000.00	
Student Busing	Section 31 a	7,000.00	

1.1.1.3. Activity: Extended Year/Summer School

Activity Description: Staff will utilize assessment data, as well as, at-risk worksheets to identify students that need additional support. Students will then attend summer school programs and that are focused on supporting the instructional activities and improving students mathematical skills.

Planned staff responsible for implementing activity: Administration and selected staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-06-06, End Date - 2012-06-28

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Breakfast and Snacks	Section 31 a		
Extended Year Staffing	Section 31 a	4,000.00	
Student Busing	Section 31 a	3,000.00	
Supplies and Technology	Section 31 a	5,000.00	

1.1.1.4. Activity: Graphs and Charts

Activity Description: Teachers will use weekly graph assignment to improve data interpretation and analysis.

Planned staff responsible for implementing activity: Math and Science Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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1.1.1.5. Activity: Increase technology support and opportunity to improve mathematical skills

Activity Description: Teachers will utilize technology to support mathematical skills through the use of interactive and visual smart boards, document cameras, and computer supported learning games and assessments.

Planned staff responsible for implementing activity: Administration and Teaching Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-06-06, End Date - 2012-06-28

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Document Camera	Title II Part D	500.00	
Interactive Whiteboards	Title II Part D	5,000.00	
Mounted Projector	Title II Part D	800.00	

1.1.1.6. Activity: Math Curriculum Review

Activity Description: Staff will participate in year two of a Math Institute that looks at the implementation of researched based practices, including a focus on conceptual tasks.

Planned staff responsible for implementing activity: All high school math instructors and Administration.

Actual staff responsible for implementing activity: High School and Middle School Administration and Math Instructors.

Planned Timeline: Begin Date - 2010-09-01, End Date - 2011-06-03

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Curriculum Institute	Title II Part A	1,200.00	0.00

1.1.1.7. Activity: Math Night--Parental Involvement

Activity Description: Staff will plan and host a math curriculum night intended to help parents understand the materials and curriculum so that they are better able to help students at home.

Planned staff responsible for implementing activity: Math Teachers and Administration

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Food for Attendees	Title II Part A	500.00	
Hot-Math	Title II Part D	1,200.00	
Materials	Title II Part A	500.00	

1.1.1.8. Activity: Professional Development for Math

Activity Type: Professional Development

Activity Description: Staff will attend professional development opportunities provide by the local ISD in and effort to gain a better understanding and ability to implement current Best Practice Strategies.

Planned staff responsible for implementing activity: Math Teachers and Administration

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Local ISD Math Professional Development	Title II Part A	1,200.00	

1.1.1.9. Activity: Remediation and Extension

Activity Description: Staff will use the Accelerated Math program to provide remediation during extended day and year programs, as well as, extensions of lessons for students at both ends of the learning curve.

Planned staff responsible for implementing activity: Math Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-06-06, End Date - 2012-06-28

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Accelerated Math	Title II Part D	3,000.00	

Goal 2: Reading

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: Each student will maintain or improve on the district and state reading assessments.

Gap Statement: Data has shown that 33% of our students grades 4-8 have declined or declined significantly on the MEAP.

Cause for Gap: Students that are economically disadvantaged and/or categorized as at-risk have performed at a much lower rate than peers that are not economically disadvantaged or at-risk. Data also suggest that a gender gap exists and continues to increase at the middle school level that continues into the high school.

Multiple measures/sources of data you used to identify this gap in student achievement: The Student achievement gap will be measured and evaluated through the results of the M.M.E., ACT, MEAP, Explore, PLAN tests, as well as district assessments including Accelerated Math, Catch up Math, and subject are pre and post tests.

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? The criteria for success will include:

- 1) Decreasing the % of the students that are declining or significantly declining on the MEAP and MME/ACT.
- 2) Growth in math competency and retention as indicated by the local assessments.
- 3) Improvement in grade level reading skills based on both the district and state assessments.

Contact Name: Brandon Hubbard

List of Objectives:

Name	Objective
Increase student reading proficiency	75% of our students will maintain or improve their proficiency on assessment including the MEAP, MME, ACT, Explore, and Plan assessments. All students will increase their test scores by 25% on local pre and post assessments and 25% of the economically disadvantaged/at-risk students will improve their proficiency each year.

2.1. Objective: Increase student reading proficiency

Measurable Objective Statement to Support Goal: 75% of our students will maintain or improve their proficiency on assessment including the MEAP, MME, ACT, Explore, and Plan assessments. All students will increase their test scores by 25% on local pre and post assessments and 25% of the economically disadvantaged/at-risk students will improve their proficiency each year.

