

School Improvement Plan

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School Year: 2011 - 2012

School District: Holt Public Schools

ISD/RESA: Ingham ISD

School Name: Holt Junior High School

Grades Served: 7,8

Principal: Mr. Marshall G. Perkins

Building Code: 09301

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:	Holt Junior High School
District:	Holt Public Schools
Public/Non-Public:	Public
Grades:	7,8
School Code Number:	09301
City:	Holt
State/Province:	Michigan
Country:	United States

Vision, Mission and Beliefs

Vision Statement

Holt Junior High School
Vision Statement

Our vision is that all students will become global citizens by providing technology within the school and a curriculum that meets State standards. The student body will embrace diversity through a variety of character education programs and humanities curriculum that will be essential to their education. We as a professional learning community will embrace the data-driven decision making process to promote continuous improvement in the areas of teaching and learning and appropriate standardized assessments. We will strive to increase parental involvement through communication and outreach. In all that we do, we are committed to being proactive to the educational needs of all learners and doing "Whatever It Takes" to succeed.

Mission Statement

Holt Junior High School
Mission Statement

Our mission is to ensure a safe learning community where students are challenged to expand their intellectual, emotional, and social capacities to become global citizens. We will guide students toward this goal by expecting students to be respectful, hard-working and active participants to become life-long learners. All members of our school community will be responsible for modeling positive behavior, supporting one another, and committing themselves to doing "Whatever It Takes" to succeed.

Beliefs Statement

Beliefs Statement:

Holt Junior High is committed to making a difference for all students. We have instilled the belief among our faculty and student body that all students can learn and we are committed to doing whatever it takes to succeed.

Goals

Name	Development Status	Progress Status
Increased Math Proficiency	Complete	Open
Increased Reading Proficiency	Complete	Open
Increased Writing Proficiency	Complete	Open

Goal 1: Increased Math Proficiency

Content Area: Math

Development Status: Complete

Student Goal Statement: Goal Statement: All students at Holt Junior High School will become proficient in math and continue to improve their mathematics proficiency.

Gap Statement: Targeted Student Group:

All Students
Economically Disadvantaged
Special Education

Cause for Gap: Student achievement data received from the primary grades (5th and 6th grade) reflect deficiencies in understanding place values, number values, and basic mathematical operations. As students move into the secondary level algebra curriculum, the lack of number sense is accentuated. Given the amount of algebra curriculum teachers are required to teach, time spent on operations and number value are left to the calculator. Students may be able to plug in basic mathematical operations into their calculator, though they may find they have limited understanding of what the answer means. The lack of number sense shares a direct correlation with the increasing inability to become proficient in algebra and geometry at the secondary level.

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

Common Assessment Scores

Trimester Grades without Exams

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? Increased improvement on MEAP Assessment in the areas of:

- A. All Students
- B. Special Education
- C. Economically Disadvantaged

Increased rate of student achievement on end of trimester Common Assessments in the areas of:

- A. All Students

- B. Special Education
- C. Economically Disadvantaged

Increased passing rate as identified by end of trimester grades in the areas of:

- A. All Students
- B. Special Education
- C. Economically Disadvantaged

Increased improvement on Explore Test in the areas of:

- A. All Students
- B. Special Education
- C. Economically Disadvantaged

Contact Name: Marshall Perkins

List of Objectives:

Name	Objective
Increased Math Proficiency	All students and sub groups will earn a 90% proficiency rating in mathematics as identified by the annual MEAP test. Furthermore, all students and sub groups will earn a 90% passing rate in mathematics for their trimester grades and end of trimester common exams.

1.1. Objective: Increased Math Proficiency

Measurable Objective Statement to Support Goal: All students and sub groups will earn a 90% proficiency rating in mathematics as identified by the annual MEAP test. Furthermore, all students and sub groups will earn a 90% passing rate in mathematics for their trimester grades and end of trimester common exams.

List of Strategies:

Name	Strategy
After School Math Support	After School Math Support: Students who are targeted as having academic difficulties in 7th or 8th grade mathematics will be given the opportunity to participate in the After School Math Support program two days a week for 1.5 hour session. This program is funded through our Response to Intervention grant.
Focus on Math Power Standards	Focus on Math Power Standards: The following standards have been identified as areas in which explicit instruction and continuous focus need to be of highest priority for students to be successful in secondary mathematics. Algebra (A.RP.07.02, A.PA.07.11) Geometry (G.TR.07.03, G.TR.07.04, G.TR.07.05, G.TR.07.06)
Math Intervention Class	Math Intervention Lab: Two 7th grade and two 8th grade math lab intervention classes offered during the school day for students as an elective course in addition to their regular math class.
Updated Math	Updated Math Technology: All students will have classroom access to new graphing

Technology	calculators to help ensure students learn how to complete the necessary graphing functions required by the State of Michigan mathematics curriculum. Furthermore, students will learn the necessary advanced calculator required at the high school level. SMART Boards are already in place in all math classrooms to support teaching and learning.
Wireless Computer Lab	The school improvement team have been working with the district's curriculum director to secure funds to purchase a wireless computer lab. The lab will specifically target at-risk students in mathematics to use the internet to log on to Study Island. The Study Island program is used K-7 and provides students a way in which to test their knowledge. Earn so many correct answers and you are allowed to play a quick game. The Study Island curriculum supports the curricula that is currently being taught in the 7th grade curricula.

1.1.1. Strategy: After School Math Support

Strategy Statement:

After School Math Support:

Students who are targeted as having academic difficulties in 7th or 8th grade mathematics will be given the opportunity to participate in the After School Math Support program two days a week for 1.5 hour session. This program is funded through our Response to Intervention grant.

