

School Improvement Plan

School Year: 2011 - 2012

School District: Centreville Public Schools

ISD/RESA: St. Joseph County ISD

School Name: Centreville High School

Grades Served: 9,10,11,12

Principal: Mr. Robert Kuhlman

Building Code: 00627

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:	Centreville High School
District:	Centreville Public Schools
Public/Non-Public:	Public
Grades:	9,10,11,12
School Code Number:	00627
City:	Centreville
State/Province:	Michigan
Country:	United States

Vision, Mission and Beliefs

Vision Statement

The Mission of Centreville High School is to educate all students to meet high academic standards and to prepare them to become productive citizens in a changing global environment.

Mission Statement

The Mission of Centreville High School is to educate all students to meet high academic standards and to prepare them to become productive citizens in a changing global environment.

Beliefs Statement

We believe that:

Education is a cooperative, committed relationship involving students, school personnel, parents, and the community.

The school environment should be safe, nurturing, and supportive. It will foster trust and respect.

Centreville High School personnel will model and encourage fairness and caring.

Centreville High School students will discover and develop talents that will empower them to become lifelong learners who are responsible, ethical, and independent citizens.

The High School will provide a broad range of educational experiences that:

Are technology rich

Are innovative and research based

Promote high levels of student learning

Result in acquisition and application of a diverse body of knowledge and skills.

Goals

Name	Development Status	Progress Status
Math	Complete	Open
Reading	Complete	Open
Science	Complete	Open
Social Studies	Complete	Open
Writing	Complete	Open

Goal 1: Math

Content Area: Math

Development Status: Complete

Student Goal Statement: All students at Centreville High School will be proficient in Math.

Gap Statement: 42% of students are proficient in Math as assessed on the MME Spring 2010.

There is a noticeable gap between Economically Disadvantaged (28%) and Non-Economically Disadvantage (50%) students.

There is a slight gap between Females (39%) and Males (44%).

Cause for Gap: Lack of taking test seriously

Motivation

Test-taking strategies

Content area vocabulary

Alignment of Math curriculum with the Common Core

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

PLAN test

ACT Profile report

MME

Classroom Assessment Data

End-of-course assessments

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? EXPLORE data

PLAN data

Improvements in common assessments from year to year

End of course assessment.

MME

Contact Name: Mike Morris

List of Objectives:

Name	Objective
Improve Math Achievement	Increase percentage of students proficient from 42% to 75% as assessed on MME.

1.1. Objective: Improve Math Achievement

Measurable Objective Statement to Support Goal: Increase percentage of students proficient from 42% to 75% as assessed on MME.

List of Strategies:

Name	Strategy
Staff will continue to use Robert Marzano & KAAP strategies	Continue to implement the use of 'Classroom Instruction that Works' and 'Art and Science of Teaching' strategies to increase student achievement. Maintain emphasis on charts and graphs. Continue to evaluate the alignment of Centreville High School Math curriculum with the Common Core. Evaluate the use of Curriculum Crafter to assist in curriculum organization and alignment. (Waiting for Curriculum Crafter to update their assessments to Common Core standards as of 3-15-11). Evaluate alignment of end-of-course assessment with the Common Core All staff took part in 2 years of KAAP through Western Michigan University Breaking down standards in "I know" and "I can" statements Creating assessments for each standard

1.1.1. Strategy: Staff will continue to use Robert Marzano & KAAP strategies

Strategy Statement: Continue to implement the use of 'Classroom Instruction that Works' and 'Art and Science of Teaching' strategies to increase student achievement. Maintain emphasis on charts and graphs. Continue to evaluate the alignment of Centreville High School Math curriculum with the Common Core. Evaluate the use of Curriculum Crafter to assist in curriculum organization and alignment. (Waiting for Curriculum Crafter to update their assessments to Common Core standards as of 3-15-11). Evaluate alignment of end-of-course assessment with the Common Core