List of Strategies:

Name	Strategy
Increase Reading Fluency and Comprehension	Teachers will research and implment current best practices in teaching reading fluency and reading comprehension. Students that are identified as needing extra support will be asked to participate in extended days and an extened year/summer school program.

2.1.1. Strategy: Increase Reading Fluency and Comprehension

Strategy Statement: Teachers will research and implment current best practices in teaching reading fluency and reading comprehension. Students that are identified as needing extra support will be asked to participate in extended days and an extened year/summer school program.

Selected Target Areas

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Other Required Information for Strategy

The staff has analyzed data from the MEAP, MME, ACT, Explore, PLAN tests, as well as, local and classroom assessments. In addition, we have had several staff member participate in the Miblsi literacy grant focusing on reading fluency.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Assessment Analysis	2011-09-06	2012-06-01	Data Analysis Team
Extended Day	2011-06-06	2012-06-29	Administration and selected Staff
Extended Year/Summer School	2011-06-06	2012-06-29	Teaching Staff and Administration
Increase parental involvement and support for reading	2011-06-01	2012-06-01	Administration and volunteer staff

Increase Technology Support for Literacy	2011-06-01	2012-06-01	Teachers and Administration
Professional Development and Support	2011-09-06	2012-06-01	All staff and Administration
Reading Attack	2010-04-01	2012-06-01	Teaching Staff and Administration.

2.1.1.1. Activity: Assessment Analysis

Activity Description: Staff will be placed into "data teams" and will utilize high quality assessment data in order to identify high risk student and specific skill areas for classroom intervention and instruction, as well as, student placement for classes such as Reading Lab.

Planned staff responsible for implementing activity: Data Analysis Team

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Substitutes	Title II Part A	500.00	

2.1.1.2. Activity: Extended Day

Activity Description: Staff will utilize assessment data, as well as, at-risk worksheets to identify students that need additional support. Students will then attend after school and that are focused on supporting the instructional activities and improving students reading abilities

Planned staff responsible for implementing activity: Administration and selected Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-06-06, End Date - 2012-06-29

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Extended day staff	Section 31 a	4,000.00	
Materials	Section 31 a	1,500.00	
Student Busing	Section 31 a	7,000.00	

2.1.1.3. Activity: Extended Year/Summer School

Activity Description: Staff will utilize assessment data, as well as, at-risk worksheets to identify students that need additional support. Students will then attend summer school programs and that are focused on supporting the instructional activities and improving students reading ability.

Planned staff responsible for implementing activity: Teaching Staff and Administration

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-06-06, End Date - 2012-06-29

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Breakfast and Snacks	Section 31 a		
Extended year staffing	Section 31 a	4,000.00	
Student Busing	Section 31 a	4,000.00	
Supplies and Technology	Section 31 a	5,000.00	

2.1.1.4. Activity: Increase parental involvement and support for reading

Activity Description: Staff will plan and implement a community book club that will meet monthly.

Planned staff responsible for implementing activity: Administration and volunteer staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-06-01, End Date - 2012-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Food for participants	Title II Part A	1,000.00	
Materials	Title II Part A	1,000.00	

2.1.1.5. Activity: Increase Technology Support for Literacy

Activity Description: Staff will utilize technology to support literacy learning through the use of interactive and visual smart boards, document cameras, and computer supported learning games and programs.

Planned staff responsible for implementing activity: Teachers and Administration

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-06-01, End Date - 2012-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Document Camera	Title II Part D	500.00	
Interactive White Board	Title II Part D	5,000.00	
Projector	Title II Part D	800.00	

2.1.1.6. Activity: Professional Development and Support

Activity Type: Professional Development

Activity Description: Teachers and staff will receive training and ongoing professional development in the implementation of data and research based best practice reading strategies.

Planned staff responsible for implementing activity: All staff and Administration

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Evidence Based Literacy Training	Title II Part A	1,200.00	
Local ISD Professional Development	Title II Part A	1,000.00	
Michigan Reading Association Conference	Title II Part A	1,000.00	
Substitute Teachers	Title II Part A	1,200.00	

2.1.1.7. Activity: Reading Attack

Activity Description: Teachers will evaluate students using AIMSWEB, Star, MME, ACT, Plan, Explore, and Compass testing data to place students in a reading interventions course.

