

Holton Middle School

School Improvement Plan

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Part I: District and Building Mission Statements

Holton Public Schools District Mission Statement

The Holton School Team, Students, Community, Home, and Personnel, is committed to lifelong learning. Within a safe and positive environment, students can learn how to learn, to think, to get along with others, and to understand and respect themselves and the world.

Holton Middle School Mission Statement

"Proficiency for all students in each core subject area, and good citizenship."

Part II: School Improvement Team Stakeholders

Name	Position	Contact Information
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All Team members can also be reached by calling the Holton Middle School office at (231) 821-1775.

Part III: The Components of the Schoolwide Plan

1. Comprehensive Needs Assessment

School Data Profile

School Code: 8910; District Code 61120

School: Holton Middle School

Principal: Mrs. Kelli-Ann Rich

Person/Group completing CNA: School Improvement Team

Date: August 2009

School and Student Demographic Data/Information

Enrollment:

1. What grade levels are taught in this school? **5th, 6th, 7th, 8th**
2. What is the current school enrollment? **295**
3. What has been the enrollment trend for the past five (5) years?
 Increasing Stable Decreasing

Year Grade	Year 1: 04-05		Year 2: 05-06		Year 3: 06-07		Year 4: 07-08		Year 5: 08-09	
	#	%	#	%	#	%	#	%	#	%
5	104	26%	61	17%	66	21%	78	26%	88	30%
6	90	23%	101	28%	62	20%	66	22%	78	26%
7	109	27%	88	24%	97	31%	62	21%	67	23%
8	95	24%	111	31%	88	28%	95	32%	62	21%
Totals	398		361		313		301		295	

4. When looking at sub-groups, has the percentage of students from any group changed by more than 5% over the past five years? If yes, for which sub-group(s)?

The percentage of students at each grade level has moved slightly up and down from year to year, but has balanced out over five years. However, when we examine the subgroups, the number of students receiving free meals or reduced meals has increased significantly. We believe that this has happened for several reasons. Before the 2006-07 school year, the students who qualified for free/reduced meal were in the same category. Beginning in 2006-07, these were separated into two separate categories. We encouraged all families to fill out the paperwork for free/reduced meals even if they didn't think that they qualified or didn't think their child would ever eat a meal at school. We believe that the results portray a more

accurate picture of the students we are serving. There is still a significant increase in the percentage of students receiving free or reduced meals from 2006-07 to 2008-09, and we believe that is largely due to the poor economy. Many of our families have had a decrease in hours or benefits, and sometimes one or both parents have lost their jobs. At this time, we expect these numbers to remain steady, or possibly slightly increase.

Group	Total School Enrollment									
	Year 1 04-05		Year 2 05-06		Year 3 06-07		Year 4 07-08		Year 5 08-09	
	#	%	#	%	#	%	#	%	#	%
Economically Disadvantaged (Free Meal)	64	16%	65	18%	135	43%	144	49%	154	52%
Reduced Meal	NA	NA	NA	NA	35	11%	31	10%	34	12%
Students with Disabilities	69	17%	64	18%	63	20%	66	22%	53	18%
Gender										
Male	231	58%	199	55%	161	51%	155	51%	145	49%
Female	167	42%	162	45%	152	49%	146	49%	150	51%
Total Population	398		361		313		301		295	

Summary of enrollment data/information:

- After reviewing the information on enrollment, what patterns or trends in enrollment can be identified?
Our total school enrollment trends match the Muskegon County birth rate; it has declined over the past five years. These were decreases that we were anticipating.
- After reviewing the changes in the school enrollment trends, what implications do the data present for the school in the following areas: staffing, fiscal resource allocations, facility planning, parent involvement, professional development, advertisement, recruitment, etc.?
Due to the decrease in enrollment, the amount of staff necessary has decreased as well. We have been fortunate not to have to lay off staff members as some have chosen to retire or move to other Districts. The decrease in staff has been slow, so this has given us time to prepare. We believe that student enrollment has leveled out at this time.