All staff took part in 2 years of KAAP through Western Michigan University
 Breaking down standards in "I know" and "I can" statements
 Creating assessments for each standard

Selected Target Areas

1.5 Ensures that the system's vision and purpose guide the teaching and learning process and the strategic direction of schools, departments, and services
2.4 Employs a system that provides for analysis and review of student performance and school effectiveness
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
3.4 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 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
3.7 Maintains articulation among and between all levels of schooling to monitor student performance and ensure readiness for future schooling or employment
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
4.2 Develops and implements a comprehensive assessment system for assessing progress toward meeting the expectations for 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
4.7 Maintains a secure, accurate, and complete student record system in accordance with state and federal regulations
5.3 Establishes and implements a process to design, evaluate, and improve professional development and ensures participation by all faculty and staff
6.4 Communicates the expectations for student learning and goals for improvement to all stakeholders
7.6 Evaluates and documents the effectiveness and impact of its continuous process of improvement

Other Required Information for Strategy

Robert Marzano
 Deborah Walstrom
 School Improvement Framework
 KAAP through Western Michigan University

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Develop Assessments	2010-09-01	2011-06-10	Math teachers

1.1.1.1. Activity: Develop Assessments

Activity Description: Align curriculum to the Common Core
 Develop and implement local assessments and ExamView
 Identify and teach key math vocabulary
 Implement reading strategies
 Give timed tests over the course of the semester

Planned staff responsible for implementing activity: Math teachers

Actual staff responsible for implementing activity: Math teachers

Planned Timeline: Begin Date - 2010-09-01, End Date - 2011-06-10

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Professional development and compensation for all activities and strategies	Title II Part A	1,500.00	0.00

Goal 2: Reading

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: All students at Centreville High School will be proficient in Reading.

Gap Statement: 66% of our students are proficient in reading as assessed by the MME Spring 2010. There is a sizable gap between Economically Disadvantaged (52%) and Non-Economically Disadvantaged students (75%). There is a slight gap between Females (71%) and Males (62%). HOPE report demonstrates need to tighten curriculum alignment.

Cause for Gap: Overall, Centreville High School students are scoring at or above state target on the MME

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

- ACT test
- PLAN test
- EXPLORE test

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? Criteria for Success:

Students will be at or above college readiness benchmarks per the EXPLORE, PLAN, and ACT tests

Measures of Assessment:

Based on the EXPLORE and PLAN tests, find individual weaknesses

ACT practice test reading scores

ACT reading scores

MME reading scores

End of course assessments

Contact Name: Mike Morris

List of Objectives:

Name	Objective
Improve Reading Achievement	Increase percentage of students proficient in reading from 66% to 79% on MME. Students will increase their reading score on each successive test: EXPLORE, PLAN, ACT.
Summer Reading Program	Students will be responsible for reading a curriculum-approved book selection before school begins in the fall.

2.1. Objective: Improve Reading Achievement

Measurable Objective Statement to Support Goal: Increase percentage of students proficient in reading from 66% to 79% on MME.

Students will increase their reading score on each successive test: EXPLORE, PLAN, ACT.

List of Strategies:

Name	Strategy
Staff Will Continue to Use Robert Marzano's Strategies	Continue to implement 'Classroom Instruction that Works' and 'Art and Science of Teaching' strategies to increase comprehension; provide assessments that show these strategies. Continue to evaluate alignment of Centreville High School reading curriculum with the Common Core. Evaluate the use of Curriculum Crafter to assist in curriculum organization and alignment. Evaluate the alignment of end-of-course assessments with the Common Core; provide end-of-course assessments

2.1.1. Strategy: Staff Will Continue to Use Robert Marzano's Strategies

Strategy Statement: Continue to implement 'Classroom Instruction that Works' and 'Art and Science of Teaching' strategies to increase comprehension; provide assessments that show these strategies.

Continue to evaluate alignment of Centreville High School reading curriculum with the Common Core.