Selected Target Areas

3.4 Supports instruction that is research-based and reflective of best practice
3.8 Implements interventions to help students meet expectations for student learning
4.1 Establishes performance measures for student learning that yield information that is reliable, valid, and bias free
4.7 Demonstrates verifiable growth in student performance

Other Required Information for Strategy

Failure is Not an Option - Alan M. Blankstein

Response to Intervention Workshops - Mark Shinn

The Art and Science of Teaching - Robert Marzano

Results Now - Mike Schmoker

Classroom Instruction That Works - Marzano, Pickering, Pollock

Connected Math Program- Michigan State University

Holt Junior High School - 7th and 8th grade failure rate
(trimester grades and end of trimester exam grades)

MEAP Scores

Student academic records at the primary grade levels

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
After School Math Support	2010-09-07	2011-06-15	Melissa Kimble - 7th Grade After School Math Support Mary Lovejoy - 8th Grade After School Math Support

1.1.1.1. Activity: After School Math Support

Activity Description: After School Math Support: Students who are targeted as having academic difficulties in 7th or 8th grade mathematics will be given the opportunity to participate in the After School Math Support program two days a week for 1.5 hour session. This program is funded through our Response to Intervention grant.

Planned staff responsible for implementing activity: Melissa Kimble - 7th Grade After School Math Support

Mary Lovejoy - 8th Grade After School Math Support

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-07, End Date - 2011-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
RTI Grant Funding	Other	6,000.00	0.00

1.1.2. Strategy: Focus on Math Power Standards

Strategy Statement:

Focus on Math Power Standards:

The following standards have been identified as areas in which explicit instruction and continuous focus need to be of highest priority for students to be successful in secondary mathematics.

Algebra (A.RP.07.02, A.PA.07.11)

Geometry (G.TR.07.03, G.TR.07.04, G.TR.07.05, G.TR.07.06)

Selected Target Areas

3.1 Develops and implements curriculum based on clearly defined expectations for student learning
3.10 Ensures that curriculum is reviewed and revised at regular intervals
3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
3.3 Ensures that system-wide curricular and instructional decisions are based on data and research at all levels
3.7 Provides for articulation and alignment between and among all levels of schools

Other Required Information for Strategy

Results Now - Mike Schmoker

Classroom Instruction That Works - Marzano, Pickering, Pollock

Connected Math Program- Michigan State University

Holt Junior High School - 7th and 8th grade failure rate
(trimester grades and end of trimester exam grades)

MEAP Scores and diagnostic breakdown per standard and benchmark
(Prioritizing to determine which are power standards)

Student academic records at the primary grade levels

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Math Power Standards	2010-09-07	2011-06-15	All faculty within the 7th grade mathematics department will work on providing explicit instruction within these specific standards to ensure that students are proficient in these areas when they enter the 8th grade.

1.1.2.1. Activity: Math Power Standards

Activity Description: Focus on Math Power Standards: The following standards have been identified as areas in which explicit instruction and continuous focus need to be of highest priority for students to be successful in secondary mathematics. Algebra (A.RP.07.02, A.PA.07.11) Geometry (G.TR.07.03,

G.TR.07.04, G.TR.07.05. G.TR.07.06)

Planned staff responsible for implementing activity: All faculty within the 7th grade mathematics department will work on providing explicit instruction within these specific standards to ensure that students are proficient in these areas when they enter the 8th grade.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-07, End Date - 2011-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Developed During Professional Development Time	No Funds Required	0.00	0.00

1.1.3. Strategy: Math Intervention Class

Strategy Statement: Math Intervention Lab:

Two 7th grade and two 8th grade math lab intervention classes offered during the school day for students as an elective course in addition to their regular math class.

Selected Target Areas

3.8 Implements interventions to help students meet expectations for student learning
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Other Required Information for Strategy

Failure is Not an Option - Alan M. Blankstein

Response to Intervention Workshops - Mark Shinn

The Art and Science of Teaching - Robert Marzano

Results Now - Mike Schmoker

Classroom Instruction That Works - Marzano, Pickering, Pollock

Connected Math Program- Michigan State University

Holt Junior High School - 7th and 8th grade failure rate
(trimester grades and end of trimester exam grades)

MEAP Scores

Student academic records at the primary grade levels

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Math Intervention Class	2010-09-07	2011-06-15	Math Lab Faculty: Ari Levinsohn - 7th Grade Mathematics Tyra Szpara - 7th Grade Mathematics Mary Lovejoy - 8th Grade Mathematics Linda Stoyk - 8th Grade Mathematics

1.1.3.1. Activity: Math Intervention Class

Activity Description: Math Intervention Lab: Two 7th grade and two 8th grade math lab intervention classes offered during the school day for students as an elective course in addition to their regular math class.

Planned staff responsible for implementing activity:

Math Lab Faculty:

Ari Levinsohn - 7th Grade Mathematics
Tyra Szpara - 7th Grade Mathematics

Mary Lovejoy - 8th Grade Mathematics
Linda Stoyk - 8th Grade Mathematics

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-07, End Date - 2011-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Within Current FTE (allowed based on student enrollment)	General Funds	56,000.00	0.00

1.1.4. Strategy: Updated Math Technology

Strategy Statement:

Updated Math Technology:

All students will have classroom access to new graphing calculators to help ensure students learn how to complete the necessary graphing functions required by the State of Michigan mathematics curriculum. Furthermore, students will learn the necessary advanced calculator required at the high school level. SMART Boards are already in place in all math classrooms to support teaching and learning.