Staff:

Using the charts provided, answer the following questions:

- What is the average number of years teachers in this school have been teaching? **12.6 years**
- What is the average number of years current teachers have been assigned to this school? **7.8 (The building did not open until 2001, so teachers could not have been assigned longer than 8 years.)**

Questions	# Teachers	0-3 years	4-8 years	9-15 years	>15 years
1. Indicate how long teachers have been teaching.	17	3	2	8	4
2. Indicate the number of years, each of the teachers has been assigned to this school.	17	6	11	NA	NA

3. For the teachers in this school, during the past school year how many teachers have been absent? (Absences that result in a sub-teacher being assigned to the classroom)

0-3 days	4-5 days	5-10 days	10 or more days
0	0	2	14

4. Indicate the number of teachers by grade level who meet the federal Highly Qualified and state Teacher Certification requirements for grade/subject area assignments.

Grade/Subject Area	Total Number of teachers in grade/subject	% who meet Criteria	% who do not meet criteria
Grades 5-8, All subjects	All 17 teachers	100%	0%

5. How long has the administrator(s) been assigned to this school?

Principal: **1 year**

Assistant Principal(s): **Not Applicable**

Parent/Community:

1. Describe/list the types of family/community participation/engagement that are in place to support student achievement that are:

- **Designed to encourage two way communication**
 - **Planners, Phone Calls, Behavior Sheets, Progress Reports, Email, Parent-Teacher Conferences, IEP's, Parent Meetings, Registration Night**
- **Designed as one way communication only**
 - **Websites, Newsletters, Automated Calling System**
- **Designed to actively involve parents/community in the decision making at the building**
 - **Parent Club, Parent Surveys**
- **Designed to actively involve parents/community in student learning**
 - **Academic Activity Nights (Bat Night, CSI Night, Math Night), Parent Volunteer Opportunities**

2. Does the school have a current parent/teacher compact for each student? (Required for Federal Funds).

Yes. It is signed during Parent-Teacher Conferences. For parents unable to attend conferences, it is mailed home with a self-addressed stamped envelope so it can signed and returned to school.

3. Using the following chart, how has parent/guardian attendance at parent-teacher conferences changed over the last five years?

We will need to track data differently to determine how we need to adjust our parent-teacher conferences to get better attendance. We have decided to look at Fall and Spring Conferences separately, and we will break the data down into smaller subgroups as well.

Group	Parent Conference Attendance									
	Year 1 05-06		Year 2 06-07		Year 3 07-08		Year 4 08-09		Year 5 09-10	
	#	%	#	%	#	%	#	%	#	%
Male	NA	NA	147	23			99	18		
Female	NA	NA	150	24			151	26		
Total (x 2)=	NA	NA	626	47			590	43		

Summary of School Demographic data and Information

1. Based on the staff discussions about the data contained in the sample charts, are there any areas of concern noted? **Yes**
2. If yes, what are the areas of concerns? **Our Parent-Teacher conference attendance appears to be dropping, especially in the male sub-group.**
3. After discussion about these areas of concerns, what possible causes for the problems were identified? **It may be that our parents are unable to attend conferences when they are scheduled due to conflicts with work, church, and other family obligations.**

Use the following chart to list your responses.

Summary of School Enrollment, Staffing and Parent/Community: concerns factors, and actions

Area(s) of Concern Noted	Factors identified that contribute to concern	Possible action(s)
Parent Involvement (Decreasing attendance at Parent-Teacher conferences)	Schedule conflicts with work, church, sports, etc.	Changing the days and times of Parent-Teacher conferences for the 2009-10 school year.
Parent Involvement (Low involvement with current opportunities)	Narrow interest base, unaware of opportunities	Expand academic nights to include more subjects, increase awareness through website and mailings
Staffing	Required because of NCLB, and necessitated due to decreased enrollment	Creation of 5th grade homeroom and teams, and 6th grade teams