Evaluate the use of Curriculum Crafter to assist in curriculum organization and alignment.

Evaluate the alignment of end-of-course assessments with the Common Core; provide end-of-course

assessments

Selected Target Areas

1.5 Ensures that the system's vision and purpose guide the teaching and learning process and the strategic direction of schools, departments, and services
2.4 Employs a system that provides for analysis and review of student performance and school effectiveness
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
3.4 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 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
3.7 Maintains articulation among and between all levels of schooling to monitor student performance and ensure readiness for future schooling or employment
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
4.2 Develops and implements a comprehensive assessment system for assessing progress toward meeting the expectations for 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
4.7 Maintains a secure, accurate, and complete student record system in accordance with state and federal regulations
5.3 Establishes and implements a process to design, evaluate, and improve professional development and ensures participation by all faculty and staff
6.4 Communicates the expectations for student learning and goals for improvement to all stakeholders
7.6 Evaluates and documents the effectiveness and impact of its continuous process of improvement

Other Required Information for Strategy

Robert Marzano
 Deborah Walstrom
 EXPLORE/PLAN/ACT Results
 School Improvement Framework
 John Collins Writing

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Reading Mondays	2010-09-01	2011-06-10	All staff
Reading Strategies	2010-09-01	2011-06-10	All staff

2.1.1.1. Activity: Reading Mondays

Activity Description: Continue to implement sustained silent reading on Mondays.

Monitor Reading Mondays.

Possibilities: Reading Strategies course; tie reading to class content for freshmen and sophomores

Planned staff responsible for implementing activity: All staff

Actual staff responsible for implementing activity: All staff

Planned Timeline: Begin Date - 2010-09-01, End Date - 2011-06-10

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Class time	General Funds	0.00	0.00

2.1.1.2. Activity: Reading Strategies

Activity Description: Teachers will use a reading handbook for classroom instruction.

Teachers will work to align curriculum to the Common Core

Planned staff responsible for implementing activity: All staff

Actual staff responsible for implementing activity: All staff

Planned Timeline: Begin Date - 2010-09-01, End Date - 2011-06-10

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
PD for CCore alignment; reading strategies; use of reading/test data	Title II Part A	5,000.00	0.00

2.2. Objective: Summer Reading Program

Measurable Objective Statement to Support Goal: Students will be responsible for reading a curriculum-approved book selection before school begins in the fall.

List of Strategies:

Name	Strategy
Summer Reading Program	Create a list of curriculum-approved books for students per grade level

2.2.1. Strategy: Summer Reading Program

Strategy Statement: Create a list of curriculum-approved books for students per grade level

Selected Target Areas

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Other Required Information for Strategy

EXPLORE, PLAN, ACT tests

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Teachers Incorporate Summer Reading Program Books	2011-06-11	2012-06-08	Cara Arver Becky Mulder Jim Lawrence Kristina Vazquez Sarah Dickman

2.2.1.1. Activity: Teachers Incorporate Summer Reading Program Books

Activity Description: Create a curriculum-approved book list for students per grade level.

Align with Common Core

Planned staff responsible for implementing activity: Cara Arver

Becky Mulder

Jim Lawrence

Kristina Vazquez

Sarah Dickman

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-06-11, End Date - 2012-06-08

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Monies designated for book purchases	Title II Part A	3,000.00	

Goal 3: Science

Content Area: Science

Development Status: Complete

Student Goal Statement: All students at Centreville High School will be proficient in Science.

Gap Statement: 58% of students at Centreville are proficient in Science, as assessed on the MME Spring 2010. There is a gap between Economically Disadvantaged (52%) and Non-Economically Disadvantaged students (63%).

There is a gap between Females (48%) and Males (68%).

Cause for Gap: Curriculum alignment should be improved.

Strand analysis indicated that a low percentage of students responded correctly to 80% of items on the MME, as indicated by the HOPE report.