Selected Target Areas

3.7 Provides for articulation and alignment between and among all levels of schools
5.10 Provides technology infrastructure and equipment that is up-to-date and sufficient to accomplish the system's goals

Other Required Information for Strategy

State of Michigan Standards and Benchmarks that require 7th and 8th grade students receive instruction of algebra using a graphing calculator.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Technology Upgrade and Use	2009-10-12	2011-06-15	All 7th grade math teachers have a full set of the brand new calculators that allow for advanced instruction required in the State of Michigan standards and benchmarks. Teachers will develop student "I Can" statements that incorporate the use of skills demonstrated on the graphing calculator. Students will also be required to perform these skills on the common end of trimester assessment.

1.1.4.1. Activity: Technology Upgrade and Use

Activity Description: All students will have classroom access to new graphing calculators to help ensure students learn how to complete the necessary graphing functions required by the State of Michigan mathematics curriculum. Furthermore, students will learn the necessary advanced calculator required at the high school level.

Planned staff responsible for implementing activity: All 7th grade math teachers have a full set of the brand new calculators that allow for advanced instruction required in the State of Michigan standards and benchmarks.

Teachers will develop student "I Can" statements that incorporate the use of skills demonstrated on the graphing calculator. Students will also be required to perform these skills on the common end of

trimester assessment.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2009-10-12, End Date - 2011-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Curriculum Office	General Funds	10,000.00	0.00

1.1.5. Strategy: Wireless Computer Lab

Strategy Statement: The school improvement team have been working with the district's curriculum director to secure funds to purchase a wireless computer lab. The lab will specifically target at-risk students in mathematics to use the internet to log on to Study Island. The Study Island program is used K-7 and provides students a way in which to test their knowledge. Earn so many correct answers and you are allowed to play a quick game. The Study Island curriculum supports the curricula that is currently being taught in the 7th grade curricula.

Selected Target Areas

3.1 Develops and implements curriculum based on clearly defined expectations for student learning
3.10 Ensures that curriculum is reviewed and revised at regular intervals
3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning
3.3 Ensures that system-wide curricular and instructional decisions are based on data and research at all levels
3.4 Supports instruction that is research-based and reflective of best practice
3.7 Provides for articulation and alignment between and among all levels of schools
3.8 Supports the implementation of interventions to help students meet expectations for student learning
4.7 Demonstrates verifiable growth in student performance
5.10 Provides appropriate support for students with special needs
5.5 Budgets sufficient resources to support its educational programs and to implement its plans for improvement

Other Required Information for Strategy

Align the Design - Nancy Mooney & Ann Mausbach

Breaking Ranks in the Middle - NASSP

Making the Mathematics Curriculum Count - Nassp

Classroom Instruction that Works - Robert Marzano

Ahead of the Curve - Doug Reeves, Larry Ainsworth, Rick Stiggins

MEAP history

Grades earned by students

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Wireless Computer Lab	2010-10-18	2011-06-15	School Improvement Team IT Administrator - Mr. Bob Von Ilten Curriculum Director - Ms. Kari Selleck

1.1.5.1. Activity: Wireless Computer Lab

Activity Description: The school improvement team have been working with the district's curriculum director to secure funds to purchase a wireless computer lab. The lab will specifically targeted for at-risk students in mathematics to use the internet to log on to Study Island. The Study Island program is used K-7 and provides students a way in which to test their knowledge. Earn so many correct answers and you are allowed to play a quick game. The Study Island curriculum supports the curricula that is currently being taught in the 7th grade curricula.

Planned staff responsible for implementing activity: School Improvement Team

IT Administrator - Mr. Bob Von Ilten

Curriculum Director - Ms. Kari Selleck

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-10-18, End Date - 2011-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Computers Purchase	Other	26,000.00	0.00

Goal 2: Increased Reading Proficiency

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: Goal Statement: All students at Holt Junior High School will become proficient in reading and continue to improve their reading proficiency.

Gap Statement: Targeted Student Group:

All Students

Economically Disadvantaged

Special Education

Cause for Gap: Limited early childhood development of literacy skills in the area of comprehension, fluency, decoding, and word recognition at the primary grades is dramatically enhanced as they move into secondary curriculum. Most time spent in secondary language arts class is about making connections and sense of the reading. Little if any time is spent at the secondary level helping students learn to read and improve their literacy skills with a focused emphasis on the area(s) in which the student may be struggling.

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

Common Assessment Scores

Trimester Grades without Exams

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? Increased improvement on MEAP Assessment in the areas of:

A. All Students

B. Special Education

C. Economically Disadvantaged

Increased rate of student achievement on end of trimester Common Assessments in the areas of:

A. All Students

B. Special Education

C. Economically Disadvantaged

Increased passing rate as identified by end of trimester grades in the areas of:

A. All Students

B. Special Education

C. Economically Disadvantaged

Increased improvement on Explore Test in the areas of:

A. All Students

B. Special Education

C. Economically Disadvantaged

Contact Name: Marshall Perkins

List of Objectives:

Name	Objective
Increased Reading Proficiency	All students and sub groups will earn a 90% proficiency rating in language arts (reading) as identified by the annual MEAP test. Furthermore, all students and sub groups will earn a 90% passing rate in language arts for their trimester grades and end of trimester common exams. Identified Groups: All Students Economically Disadvantaged Special Education

2.1. Objective: Increased Reading Proficiency

Measurable Objective Statement to Support Goal: All students and sub groups will earn a 90% proficiency rating in language arts (reading) as identified by the annual MEAP test. Furthermore, all students and sub groups will earn a 90% passing rate in language arts for their trimester grades and end of trimester common exams.