Grade Level Achievement –School Level Data – All Students

Year: 2006-07

Grade	ACS**	% HQ ***	% of Population Demonstrating Proficiency of GLCE/HSCE*							
			ELA		Math		Science		Social Studies	
			#	%	#	%	#	%	#	%
5	21	100	63	51	63	62	63	84		
6	30	100	60	68	60	78			60	65
7	24	100	94	68	94	55				
8	27	100	81	74	81	64	81	75		

**ACS – Average Class Size

*** Highly Qualified as defined by NCLB or State Teacher Certification Requirements

Grade Level Achievement –School Level Data – All Students

Year: 2007-08

Grade	ACS**	% HQ ***	% of Population Demonstrating Proficiency of GLCE/HSCE*							
			ELA		Math		Science		Social Studies	
			#	%	#	%	#	%	#	%
5	24	100	72	67	72	54	72	64		
6	22	100	66	71	66	65			66	62
7	28	100	56	64	56	66				
8	31	100	92	63	92	70	92	72		

Grade Level Achievement –School Level Data – All Students

Year: 2008-09

Grade	ACS**	% HQ ***	% of Population Demonstrating Proficiency of GLCE/HSCE*							
			ELA		Math		Science		Social Studies	
			#	%	#	%	#	%	#	%
5	29	100	87	59	89	60	88	77		
6	25	100	75	72	75	81			75	73
7	22	100	63	67	62	71				
8	32	100	64	64	64	66	64	73		

What additional data sources (other than MEAP/MME) were used to inform decision making about student achievement? Examples include: What additional data sources (other than MEAP/MME) were used to inform decision making about student achievement? Examples include: teacher made tests, other forms of norm/criterion referenced tests, end of course exams, MI-Access, ELPA (English Language Proficiency Assessment), curriculum based measures, etc. Teacher made tests, other forms of norm/criterion referenced tests, end of course exams, etc.

Name and Type of Measurement Instrument	Grade level Assessed	Subject Area Assessed
1 STAR Reading (norm referenced)	5-8	Reading Comprehension
2 STAR Math (norm referenced)	5-8	Math
3 Content Area Pre/Post Assessment (teacher made tests)	5-8	Core Subject Areas

Using the information gathered about the school's instructional program, discuss the following:

1. What data/information (other than MEAP/MME/CLCE/HSCE) does the school use to measure student achievement at each grade level? **STAR Reading and STAR Math as well as pre and post content area assessments are used at each grade level.**
2. What are the criteria for student success at each grade level? **For STAR Reading and STAR Math, we would like the students to be no more than 2 months below grade level regardless of the grade that they are in.**
3. Which grade level(s) is not meeting the criteria for grade level proficiency and would be identified as a challenge area by the staff? **While we are meeting AYP as determined by the MDE, our data indicates that our students need to make greater gains.**

Sub Group Analysis

Grade: 5

Percent of Sub-group meeting State Proficiency Standards

Group	Reading			Writing			Total ELA		
	Year 1 06-07	Year 2 07-08	Year 3 08-09	Year 1 06-07	Year 2 07-08	Year 3 08-09	Year 1 06-07	Year 2 07-08	Year 3 08-09
Social Economic Status (SES)	58/74	65/71	64/70	40/45	24/44	40/49	49/65	56/65	55/66
Students with Disabilities	7/54	18/49	0/49	0/25	9/24	0/26	0/42	9/42	0/42
Gender									
Male	66	60	54	40	17	31	60	53	46
Female	61	83	74	43	60	53	39	78	60
Aggregate Scores	63	72	65	41	40	44	71	68	58
State	84	82	81	57	59	63	78	78	78