Planned staff responsible for implementing activity: Teaching Staff and Administration.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-04-01, End Date - 2012-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Benchmark Testing Materials	Other	500.00	
Professional Development	Title II Part A	1,500.00	
Reward Books	Other	1,000.00	
Substitute Teachers	Title II Part A	1,500.00	

Goal 3: Writing

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: Each student will maintain or improve on the district and state writing assessments.

Gap Statement: Data has shown that 33% of our students grades 4-8 have declined or declined significantly on the MEAP.

Cause for Gap: Students that are economically disadvantaged and/or categorized as at-risk have performed at a much lower rate than peers that are not economically disadvantaged or at-risk. Data also suggest that a gender gap exists and continues to increase at the middle school level that continues into the high school. Students are not practicing the proper writing process across the curriculum.

Multiple measures/sources of data you used to identify this gap in student achievement: The Student achievement gap will be measured and evaluated through the results of the M.M.E., ACT, MEAP, Explore, PLAN tests, as well as district assessments including Accelerated Math, Catch up Math, and subject are pre and post tests.

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? The criteria for success will include:

- 1) Decreasing the % of the students that are declining or significantly declining on the MEAP and MME/ACT.
- 2) Growth in math competency and retention as indicated by the local assessments.
- 3) Improvement in grade level reading skills based on both the district and state assessments.

Contact Name: Brandon Hubbard

List of Objectives:

Name	Objective
Increase students proficiency in writing	75% of our students will maintain or improve their proficiency on assessment including the MEAP, MME, ACT, Explore, and Plan assessments. All students will increase their test scores by 25% on local pre and post assessments and 25% of the economically disadvantaged/at-risk students will improve their proficiency each year.

3.1. Objective: Increase students proficiency in writing

Measurable Objective Statement to Support Goal: 75% of our students will maintain or improve their proficiency on assessment including the MEAP, MME, ACT, Explore, and Plan assessments.

All students will increase their test scores by 25% on local pre and post assessments and 25% of the economically disadvantaged/at-risk students will improve their proficiency each year.

List of Strategies:

Name	Strategy
Best Practice and Extended Time	Teacher will research and implement current best practices in teaching mathematical skills. Students will be asked to focus on conceptual tasks that require the use of procedural knowledge and past experiences. Students that are identified as needing extra support will be asked to participate in extended days and an extended year/summer school program.

3.1.1. Strategy: Best Practice and Extended Time

Strategy Statement: Teacher will research and implement current best practices in teaching mathematical skills. Students will be asked to focus on conceptual tasks that require the use of procedural knowledge and past experiences. Students that are identified as needing extra support will be asked to participate in extended days and an extended year/summer school program.

Selected Target Areas

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Other Required Information for Strategy

The staff has analyzed data from the MEAP, MME, ACT, Explore, PLAN tests, as well as, local and classroom assessments. In addition, we have had several staff members participate in an the Miblsi literacy grant and its many trainings.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Assessment Analysis	2011-09-06	2012-06-29	Administration and Data Analysis Team
Extended Day	2011-09-06	2012-06-01	Selected Teachers and Administration
Extended Year/Summer School	2011-06-06	2012-06-29	Teaching Staff and Administration
Increase technology support and opportunity to improve writing skills	2011-06-01	2012-06-29	Administrtrtion and Teachers
MyAccess	2011-06-01	2012-06-29	All Staff
Professional Development and Support	2011-06-01	2012-06-29	Teachers and administration
Six plus one writing traits training	2011-06-01	2012-06-29	All Staff
Writing Workshop to increase parental involvement.	2011-09-06	2012-06-29	ELA Staff and Administrtrtion

3.1.1.1. Activity: Assessment Analysis

Activity Description: Staff will placed intor "data teams" and will utilize high quality assessment data in order to identify high risk student and specific skill areas for classroom intervention and instruction.

Planned staff responsible for implementing activity: Administration and Data Analysis Team

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-29

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Substitute Teachers	Title II Part A	1,200.00	

3.1.1.2. Activity: Extended Day

Activity Description: Staff will utilize assessment data, as well as, at-risk worksheets to identify students that need additional support. Students will then attend after school and that are focused on supporting the instructional activities and improving students writing Skills.

Planned staff responsible for implementing activity: Selected Teachers and Administration

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Extended Day Staff	Section 31 a	4,000.00	
Materials	Section 31 a	1,500.00	
Student Busing	Section 31 a	7,000.00	

3.1.1.3. Activity: Extended Year/Summer School

Activity Description: Staff will utilize assessment data, as well as, at-risk worksheets to identify students that need additional support. Students will then attend summer school programs and that are focused on supporting the instructional activities and improving students reading ability.