Identified Groups:

All Students

Economically Disadvantaged

Special Education

List of Strategies:

Name	Strategy
Critical Thinking Assessments	Critical Thinking Assessments: All major tests that require lengthy story problems or reading will require every student to have their own copy of the material to write on. Students will apply the literacy skills learned throughout the school year to the assessment at hand. This includes allowing the student to highlight, write in the margin, underline, summarize, and target main ideas.
Instruction of Reading Strategies	Instruction of Reading Strategies: Explicit implementation of the reading strategies taught to our students in all classrooms.
Literacy Intervention Class	Literacy Intervention Class: Students who have been targeted through academic achievement data to be considered at-risk in the area of literacy will be provided the opportunity to participate in a literacy intervention class. The lab class will be an elective opportunity for students who have not performed well in areas such as; MEAP, marking period grades, exam grades, middle school standards based report cards, and Aimsweb comprehension and fluency screener.

Student Literacy Screening	Student Literacy Screening: All students in the 7th grade will be required to participate in the Aimsweb/ MAZE comprehension screener to determine students with literacy deficiencies. Students who are targeted as at-risk based on the comprehension screener will then be required to participate in the Aimsweb/Maze fluency screener. Data from these two diagnostics will be used to determine if additional interventions are needed for individual students.
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2.1.1. Strategy: Critical Thinking Assessments

Strategy Statement:

Critical Thinking Assessments:

All major tests that require lengthy story problems or reading will require every student to have their own copy of the material to write on. Students will apply the literacy skills learned throughout the school year to the assessment at hand. This includes allowing the student to highlight, write in the margin, underline, summarize, and target main ideas.

Selected Target Areas

- 3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
- 4.1 Establishes and implements a comprehensive assessment system, aligned with the system's expectations for student learning, that yields information which is reliable, valid, and bias free
- 4.7 Demonstrates verifiable growth in student performance

Other Required Information for Strategy

Aimsweb / Maze comprehension and fluency screener

Empirical research conducted in conjunction with Michigan State University (Project Accel) Dr. Mariage

Failure is Not an Option - Alan M. Blankstein

Response to Intervention Workshops - Mark Shinn

The Art and Science of Teaching - Robert Marzano

Results Now - Mike Schmoker

Classroom Instruction That Works - Marzano, Pickering, Pollock

Holt Junior High School - 7th and 8th grade failure rate (trimester grades and end of trimester exam grades)

MEAP Scores

Student academic records at the primary grade levels

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Critical Thinking Assessments	2010-09-07	2011-06-15	All staff will be required to provide authentic assessments that allow students to write on the exams if necessary. Staff will generate enough copies of the exam and accompanied readings to allow each student to mark up the exam in a way that allows them to use the reading strategies that they have been taught throughout the school year.

2.1.1.1. Activity: Critical Thinking Assessments

Activity Description: Critical Thinking Assessments: All major tests that require lengthy story problems or reading will require every student to have their own copy of the material to write on. Students will apply the literacy skills learned throughout the school year to the assessment at hand. This includes allowing the student to highlight, write in the margin, underline, summarize, and target main ideas.

Planned staff responsible for implementing activity: All staff will be required to provide authentic assessments that allow students to write on the exams if necessary. Staff will generate enough copies of the exam and accompanied readings to allow each student to mark up the exam in a way that allows them to use the reading strategies that they have been taught throughout the school year.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-07, End Date - 2011-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Printing Budget	General Funds	4,000.00	0.00

2.1.2. Strategy: Instruction of Reading Strategies

Strategy Statement:

Instruction of Reading Strategies:

Explicit implementation of the reading strategies taught to our students in all classrooms.

Selected Target Areas

3.1 Develops and implements curriculum based on clearly defined expectations for student learning
3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills
3.4 Supports instruction that is research-based and reflective of best practice
3.8 Implements interventions to help students meet expectations for student learning
4.3 Conducts a systematic analysis of instructional and organizational effectiveness, including support systems, and uses the results to improve student and system performance
4.7 Demonstrates verifiable growth in student performance

Other Required Information for Strategy

Aimsweb / Maze comprehension and fluency screener

Empirical research conducted in conjunction with Michigan State University (Project Accel) Dr. Mariage

Failure is Not an Option - Alan M. Blankstein

Response to Intervention Workshops - Mark Shinn

The Art and Science of Teaching - Robert Marzano

Results Now - Mike Schmoker

Classroom Instruction That Works - Marzano, Pickering, Pollock

Holt Junior High School - 7th and 8th grade failure rate (trimester grades and end of trimester exam grades)

MEAP Scores

Student academic records at the primary grade levels

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Instruction of Reading Strategies	2010-09-07	2011-06-15	Teachers in all subject areas, including electives, are responsible for teaching explicit reading strategies when deemed appropriate. This is a school wide goal that can only be achieved if all teachers from all subject areas work collectively on these important strategies.

2.1.2.1. Activity: Instruction of Reading Strategies

Activity Description: Instruction of Reading Strategies: Explicit implementation of the reading strategies taught to our students in all classrooms. Strategies include; highlighting, underlining, writing in the margin, paraphrasing, writing down key ideas, scaffolding, etc.

Planned staff responsible for implementing activity: Teachers in all subject areas, including electives, are responsible for teaching explicit reading strategies when deemed appropriate. This is a school wide goal that can only be achieved if all teachers from all subject areas work collectively on these important strategies.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-07, End Date - 2011-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Teacher Instruction	No Funds Required	0.00	0.00

2.1.3. Strategy: Literacy Intervention Class

Strategy Statement: Literacy Intervention Class:

Students who have been targeted through academic achievement data to be considered at-risk in the area of literacy will be provided the opportunity to participate in a literacy intervention class. The lab class will be an elective opportunity for students who have not performed well in areas such as; MEAP, marking period grades, exam grades, middle school standards based report cards, and Aimsweb comprehension and fluency screener.