Group	Math			Science			Social Studies		
	Year 1 06-07	Year 2 07-08	Year 3 08-09	Year 1 06-07	Year 2 07-08	Year 3 08-09	Year 1 06-07	Year 2 07-08	Year 3 08-09
Social Economic Status (SES)	63/62	47/60	57/64	81/71	59/70	74/72			
Students with Disabilities	20/46	36/44	8/47	60/67	36/62	18/47			
Gender									
Male	66	50	50	91	63	63			
Female	57	56	67	75	69	89			
Aggregate Scores	62	58	61	84	66	78			
State	76	74	77	83	82	83			

(These charts look at data for full academic year students)

Sub Group Analysis

Grade: 6

Percent of Sub-group meeting State Proficiency Standards

Group	Reading			Writing			Total ELA		
	Year 1 06-07	Year 2 07-08	Year 3 08-09	Year 1 06-07	Year 2 07-08	Year 3 08-09	Year 1 06-07	Year 2 07-08	Year 3 08-09
Social Economic Status (SES)	81/73	72/71	61/69	48/63	54/60	55/64	67/65	67/67	61/68
Students with Disabilities	30/49	24/47	40/45	0/41	0/33	20/37	10/39	12/41	40/41
Gender									
Male	82	76	64	43	55	54	57	73	64
Female	77	75	72	55	50	75	82	68	72
Aggregate Scores	80	75	69	48	52	66	68	70	69
State	83	82	80	74	73	76	78	80	79

Group (6 th Grade)	Math			Science			Social Studies		
	Year 1 06-07	Year 2 07-08	Year 3 08-09	Year 1 06-07	Year 2 07-08	Year 3 08-09	Year 1 06-07	Year 2 07-08	Year 3 08-09
Social Economic Status (SES)	75/53	63/58	71/69				59/58	56/56	66/59
Students with Disabilities	40/33	12/35	60/45				40/47	29/40	40/47
Gender									
Male	72	70	75				71	65	75
Female	86	64	82				59	59	68
Aggregate Scores	78	67	79				66	62	71
State	69	73	80				74	73	74

(These charts look at data for full academic year students)

Sub Group Analysis

Grade: 7

Percent of Sub-group meeting State Proficiency Standards

Group (7 th Grade)	Reading			Writing			Total ELA		
	Year 1 06-07	Year 2 07-08	Year 3 08-09	Year 1 06-07	Year 2 07-08	Year 3 08-09	Year 1 06-07	Year 2 07-08	Year 3 08-09
Social Economic Status (SES)	68/67	54/57	66/68	27/53	58/65	71/65	56/61	50/59	63/69
Students with Disabilities	47/42	20/33	15/43	0/27	20/35	23/38	47/33	10/32	8/41
Male	76	62	65	20	52	62	68	55	62
Female	80	67	75	54	79	83	73	71	75
Aggregate Scores	78	64	69	37	64	71	71	62	67
State	80	72	79	65	77	78	76	74	80

Group (7 th Grade)	Math			Science			Social Studies		
	Year 1 06-07	Year 2 07-08	Year 3 08-09	Year 1 06-07	Year 2 07-08	Year 3 08-09	Year 1 06-07	Year 2 07-08	Year 3 08-09
Social Economic Status (SES)	44/46	58/58	66/72						
Students with Disabilities	40/25	10/32	31/46						
Gender									
Male	61	59	70						
Female	54	71	71						
Aggregate Scores	57	64	70						
State	64	73	83						

(These charts look at data for full academic year students)

Sub Group Analysis

Grade: 8

Percent of Sub-group meeting State Proficiency Standards

Group (8 th Grade)	Reading			Writing			Total ELA		
	Year 1 06-07	Year 2 07-08	Year 3 08-09	Year 1 06-07	Year 2 07-08	Year 3 08-09	Year 1 06-07	Year 2 07-08	Year 3 08-09
Social Economic Status (SES)	72/62	63/65	61/63	41/52	41/56	57/62	59/56	56/62	61/64
Students with Disabilities	NA	47/40	18/35	NA	12/28	9/31	NA	35/34	9/34
Gender									
Male	69	58	53	43	35	38	60	50	50
Female	92	84	78	72	71	78	85	79	83
Aggregate Scores	81	70	63	58	51	54	73	63	63
State	76	77	76	67	70	74	71	75	77