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

EXPLORE test

PLAN test

ACT Profile report

end-of-course assessments

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? MME

EXPLORE test

PLAN test

ACT Profile report

Local assessments

Contact Name: Mike Morris

List of Objectives:

Name	Objective
Improve Science Achievement	Increase percentage of student proficient from 58% to 90% on the MME.

3.1. Objective: Improve Science Achievement

Measurable Objective Statement to Support Goal: Increase percentage of student proficient from 58% to 90% on the MME.

List of Strategies:

Name	Strategy
Staff will continue to use Robert Marzano's strategies	Continue to implement "Classroom Instruction that Works" and "Art and Science of Teaching" strategies to increase student achievement. Continue to evaluate alignment of Centreville High School Science curriculum with the HSCEs, MME and ACT. Maintain instructional strategies for charts and graphs. Evaluate the use of Curriculum Crafter. Evaluate the end-of-course assessment with HSCE, MME and ACT. Evaluate alignment of curriculum to Common Core, as soon as the science Common Core is released. Organize coursework to emphasize inquiry and reflection.

3.1.1. Strategy: Staff will continue to use Robert Marzano's strategies

Strategy Statement: Continue to implement "Classroom Instruction that Works" and "Art and Science of Teaching" strategies to increase student achievement.

Continue to evaluate alignment of Centreville High School Science curriculum with the HSCEs, MME and ACT.

Maintain instructional strategies for charts and graphs.

Evaluate the use of Curriculum Crafter.

Evaluate the end-of-course assessment with HSCE, MME and ACT.

Evaluate alignment of curriculum to Common Core, as soon as the science Common Core is released.

Organize coursework to emphasize inquiry and reflection.

Selected Target Areas

1.5 Ensures that the system's vision and purpose guide the teaching and learning process and the strategic direction of schools, departments, and services
2.4 Employs a system that provides for analysis and review of student performance and school effectiveness
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
3.4 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 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
3.7 Maintains articulation among and between all levels of schooling to monitor student performance and ensure readiness for future schooling or employment
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
4.2 Develops and implements a comprehensive assessment system for assessing progress toward meeting the expectations for 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
4.7 Maintains a secure, accurate, and complete student record system in accordance with state and federal regulations
5.3 Establishes and implements a process to design, evaluate, and improve professional development and ensures participation by all faculty and staff
6.4 Communicates the expectations for student learning and goals for improvement to all stakeholders
7.6 Evaluates and documents the effectiveness and impact of its continuous process of improvement

Other Required Information for Strategy

Robert Marzano 'Classroom Instruction that Works'
 Deborah Walstrom
 School Improvement Framework

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Develop Local Assessments	2010-09-01	2011-06-10	Science teachers

3.1.1.1. Activity: Develop Local Assessments

Activity Description: Develop local science assessments.
 Emphasize inquiry and reflection throughout science classes.
 Implement reading and writing strategies for student achievement.
 Align curriculum to the state standards.

Planned staff responsible for implementing activity: Science teachers

Actual staff responsible for implementing activity: Science teachers

Planned Timeline: Begin Date - 2010-09-01, End Date - 2011-06-10

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Professional development and compensation for all activities and strategies	Title II Part A	1,000.00	0.00

Goal 4: Social Studies

Content Area: Social Studies

Development Status: Complete

Student Goal Statement: All students at Centreville High School will be proficient in Social Studies.

Gap Statement: 83% of all students are proficient in Social Studies, as assessed on the MME Spring 2010
 There is a small gap between Economically Disadvantaged students(76%) and Non-Economically Disadvantaged(88%).

There is also a small gap between Females (77%) and Males (88%).

Cause for Gap: Writing and reading capabilities

Test taking strategies

Explicit teaching of content vocabulary

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

ACT Profile report

9th Grade MEAP

Local assessments

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? MME

End-of course-assessment

Contact Name: Mike Morris

List of Objectives:

Name	Objective
Improve Social Studies Achievement	Maintain and/or increase percentage of students proficient in Social Studies from 83% to 100% on the MME.