Selected Target Areas

3.1 Develops and implements curriculum based on clearly defined expectations for student learning
3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning
3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
3.4 Supports instruction that is research-based and reflective of best practice
3.5 Offers a curriculum that challenges each student to excel, reflects a commitment to equity, and

demonstrates an appreciation of diversity
3.8 Implements interventions to help students meet expectations for student learning
3.9 Maintains a system-wide climate that supports student learning
4.1 Establishes and implements a comprehensive assessment system, aligned with the system's expectations for student learning, that yields information which is reliable, valid, and bias free
4.2 Develops and implements a comprehensive assessment system for assessing progress toward meeting the expectations for student learning
4.3 Uses student assessment data for making decisions for continuous improvement of teaching and learning processes
4.4 Conducts a systematic analysis of instructional and organizational effectiveness and uses the results to improve student performance
4.6 Demonstrates verifiable growth in student performance that is supported by multiple sources of evidence
4.7 Demonstrates verifiable growth in student performance
5.10 Provides appropriate support for students with special needs

Other Required Information for Strategy

"Ahead of the Curve: The Power of Assessment to Transform Teaching and Learning" Douglass Reeves, editor multiple authors

"Formative Assessment for English Language Arts" - Amy Benjamin

"The Learning Leader" - Doug Reeves

Aimswab - Comprehension and fluency screener student data

"How the Brain Learns" - David A. Sousa

Response to Intervention - Mark Shinn

"Because Writing Matters" - National Writing Project and Carl Nagin

"Align the Design" - Nancy Mooney and Ann Mausbach

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Literacy Intervention Class	2010-09-15	2011-06-15	Mark McGarry - 7th Grade Language Arts Wendy Holmes - 8th Grade Language Arts

2.1.3.1. Activity: Literacy Intervention Class

Activity Description: Students who have been targeted through academic achievement data to be considered at-risk in the area of literacy will be provided the opportunity to participate in a literacy intervention class. The lab class will be an elective opportunity for students who have not performed well in areas such as; MEAP, marking period grades, exam grades, middle school standards based report cards, and Aimsweb comprehension and fluency screener.

Planned staff responsible for implementing activity:

Mark McGarry - 7th Grade Language Arts
 Wendy Holmes - 8th Grade Language Arts

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-15, End Date - 2011-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Teacher (No additional FTE Necessary)	No Funds Required	0.00	0.00

2.1.4. Strategy: Student Literacy Screening

Strategy Statement: Student Literacy Screening:

All students in the 7th grade will be required to participate in the Aimsweb/ MAZE comprehension screener to determine students with literacy deficiencies. Students who are targeted as at-risk based on the comprehension screener will then be required to participate in the Aimsweb/Maze fluency screener.

Data from these two diagnostics will be used to determine if additional interventions are needed for individual students.

Selected Target Areas

3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
3.8 Implements interventions to help students meet expectations for student learning
4.1 Establishes and implements a comprehensive assessment system, aligned with the system's expectations for student learning, that yields information which is reliable, valid, and bias free
4.2 Develops and implements a comprehensive assessment system for assessing progress toward meeting the expectations for student learning
4.3 Uses student assessment data for making decisions for continuous improvement of teaching and learning processes

4.7 Demonstrates verifiable growth in student performance

Other Required Information for Strategy

Aimsweb / Maze comprehension and fluency screener

Empirical research conducted in conjunction with Michigan State University (Project Accel) Dr. Mariage

Failure is Not an Option - Alan M. Blankstein

Response to Intervention Workshops - Mark Shinn

The Art and Science of Teaching - Robert Marzano

Results Now - Mike Schmoker

Classroom Instruction That Works - Marzano, Pickering, Pollock

Holt Junior High School - 7th and 8th grade failure rate (trimester grades and end of trimester exam grades)

MEAP Scores

Student academic records at the primary grade levels

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Student Literacy Screening	2010-09-07	2011-06-15	All language arts teachers will participate in the screening of all students within their classes. All students will receive the reading comprehension screener. Those students who are targeted as at-risk based on the screener results will then be required to take an additional reading fluency screener in which the score will be cross referenced with the comprehension screener score to determine whether the student is indeed at-risk in the area of literacy.

2.1.4.1. Activity: Student Literacy Screening

Activity Description: Student Literacy Screening: All students in the 7th grade will be required to participate in the Aims web/ MAZE comprehension screener to determine students with literacy deficiencies. Students who are targeted as at-risk based on the comprehension screener will then be required to participate in the Aims web/Maze fluency screener. Data from these two diagnostics will be used to determine if additional interventions are needed for individual students.

Planned staff responsible for implementing activity: All language arts teachers will participate in the screening of all students within their classes. All students will receive the reading comprehension screener. Those students who are targeted as at-risk based on the screener results will then be required to take an additional reading fluency screener in which the score will be cross referenced with the comprehension screener score to determine whether the student is indeed at-risk in the area of literacy.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-07, End Date - 2011-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
RTI Grant	Other	5,000.00	0.00

Goal 3: Increased Writing Proficiency

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: Goal Statement: All students at Holt Junior High School will become proficient in math and continue to improve their writing proficiency.

Gap Statement: Targeted Student Group:

- All Students
- Economically Disadvantaged
- Special Education

Cause for Gap: Limited early childhood development of literacy skills in the area of comprehension, fluency, decoding, writing, and word recognition at the primary grades is dramatically enhanced as they move into secondary curriculum. Most time spent in secondary language arts class is about making connections and sense of the reading. Not enough individual student literacy diagnostics are given at the secondary level are provided to understand why students are unable to write well. The work presented in the students own writing is a reflection of their weaknesses within many of the areas of literacy including the area of comprehension, fluency, decoding, writing, and word recognition as mentioned above.