Group (8 th Grade)	Math			Science			Social Studies		
	Year 1 06-07	Year 2 07-08	Year 3 08-09	Year 1 06-07	Year 2 07-08	Year 3 08-09	Year 1 06-07	Year 2 07-08	Year 3 08-09
Social Economic Status (SES)	64/58	63/56	75/62	64/58	61/65	79/62			
Students with Disabilities	NA	41/32	27/39	NA	59/48	45/42			
Gender									
Male	69	69	62	71	73	62			
Female	64	74	83	77	71	91			
Aggregate Scores	66	71	70	74	72	74			
State	68	71	75	75	79	77			

(These charts look at data for full academic year students)

Using formation from the above charts for Sub-group data, answer the following questions:

- Based on MEAP/MME reports, which of the sub-groups are **not** at/or above the current state AYP content area targets? **Special Education students, and males.**
- Are any of the sub-groups scoring more than 10 percentage points lower than the current state AYP targets? **Special Education students are struggling at each grade level in core subjects.**
- Based on the staff's review of these data and information, what has the school staff determined to be the contributing cause(s) for the gaps? **We are not sure, but it appears that they need more exposure to the curriculum.**
- What trends have been identified when looking at the 3 years of MEAP/MME of data? **Students in Special Education stay non-proficient.**

MEAP analysis question

- How many students with disabilities in the school participate in the MEAP/MME testing (number enrolled vs. number participating)? **Over 99% of the students took the MEAP.**
- What percentage of students took MI-Access or other modified test? **Less than 1% took the MI-Access test. Those students qualified for Special Education in the area of Cognitive Impairment.**

3. Are there any grade levels, subject areas, or disability groups with significant changes in their MEAP/Mi-Access performance over the past 3 years? If there are significant changes in performance, why? **Unfortunately, no. Special education students continue to do poorly.**
4. Is there a difference in performance between students who receive content instruction in general education settings and those who receive content instruction in special education settings? If there is a difference in performance, why? **There is no way to tell at this time, but future data should answer this question.**

Curriculum/Delivery

1. For students not receiving instruction in general education setting, what curriculum is used and how is it aligned with the State Grade Level Content Expectations/High School Content Expectations, and/or Extended Grade-level Content Expectations? **All students receive instruction in an inclusion setting.**

How are services provided that will help the student become successful in the general education setting? **Co-teaching is provided in Math and Language arts. Differentiated Instruction is expected from all staff members, and supplementary aids and services are provided.**

2. How do you ensure that students with disabilities have access to the full array of intervention programs (Title 1, Title III, Section 31a, credit recovery programs, after-school programs, etc.)? **Students are eligible for programs based on performance, not on disability.**

Archival Data

Mobility Data Year: 2005-06

Mobility			
Grade	# of Students	Number Entering	Number Leaving
5	51	0	1
6	88	0	3
7	80	0	2
8	100	0	4

Year: 2006-07

Mobility			
Grade	# of Students	Number Entering	Number Leaving
5	62	6	1
6	60	7	4
7	99	10	5
8	84	4	3

Year: 2007-08

Mobility			
Grade	# of Students	Number Entering	Number Leaving
5	73	6	1
6	68	5	4
7	56	6	2
8	100	11	7

Year: 2008-09

Mobility			
Grade	# of Students	Number Entering	Number Leaving
5	89	10	6
6	78	8	2
7	63	8	4
8	66	10	5

**Discipline Data
Year: 2006-07**

Grade	# of Students	# of Absences		# of Suspension		# of Expulsions		Unduplicated Counts	
		>10	<10	In*	Out*	In*	Out*	In*	Out*
5	66	10	56			0	0		
6	62	9	63			0	0		
7	97	15	82			0	0		
8	88	14	74			0	0		