4.1. Objective: Improve Social Studies Achievement

Measurable Objective Statement to Support Goal: Maintain and/or increase percentage of students proficient in Social Studies from 83% to 100% on the MME.

List of Strategies:

Name	Strategy
Staff will continue to use Robert Marzano's strategies	Continue to implement "Classroom Instruction that Works" and "Art and Science of Teaching," (visual representations, cartoons, graphic organizers) strategies to increase student achievement. Align Centreville High School Social Studies curriculum with the Common Core. Evaluate use of Curriculum Crafter, Berrien/Macomb and MC3. Evaluate end-of-course assessments with Common Core.

4.1.1. Strategy: Staff will continue to use Robert Marzano's strategies

Strategy Statement: Continue to implement "Classroom Instruction that Works" and "Art and Science of Teaching," (visual representations, cartoons, graphic organizers) strategies to increase student achievement. Align Centreville High School Social Studies curriculum with the Common Core. Evaluate use of Curriculum Crafter, Berrien/Macomb and MC3. Evaluate end-of-course assessments with Common Core.

Selected Target Areas

1.5 Ensures that the system's vision and purpose guide the teaching and learning process and the strategic direction of schools, departments, and services
2.4 Employs a system that provides for analysis and review of student performance and school effectiveness
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
3.4 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 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
3.7 Maintains articulation among and between all levels of schooling to monitor student performance and ensure readiness for future schooling or employment
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
4.2 Develops and implements a comprehensive assessment system for assessing progress toward meeting the expectations for 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
4.7 Maintains a secure, accurate, and complete student record system in accordance with state and federal regulations
5.3 Establishes and implements a process to design, evaluate, and improve professional development and ensures participation by all faculty and staff
6.4 Communicates the expectations for student learning and goals for improvement to all stakeholders
7.6 Evaluates and documents the effectiveness and impact of its continuous process of improvement

Other Required Information for Strategy

Robert Marzano
 Deborah Walstrom
 School Improvement Framework
 John Collins Writing

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Activity Assessments	2010-09-01	2011-06-10	Social studies teachers
Reading Strategies	2010-09-01	2011-06-10	Social Studies teachers

4.1.1.1. Activity: Activity Assessments

Activity Description: Develop effective assessment
 Align curriculum to Common Core

Planned staff responsible for implementing activity: Social studies teachers

Actual staff responsible for implementing activity: Social studies teachers

Planned Timeline: Begin Date - 2010-09-01, End Date - 2011-06-10

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Professional development and compensation for all activities and strategies	Title II Part A	1,000.00	0.00

4.1.1.2. Activity: Reading Strategies

Activity Description: Use reading strategies handbook
 Introduce ACT-type reading to government class
 Introduce readings from curriculum to U.S. history class

Planned staff responsible for implementing activity: Social Studies teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-01, End Date - 2011-06-10

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Professional development and compensation for all activities and strategies	Title II Part A	1,000.00	0.00

Goal 5: Writing

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: All students at Centreville High School will be proficient in Writing.

Gap Statement: Based on review of assessment data, 45% of our students were proficient in writing, as assessed on the MME Spring 2010. There is a gap between Economically Disadvantaged (50%) and Non-Economically Disadvantaged (36%) students.

Cause for Gap: Specific review of the data showed that the writing scores were low because of errors in punctuation and the lack of details. CHS needs to evaluate alignment of writing curriculum with the Common

Core.

Multiple measures/sources of data you used to identify this gap in student achievement: MME test results, PLAN test results, and ACT profile report.

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? 80% of our students will score in the proficient level on the ACT test in writing.

Centreville Writing Rubric (used on writing prompts)

ACT writing

End-of-course assessments

Contact Name: Mike Morris

List of Objectives:

Name	Objective
Improve Writing Achievement	Increase percentage of students proficient from 45% to 80% on ACT. Students will increase their reading score on each successive test: EXPLORE, PLAN, ACT.