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

Common Assessment Scores

Trimester Grades without Exams

Explore Test

Whole School Writing Activity each trimester

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? Increased improvement on MEAP Assessment in the areas of:

- A. All Students
- B. Special Education
- C. Economically Disadvantaged

Increased rate of student achievement on end of trimester Common Assesments in the areas of:

- A. All Students
- B. Special Education
- C. Economically Disadvantaged

Increased passing rate as identified by end of trimester grades in the areas of:

- A. All Students
- B. Special Education
- C. Economically Disadvantaged

Increased improvement on Explore Test in the areas of:

- A. All Students
- B. Special Education
- C. Economically Disadvantaged

Contact Name: Marshall Perkins

List of Objectives:

Name	Objective
Increased Writing Proficiency	All students and sub groups will earn a 90% proficiency rating in language arts (writing) as identified by the annual MEAP test. Furthermore, all students and sub groups will earn a 90% passing rate in language arts for their trimester grades and end of trimester common exams. Identified Groups: All Students Economically Disadvantaged Special Education

3.1. Objective: Increased Writing Proficiency

Measurable Objective Statement to Support Goal: All students and sub groups will earn a 90% proficiency rating in language arts (writing) as identified by the annual MEAP test. Furthermore, all students and sub groups will earn a 90% passing rate in language arts for their trimester grades and end of trimester common exams.

Identified Groups:

All Students

Economically Disadvantaged

Special Education

List of Strategies:

Name	Strategy
Whole School Writing	Whole School Writing: Teachers across both grade levels and all subject areas are required to assign a writing assignment each trimester that uses a common rubric developed by staff. Each trimester will have a genre in which the writing topics fall under. Throughout the school year, there will be professional development time to meet and share student work among staff members. Teachers will provide feedback to one another. The intent of sharing student work is to compare the quality of work completed as well as to analyze the scaffolding tools that different teachers may have used and the results of scaffolding on the overall quality of student writing. Assigned Genres per trimester: 7th Grade 1st. Trimester Narrative 2nd. Trimester Informational 3rd Trimester Reflective 8th Grade 1st. Trimester Informational 2nd. Trimester Persuasive 3rd Trimester Reflective
Wireless Computer Lab	Wireless Computer Lab: Holt Junior High School is planning to purchase a wireless computer on wheels (COW) which can be moved to any room in the school and allow for internet access with a high functioning computer. The COW will have 31 HP Netbooks that will have the capability to access blogs, internet, high flash, streaming, animation, etc. The COW is primarily going to be used in language arts intervention classrooms as well as the writers workshop which takes place after school provides the opportunity for advanced students to tutor students who are struggling with their writing.
Writers Workshop	Writers Workshop: Two language arts teachers have created the Writers Workshop for students who need additional support with their writing. The Writers Workshop is supported by student volunteers who come in to assist their peers with their writing. The students who have participated both as a volunteer or a student receiving help has greatly benefited from the experience.

3.1.1. Strategy: Whole School Writing

Strategy Statement: Whole School Writing:

Teachers across both grade levels and all subject areas are required to assign a writing assignment each trimester that uses a common rubric developed by staff. Each trimester will have a genre in which the writing topics fall under. Throughout the school year, there will be professional development time to meet and share student work among staff members. Teachers will provide feedback to one another. The intent of sharing student work is to compare the quality of work completed as well as to analyze the scaffolding tools that different teachers may have used and the results of scaffolding on the overall quality of student writing. Assigned Genres per trimester:

- 7th Grade 1st. Trimester Narrative
- 2nd. Trimester Informational

3rd Trimester Reflective

8th Grade 1st. Trimester Informational

2nd. Trimester Persuasive

3rd Trimester Reflective

Selected Target Areas

- 3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning
- 3.3 Ensures that system-wide curricular and instructional decisions are based on data and research at all levels
- 3.4 Supports instruction that is research-based and reflective of best practice
- 3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity
- 3.7 Provides for articulation and alignment between and among all levels of schools
- 3.9 Maintains a system-wide climate that supports student learning
- 4.2 Ensures that student assessment data are used to make decisions for continuous improvement of teaching and learning
- 4.4 Conducts a systematic analysis of instructional and organizational effectiveness and uses the results to improve student performance
- 4.6 Demonstrates verifiable growth in student performance that is supported by multiple sources of evidence

Other Required Information for Strategy

Aimsweb / Maze comprehension and fluency screener

Empirical research conducted in conjunction with Michigan State University (Project Accel) Dr. Mariage

Failure is Not an Option - Alan M. Blankstein

Response to Intervention Workshops - Mark Shinn

The Art and Science of Teaching - Robert Marzano

Results Now - Mike Schmoker

Classroom Instruction That Works - Marzano, Pickering, Pollock

Holt Junior High School - 7th and 8th grade failure rate (trimester grades and end of trimester exam grades)

MEAP Scores

Student academic records at the primary grade levels

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Whole School Writing	2010-09-07	2011-06-15	All faculty at Holt Junior High School (minus Modern Language, Kinetics, and Computers / Keyboarding) are required to participate in a whole school writing activity once each trimester. Teachers are required to use the prescribed grading rubric and writing genre, though they may choose any topic they feel best represents their own curriculum and instruction taking place within their individual classrooms.