Planned staff responsible for implementing activity: Teaching Staff and Administration

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-06-06, End Date - 2012-06-29

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Breakfast and Snack	Section 31 a		
Staffing for Extended Year/Summer School	Early Reading First	4,000.00	
Student Busing	Section 31 a	4,000.00	
Supplies and Technology	Section 31 a	5,000.00	

3.1.1.4. Activity: Increase technology support and opportunity to improve writing skills

Activity Description: Teachers will utilize technology to support writing skills through the use of interactive and visual smart boards, document cameras, and computer supported learning games and assessments.

Planned staff responsible for implementing activity: Administration and Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-06-01, End Date - 2012-06-29

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Document Camera	Title II Part D	500.00	
Interactive White Board	Title II Part D	5,000.00	
Projector	Title II Part D	800.00	

3.1.1.5. Activity: MyAccess

Activity Description: Staff will utilize and implement the MyAccess writing program with the students to allow students for more practice and feedback to help improve student writing scores.

Planned staff responsible for implementing activity: All Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-06-01, End Date - 2012-06-29

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
MyAccess Professional Development	Title II Part A	1,200.00	
MyAccess Writing Program	Title II Part A	5,000.00	

3.1.1.6. Activity: Professional Development and Support

Activity Type: Professional Development

Activity Description: Staff will attend professional development opportunities provide by the local ISD in and effort to gain a better understanding and ability to implement current Best Practice Strategies

Planned staff responsible for implementing activity: Teachers and administration

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-06-01, End Date - 2012-06-29

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Local ISD Reading Professional Development	Title II Part A	1,500.00	

3.1.1.7. Activity: Six plus one writing traits training

Activity Description: Staff will recieve training on how to effectively implement the "six plus one traits" writing program so that proper writing skills and techniques are used by every teacher across the curriculum. The traing will focus on content specific areas in addition to implementation coaching.

Planned staff responsible for implementing activity: All Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-06-01, End Date - 2012-06-29

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Professional Development	Title II Part A	2,500.00	

3.1.1.8. Activity: Writing Workshop to increase parental involvement.

Activity Description: Teachers will plan a writing workshop for parents to increase parental involvement and understanding in their student's writing process.

Planned staff responsible for implementing activity: ELA Staff and Administration

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-29

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Food for Participants	Title II Part A	1,000.00	
Materials	Title II Part A	1,000.00	

Resource Profile

Funding Source	Planned Amount	Actual Amount
Other	\$1,500.00	\$0.00
Early Reading First	\$4,000.00	\$0.00
Title II Part D	\$24,100.00	\$0.00
Title II Part A	\$32,700.00	\$0.00
Section 31 a	\$70,000.00	\$0.00

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 comprehensive needs assessment was conducted by individual staffs with every staff member having input. This information was then discussed at the school improvement team level.

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.

This is done annually. Each staff member is charged with evaluating their curriculum and lessons to insure that they meet the state standards. This helps us to evaluate our achievement results to see where our weaknesses are and to set goals to address them.

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

The listed stakeholder is one of the districts curriculum director. Each stakeholder/teacher is responsible for evaluating achievement data and making recommendations to the administration on how to improve the curriculum. All stakeholders are present at school improvement staffings and professional development meetings monthly.

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.

Formative assessments play a very large role in the daily routine of every classroom. In addition, teachers are going to be required to give pre and post tests to every student.

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.

The high school recently underwent a 9 million dollar renovation project that has included almost 1 million dollars in infrastructure and technology tools. Each classroom is equipped with interactive white boards along with software upgrades that allow the students and staff increased opportunities and experiences.

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.

The school improvement team will meet quarterly to review assessment data and progress towards the SIP. Each building and staff meet monthly to evaluate available data.

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

As the student achievement data and measurement tools become available the information will be broken down into specific categories and shared with the entire teaching staff and all stakeholders.

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.

The stakeholder listed is the leader for the school improvement team. The team consists of teaching staff members and the team leads group discussions with the entire teaching staff. The chair and co-chair will meet with the building leader and discuss progress monthly.

Assurances

EdYES!

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

Response: *Yes*

Comments:

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:

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:

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: *Yes*

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:

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:

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, fully implemented*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Other curriculum*

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: *Yes*

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: *Yes*

Comments: *As applicable*

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: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *No*

Comments:

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

Response: *Yes*

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, 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 some 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.	Brandon	Hubbard	Principal	blhubbard@vcs-k12.net

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:	Jeff Beal
Address:	7188 Ave. B Vestaburg MI 48891
Telephone Number:	19892685353

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.