*in school / out of school

Year: 2007-08

Grade	# of Students	# of Absences		# of Suspension		# of Expulsions		Unduplicated Counts	
		>10	<10	In*	Out*	In*	Out*	In*	Out*
5	78	7	71			0	0		
6	66	7	59			0	0		
7	62	16	46			0	0		
8	95	25	70			0	1		

*in school / out of school

**Discipline Data
Year: 2008-09**

Grade	# of Students	# of Absences		# of Suspension		# of Expulsions			
		>10	<10	In*	Out*	In*	Out*		
5	88	16	72	3	25	0	0		
6	78	11	67	8	28	0	0		
7	67	1	66	9	26	0	0		
8	62	10	52	9	27	0	0		

Sub Group Analysis

Year: 2006-07

Group	# Students	# of Absences		# of Suspension		# of Expulsions	Unduplicated Counts	
		>10	<10	In*	Out*		In*	Out*
SES (Free)	135	29	106			0		
Reduced Meal	35	8	27			0		
Disabilities	60	15	48			0		
Gender						0		
Male	161	31	130			0		
Female	144	17	135			0		
Totals	305	48	265			0		

Year: 2006-07

Group	# of Students	# of Retentions	# of Dropout	# promoted to next grade	Mobility	
					Entering	Leaving
SES (Free)	135	0	0	135	12	4
Reduced Meal	35	0	0	35	0	0
Disabilities	60	0	0	60	6	4
Gender		0	0			
Male	161	0	0	161	15	8
Female	144	0	0	144	12	5
Totals	305	0	0	305	27	13

Year: 2007-08

Group	# Students	# of Absences		# of Suspension		# of Expulsions	Unduplicated Counts	
		>10	<10	In*	Out*		In*	Out*
SES (Free)	134	35	109			1		
Reduced Meal	37	7	24			0		
Disabilities	67	16	50			0		
Gender						0		
Male	155	34	121			0		
Female	142	21	125			1		
Totals	297	55	246			1		

Year: 2007-08

Group	# of Students	# of Retentions	# of Dropout	# promoted to next grade	Mobility	
					Entering	Leaving
SES (Free)	134	0	0	134	11	10
Reduced Meal	37	0	0	37	1	0
Disabilities	67	0	0	67	9	5
Gender						
Male	155	0	0	155	13	7
Female	142	0	0	142	15	7
Totals	297	0	0	297	28	14

Year: 2008-09

Group	# Students	# of Absences		# of Suspension		# of Expulsions	Unduplicated Counts	
		>10	<10	In*	Out*		In*	Out*
SES (Free)	154	25	129			0		
Reduced Meal	34	2	32			0		
Disabilities	53	6	47			0		
Gender						0		
Male	144	17	128			0		
Female	152	21	129			0		
Totals	296	38	257			0		

Year: 2008-09

Group	# of Students	# of Retentions	# of Dropout	# promoted to next grade	Mobility	
					Entering	Leaving
SES (Free)	154	0	0	154	6	9
Reduced Meal	34	0	0	34	0	0
Disabilities	53	0	0	53	5	6
Gender		0	0			
Male	144	0	0	144	14	7
Female	152	0	0	152	22	10
Totals	296	0	0	296	36	17

Using data about the school's mobility, attendance patterns, suspension, expulsion, retention rates, dropout rates, graduation rates, and extended learning opportunities:

1. What are the student mobility rates for the school and for each identified sub-group? **Nearly twice as many students enter as leave the building, even though our enrollment has decreased.**
2. Has the mobility rate changed over time? **We continue to have more students enter the school than leave the school, even though our enrollment is decreasing.**
3. What % of students missed more that 11 days of school? Is there a high concentration in any of the school sub-groups? **Nearly 15% of our students have missed more than 10 days of school. We have identified this as an area in need of improvement. Students who are not in school cannot learn.**
4. Are there grade level differences in attendance? **The issues in attendance seem to generally be higher at the higher grade levels, but that is not always true.**