3.1.1.1. Activity: Whole School Writing

Activity Description: Whole School Writing: Teachers across both grade levels and all subject areas are required to assign a writing assignment each trimester that uses a common rubric developed by staff. Each trimester will have a genre in which the writing topics fall under. Throughout the school year, there will be professional development time to meet and share student work among staff members. Teachers will provide feedback to one another. The intent of sharing student work is to compare the quality of work completed as well as to analyze the scaffolding tools that different teachers may have used and the results of scaffolding on the overall quality of student writing. Assigned Genres per trimester: 7th Grade 1st. Trimester Narrative 2nd. Trimester Informational 3rd Trimester Reflective 8th Grade 1st. Trimester Informational 2nd. Trimester Persuasive 3rd Trimester Reflective

Planned staff responsible for implementing activity: All faculty at Holt Junior High School (minus Modern Language, Kinetics, and Computers / Keyboarding) are required to participate in a whole school writing activity once each trimester. Teachers are required to use the prescribed grading rubric and writing genre, though they may choose any topic they feel best represents their own curriculum and instruction taking place within their individual classrooms.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-07, End Date - 2011-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Teachers	No Funds Required	0.00	0.00

3.1.2. Strategy: Wireless Computer Lab

Strategy Statement: Wireless Computer Lab:

Holt Junior High School is planning to purchase a wireless computer on wheels (COW) which can be moved to any room in the school and allow for internet access with a high functioning computer. The COW will have 31 HP Netbooks that will have the capability to access blogs, internet, high flash, streaming, animation, etc. The COW is primarily going to be used in language arts intervention classrooms as well as the writers workshop which takes place after school provides the opportunity for advanced students to tutor students who are struggling with their writing.

Selected Target Areas

1.3 Identifies goals to advance the vision
2.10 Provides direction, assistance, and resources to align, support, and enhance all parts of the system in meeting organizational and student performance goals
2.6 Provides teachers and students opportunities to lead
3.1 Develops and implements curriculum based on clearly defined expectations for student learning
3.11 Ensures that all students and staff members have regular and ready access to instructional technology and a comprehensive materials collection that supports the curricular and instructional program
3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning
3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
3.4 Supports instruction that is research-based and reflective of best practice
3.8 Implements interventions to help students meet expectations for student learning
3.9 Maintains a system-wide climate that supports student learning
4.1 Establishes performance measures for student learning that yield information that is reliable, valid, and bias free
4.1 Establishes and implements a comprehensive assessment system, aligned with the system's expectations for student learning, that yields information which is reliable, valid, and bias free

Other Required Information for Strategy

Aimsweb / Maze comprehension and fluency screener

Empirical research conducted in conjunction with Michigan State University
(Project Accel) Dr. Mariage

Failure is Not an Option - Alan M. Blankstein

Response to Intervention Workshops - Mark Shinn

The Art and Science of Teaching - Robert Marzano

Results Now - Mike Schmoker

Classroom Instruction That Works - Marzano, Pickering, Pollock

Holt Junior High School - 7th and 8th grade failure rate
(trimester grades and end of trimester exam grades)

MEAP Scores

Student academic records at the primary grade levels

Formative Assessment for English Language Learners - Amy Benjamin

Because Writing Matters - National Writing Project and Carl Nagin

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Wireless Computer Lab	2010-10-18	2011-06-15	The school improvement team has taken the lead on securing funds to support the purchase of a wireless computer lab. The building principal and IT administrator have met with a representative from Hewlett Packard to review the latest computer technology. With the support of staff volunteering overload money, at-risk money from the curriculum director, and a commitment from the building principal to use money from the general supplies account, the wireless lab will be purchased by October 2010.

3.1.2.1. Activity: Wireless Computer Lab

Activity Description: Holt Junior High School is planning to purchase a wireless computer on wheels (COW) which can be moved to any room in the school and allow for internet access with a high functioning computer. The COW will have 31 HP Net books that will have the capability to access blogs, internet, high flash, streaming, animation, etc. The COW is primarily going to be used in language arts intervention classrooms as well as the writers workshop which takes place after school and provides and opportunity for advanced students to tutor students who are struggling with their writing.

Planned staff responsible for implementing activity: The school improvement team has taken the lead on securing funds to support the purchase of a wireless computer lab. The building principal and IT administrator have met with a representative from Hewlett Packard to review the latest computer technology. With the support of staff volunteering overload money, at-risk money from the curriculum director, and a commitment from the building principal to use money from the general supplies account, the wireless lab will be purchased by October 2010.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-10-18, End Date - 2011-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Computer Purchase	Other	26,000.00	0.00

3.1.3. Strategy: Writers Workshop

Strategy Statement: Writers Workshop:

Two language arts teachers have created the Writers Workshop for students who need additional support with their writing. The Writers Workshop is supported by student volunteers who come in to assist their peers with their writing. The students who have participated both as a volunteer or a student receiving help has greatly benefited from the experience.

Selected Target Areas

3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
3.5 Offers a curriculum that challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity
3.8 Implements interventions to help students meet expectations for student learning
3.9 Maintains a system-wide climate that supports student learning

Other Required Information for Strategy

Because Writing Matters - National Writing Project and Carl Nagin

The Learning Leader - Doug Reeves

Classroom Instruction that Works - Robert Marzano

Response to Intervention Seminar - Mark Shinn

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Writers Workshop	2010-09-07	2011-06-15	Language Arts Instructors: Mark McGarry - 7th Grade English Teacher Cate Baker - 8th Grade English Teacher

3.1.3.1. Activity: Writers Workshop

Activity Description: The Writers Workshop was created by two language arts teachers who wanted to create an after school program that would allow for students to help other students with their writing. Students have to apply and be interviewed before they are accepted as a qualified literacy instructor. Students who would like their writing reviewed are invited to come into the Writers Workshop two days and week and receive assistance.