5.1. Objective: Improve Writing Achievement

Measurable Objective Statement to Support Goal: Increase percentage of students proficient from 45% to 80% on ACT.

Students will increase their reading score on each successive test: EXPLORE, PLAN, ACT.

List of Strategies:

Name	Strategy
Staff will Continue to Use Robert Marzano's Strategies	Continue to implement Marzano's 'Classroom Instruction that Works' and 'Art and Science of Teaching' strategies to increase comprehension. Continue to evaluate alignment of Centreville High School writing curriculum with Common Core objectives. Evaluate the use of Curriculum Crafter to assist in curriculum organization and alignment. Implement use of 9-week writing assignments to support writing goal. Evaluate alignment of end-of-course assessments with the Common Core. Implement ACT practice writings for the 9th and 10th grades; analyze data. Assess 11th grade ACT Practice writing; analyze data

5.1.1. Strategy: Staff will Continue to Use Robert Marzano's Strategies

Strategy Statement: Continue to implement Marzano's 'Classroom Instruction that Works' and 'Art and Science of Teaching' strategies to increase comprehension.

Continue to evaluate alignment of Centreville High School writing curriculum with Common Core objectives.

Evaluate the use of Curriculum Crafter to assist in curriculum organization and alignment.

Implement use of 9-week writing assignments to support writing goal.

Evaluate alignment of end-of-course assessments with the Common Core.

Implement ACT practice writings for the 9th and 10th grades; analyze data.

Assess 11th grade ACT Practice writing; analyze data

Selected Target Areas

1.5 Ensures that the system's vision and purpose guide the teaching and learning process and the strategic direction of schools, departments, and services
2.4 Employs a system that provides for analysis and review of student performance and school effectiveness
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
3.4 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 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 Maintains articulation among and between all levels of schooling to monitor student performance and ensure readiness for future schooling or employment
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
4.2 Develops and implements a comprehensive assessment system for assessing progress toward meeting the expectations for student learning
4.2 Ensures that student assessment data are used to make decisions for continuous improvement of teaching and learning
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5.3 Establishes and implements a process to design, evaluate, and improve professional development and ensures participation by all faculty and staff
6.4 Communicates the expectations for student learning and goals for improvement to all stakeholders
7.6 Evaluates and documents the effectiveness and impact of its continuous process of improvement

Other Required Information for Strategy

Robert Marzano "Classroom Instruction that Works", MIEM Curriculum Directors Workshop, Deb Wahlstrom "Data to Improve Instruction", School Improvement Framework, John Collins Writing

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Writing Across the Curriculum	2010-09-01	2011-06-10	All staff
Writing Rubric and ACT Writings	2010-09-01	2011-06-10	All Staff

5.1.1.1. Activity: Writing Across the Curriculum

Activity Description: Teachers will assign a writing assignment once every 9 weeks in all classes. They will score the assignment using the Centreville High School writing rubric and turn in scores. Teachers will work on alignment of curriculum with the Common Core.

Planned staff responsible for implementing activity: All staff

Actual staff responsible for implementing activity: All staff

Planned Timeline: Begin Date - 2010-09-01, End Date - 2011-06-10

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Professional compensation for evaluation and analysis of student writing	Title II Part A	2,000.00	0.00

5.1.1.2. Activity: Writing Rubric and ACT Writings

Activity Description:

1. Teachers developed a writing rubric that incorporates ACT and Six Traits rubrics to assess student progress in writing
2. Teachers will continue to have training in scoring student work using the developed rubric
3. Teachers will use local assessments and rubrics to score student writing given a common prompt. Scoring will occur multiple times a year to monitor progress and growth.
4. Teachers will use ACT writing prompts to evaluate student writing and analyze data for 9th and 10th grades and 2 in-class writing prompts; 11th grade will take an ACT practice test

Planned staff responsible for implementing activity: All Staff

Actual staff responsible for implementing activity: All Staff

Planned Timeline: Begin Date - 2010-09-01, End Date - 2011-06-10

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Professional compensation for evaluation and analysis of student writing	Title II Part A	2,000.00	0.00

Resource Profile

Funding Source	Planned Amount	Actual Amount
General Funds	\$0.00	\$0.00
Title II Part A	\$16,500.00	\$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?