5. How many of the schools 8th graders have a parent approved Educational Development Plan on file? **Every 8th grade student has an EDP on file.**
6. What data do you have that documents that all of these EDP's are reviewed and updated annually to ensure academic course work aligns with the EDP? **The EDP's are developed in 8th grade, and then passed on to the High School.**

Perception Data:

Student

1. In what ways does the school collect information about student perception in the following areas:
 - o How they feel about their school; their teacher; their principal? **Surveys**
 - o What they think the teachers and principal(s) feel about them? **Surveys**
 - o What they feel the staff expectations for their learning ability are? **Surveys**

Parent/Guardian

2. In what ways does the school collect information about parent/guardian perception in the following areas:
 - o Teacher preparation and ability to prepare their children to be successful learners? **Surveys**
 - o Principal(s) effectiveness? **Surveys**

Staff

3. In what ways does the school collect information about staff perceptions in the following areas:
 - o High expectations for all students? **Surveys**
 - o Coherence of instructional program? **Surveys**
 - o Leadership effectiveness and support? **Surveys**

Community

4. In what ways does the school collect information about community perception in the following areas:
 - o Teacher preparation and ability to prepare all students to be successful learners? **Surveys**
 - o Principal(s) leadership abilities? **Surveys**
 - o Staff has high expectations for all students? **Surveys**

Summary Discussion: Perception Data

1. In what ways does the school use this perception information to inform decision-making activities? **Surveys are used to help make decisions regarding academic programs, athletic programs, transportation, communication, parent involvement opportunities, student behavior, and food services. Surveys are reviewed by building staff and administration.**
2. What challenges have been identified as a result of reviewing the data/information collected about stakeholder perceptions? **We need to make the Middle School a more welcoming environment for all stakeholders. We also need to be conscientious of student behaviors.**

2. Schoolwide Reform Strategies

After assessing our data, the School Improvement Team at Holton Middle School has determined an action plan to address gaps in student achievement in order to help all students meet proficiency on the State's content standards and expectations. The strategies are evidence based and will be implemented during the 2009-2010 school year.

SCHOOLWIDE REFORM STRATEGIES (Goals and Action Plan)

Goal Area #1	Reading
Rationale (Need)	MEAP scores show that our Special Education students are not making sufficient gains to meet proficiency in the State's content expectations. Currently, 0% of our students are proficient on the MEAP. Students who score in the lowest quartile on STAR Reading are also making insufficient gains to be proficient on the MEAP.
SMART Goal #1	For the Fall 2010 MEAP, we will increase Special Education proficiency scores to 7% at all grade levels. By Spring We will decrease the amount of students scoring in the lowest quartile STAR Reading by 10% at each grade level.
Instructional Strategy #1	<ul style="list-style-type: none"> • Small group, intense instruction will be provided to students on a daily basis for three weeks. Students will rotate out of the Workshop to evaluate if they have generalized the skills they learned. Students will repeat the rotation as necessary. • Co-teachers will be provided in classrooms with low-achieving and Special Education students.
Professional Development	Professional Development on Co-teaching will be provided through the MAISD.
Parent Involvement	Parents of students' in the Reading Workshop will receive a letter about the program, as well as a permission slip. Students will not be enrolled in the program without parent permission.
Instructional Strategy #2	Teachers will use Marzano's "Top 9" Strategies for Increasing Student Achievement, using one new strategy each month.
Professional Development	The staff will do a book study on Marzano's <i>A Handbook for Classroom Instruction that Works</i> during staff meetings and professional development time.
At-Risk Student Support	Low achieving and Special Education students will have been identified and will be receiving support services from all staff members.
Evaluation	<ul style="list-style-type: none"> • 2010 MEAP scores will be analyzed. Students will participate in monthly STAR testing to monitor progress.
Evidence	The Building Principal and the School Improvement Team