Planned staff responsible for implementing activity: Language Arts Instructors:

Mark McGarry - 7th Grade English Teacher

Cate Baker - 8th Grade English Teacher

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-07, End Date - 2011-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Teacher	No Funds Required	0.00	0.00

Resource Profile

Funding Source	Planned Amount	Actual Amount
No Funds Required	\$0.00	\$0.00
General Funds	\$70,000.00	\$0.00
Other	\$63,000.00	\$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 our central office personnel. Much of the data required in the School Data Profile / Analysis was generated by our pupil accounting office in conjunction with our local intermediate school district.

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.

All classes are aligned by the State of Michigan Standards and Benchmarks. All courses are required to issue common final exams per trimester. The questions on the common exams are linked to the individual standards which allow for effective dissemination of data after students have taken the exams. The exam data is reviewed each trimester.

In addition, all classes have created I CAN statements for each unit they teach for the entire school year. The I CAN statements are to be used as a formative assessment tool to help encourage teachers and students to identify exactly what the students is proficient in and what they need more support with.

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

Decisions about curriculum, instruction and assessment are being made through the support of student data. We have found that when teachers and administrators make decisions in the absence of data, individual feelings and passion for specific programs and practices take the place of facts. The support and reliance on factual data is providing a platform where individuals can come together and discuss program and policies based on quantitative information and the result is a more accurate and telling description of what is working and what is not, yet maintaining the dignity and passion for each individual participant. No longer is the conversation about me or you, it is about the data in front of us that leads the discussion and decision making that follows.

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.

The school improvement process over the past 4 years has driven us to create formative assessments that help better identify what students seem to be struggling with prior to assigning summative assessments that are worth grades.

The goal for next year is to focus our attention on creating common formative assessments that will compliment the information found in the I CAN statements and in the common summative final exams.

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.

Working with the district's IT administrator has been key to ensuring that our school building has the latest technology available. The district has a well defined technology replacement plan in place and has articulated how money will be spent over the next 5 years.

Holt Junior High School has four brand new computer labs that support student learning. During this school year, we will also be fitting a classroom with an additional wireless lab. Furthermore, all classrooms have received ceiling mounted digital image projectors along with desk mounted document projectors.

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.

Our school utilizes late start Wednesdays (7:30am - 10:00) each week to conduct professional development with all staff, break out with subject specific departments, work in sub committess, or work with individual teams. During these professional development opportunities, data is routinely examined to determine what students struggle with the most and what lessons and activities can best fill learning gaps.

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

The Junior High school improvement team is working on breaking down the challenge of being "data rich and information poor" that faces many schools. The school improvement team is committed to collecting data, making sense of the data, and presenting the data back to faculty in a way that will make sense and ultimately impact classroom instruction and overarching building practices.

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 School Improvement Team for Holt Junior High School is made up of teachers representing an array of subject areas and is lead by the school Principal. Beginning with the initial planning phase, the team was integral in designing both mission and vision statements that were presented to the entire staff for final approval.

The design of our school improvement plan came directly from the key points found within the mission and vision statements. The school improvement team attended training four years ago in the Failure Is Not An Option (FINO) initiative. Most recently, our school improvement team have embraced the Response to Intervention (RTI) initiative that is similar to the FINO process, though it is more specific on how to address the learning needs of all students and uses a 3 tier approach to explain the needs of different interventions and the percentage of students each tier of intervention will hit.

The school improvement has experimented with the collection of student data and making sense of vast amounts of information. We have made decisions based on data including which students receive interventions and what interventions will best suit their individual needs. We want to continue this work in data and create systems to support how we collect the data, how the data is interpreted, and how the data will be translated back into making changes within the school building and specific classrooms to improve the learning opportunities for all students.

With over fifty full time teaching faculty, the school improvement team understands the importance of bringing their ideas back to the entire faculty for ultimate approval. Support from the faculty is key to ensure that directions and consequent decisions that are made to support upcoming initiatives are actually carried out by teachers in the classroom.

The school improvement team will embark on the task of leading the entire faculty into looking at formative assessments and what goes into our classroom grading. To support this year long dialogue, the school improvement team will use the text entitled "Leading with Trust" by Susan Stephenson. Though we are a very supportive staff, the school improvement team will need to assure that all faculty members are given opportunities to share their opinions on grading practices and experiences in a supportive and non-threatening, non-judgemental way. Furthermore, for teachers to have passionate intellectual dialogue about formative assessments and grading practices, they need to trust their school administration and believe that

administration is seeking their opinion and value their experiences and that those opinions and experiences will help steer the conversation and shape future school policies and practices.

Assurances

EdYES!

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

Response: *N/A (our school does not have grades 1-5)*

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: *<http://www.hpsk12.net/curriculum/annualReports/jh.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:

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: *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: *No*

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: *Yes, but we do not have a health services provider or school nurse for every 650 students*

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:

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: *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: *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: *No*

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.	Marshall	Perkins	Principal	mperkins@hpsk12.net
Ms.	Tammy	Shorna	English Teacher	tshorna@hpsk12.net
Ms.	Cate	Baker	English Teacher	cbaker@hpsk12.net
Mr.	Mike	Smokevitch	Computer Teacher	msmokevi@hpsk12.net
Ms.	Kelly	Kitchen	Math Teacher	kkitchen@hpsk12.net
Mr.	Jim	Pierce	Student Support	jpierce@hpsk12.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:	Principal
Address:	1784 Aurelius Road
Telephone Number:	517-699-3432

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.