Our CNA was conducted by our staff and administrators. The staff completed the school process rubrics and reviewed local assessments, MME, and ACT data. Staff, parent and student perception data was also reviewed.

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.

Our ELA, Math, Science and Social Studies curriculums are aligned to the State Content Expectations. We are in the process of aligning our Curriculum to the Common Core Standards.

Process for review and revision is by department with the curriculum director and when appropriate ISD personnel. Standards are unpacked and learning goals and assessments are written. A curriculum map is written and reviewed by the curriculum director and also reviewed by our Coordinating Curriculum Council.

*Review and revision of Curriculum : 2011-12
Implementation of Curriculum : 2012-13
Review of Curriculum Maps and assessments: 2013-14*

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 made collaboratively - teacher teams, principal and curriculum director work together to develop and review the curriculum, instruction and assessments and their strategies.

Parents, community members and other staff members will be added to assist monitoring, evaluation, and

revision of this plan.

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.

staff will work collectively and individually to unpack standards and write different types of assessments to measure student achievement. Different assessments are used to allow for individual differences.

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 institution has assessed the need for and integrated the use of technology to support this school improvement plan through review of the local technology plan, technology content expectations, and through staff surveys/input.

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 staff continually reviews local and state assessment data to modify instruction and /or curriculum as needed and when appropriate. The principal and curriculum director monitor the implementation of these changes.

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

School and student information and progress will be shared with parents and students through our PowerSchool Program, parent conferences, and parent updates. All stakeholders will be informed through school newsletters and our school website.

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 stakeholders listed above are involved in the planning, design, monitoring, and evaluation of our school improvement plan. Involvement is through implementation of the strategies and activities and through planning, monitoring, and evaluation meetings. Meetings will be held throughout the school year.

Additional stakeholders - parents, students, community members and other staff - will be added to assist in evaluating and revising this plan.

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:

Educational Development Plan (EDP)

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

Response: *N/A (our school does not have grade 8)*

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: *Reviewed policy, but not yet adopted*

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: *No, but use a health education curriculum*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Adopted policy, but not fully implemented*

Comments:

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

Response: *Yes*

Comments:

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: *No*

Comments:

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

Response: *91-149 minutes at elementary level, 136-224 minutes 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, but not 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, but not 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: *Reviewed policy, but not yet adopted*

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: *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, but not fully implemented*

Comments:

31. Our school has a parent education program.

Response: *No*

Comments:

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

Response: *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 all indoor facilities*

Comments:

Stakeholders

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

Title	First Name	Last Name	Position	E-mail
Mrs.	Amy	Drake	teacher	Amyd@cpschools.org
Ms.	Becky	Mulder	Teacher	Beckym@cpschools.org
Ms.	Valerie	Roe	Teacher	Valerier@cpschools.org
Ms.	Kristina	Vazquez	Teacher	Kristinav@cpschools.org
Mr.	Rob	Collins	Teacher	robc@cpschools.org
Mr.	Shawn	Hulin	Teacher	Shawnh@cpschools.org
Mrs.	Sarah	Dickman	Guidance Counselor	Sarah@cpschools.org
Mrs.	Barb	Lester	Curriculum Director	Barbl@cpschools.org
Mr.	Mike	Morris	Principal	mmorris@speshools.org

Statement of Non-Discrimination

Federal Office for Civil Rights

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

Contact Information

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

Name/Position:	Superintendent
Address:	P. O. Box 158
Telephone Number:	269/467-5220

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.