	will verify that the strategies have been implemented through the collection of data on a monthly basis. An evidence chart will be posted in the teacher planning area for staff to monitor progress as a building towards our goal.
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Goal Area #2	Student Attendance
Rationale (Need)	Nearly 15% of our students have missed more than 10 days of school building-wide. Students who are not in school cannot learn.
SMART Goal #1	We will decrease the number of students who miss more than 10 days of school by 10% school-wide.
Instructional Strategy #1	Provide additional support to students who are at-risk (missing 5 days of school) by assigning them a mentor teacher.
Professional Development	Teachers will learn additional strategies to work with At-Risk youth through professional development provided by the District.
Parent Involvement	Parents will be notified in writing when their child has four (4) absences in one class. When a child has six (6) absences, the parents will be notified by the Building Principal to create an action plan.
At-Risk Student Support	This monitoring will help all students, but will make the most significant impact on our struggling learners. Students who are not in school cannot learn.
Evaluation	Attendance will be monitored weekly by the building Principal to look for students that may need intervention. The data will be
Evidence	The Building Principal and the School Improvement Team will verify that the strategies have been implemented through the collection of data on a monthly basis. An evidence chart will be posted in the teacher planning area for staff to monitor progress as a building towards our goal.

Goal Area #3	Parent Involvement
Rationale (Need)	Less than half (50%) of our parents attend Parent Teacher Conferences. Less than 10% of our parents volunteer in the Building.
SMART Goal #1	We will increase Parent Attendance at conferences 10% Building-wide. We will increase the number of parent volunteers 5% building-wide this school year.

Action Plan	Parents will be notified of Parent Teacher Conferences by our automated phone system. They will also be notified by getting a postcard in the mail. During Parent Teacher conferences, parents will be given a list of specific volunteer activities with specific days/dates/times that they could help.
Research	
Professional Development	Time to create the forms as well as determine specific volunteer needs is necessary.
Parent Involvement	Parents who are currently involved will be asked to help give suggestions on how to get others involved.
At-Risk Student Support	Parents of all students are welcome, but our hope is that the parents of struggling students will feel comfortable coming to school to either help or get the information to help their child.
Evaluation	Data will be collected by the number of parents that attend Parent Teacher conferences as well as the number of parents who volunteer each month.
Evidence	The Building Principal and the School Improvement Team will verify that the strategies have been implemented through the collection of data as events occur. An evidence chart will be posted in the teacher planning area for staff to monitor progress as a building towards our goal.

3. Instruction by Highly Qualified Staff

All teachers at Holton Middle School have met the No Child Left Behind federal requirements since the beginning of the 2005-06 school year. These records are on file in Central Office and are updated annually to ensure continued compliance with all state and federal regulations. Teachers are only assigned to teach classes in which they are highly qualified. In addition, teachers will not be hired into any position in which they are not highly qualified. It is listed as a requirement on every new job posting.

The District is also paying for the coursework of Special Education teachers who are not already Highly Qualified in Math and Language Arts.

All paraprofessionals at Holton Middle School meet the federal requirements of No Child Left Behind. These records are evaluated on an annual basis to maintain compliance with state and federal regulations. All records are kept on file in the Central Office. Also, we will not even consider hiring a candidate who does not meet the guidelines for NCLB. It is listed as a requirement on every new job posting.

4. High Quality Professional Development

Holton Middle School staff will participate in a variety of professional development activities during the 2009-2010 school year. The goals for these activities are detailed in our Schoolwide Reform Strategies.

Goal	When	Activity	Who	Evidence
#1	October 2009 November 2009 December 2009 January 2010 February 2010 March 2010 April 2010 May 2010	Book Study	All instructional staff, Principal	Sign-in Sheet, Agenda
#2	September 2009	Strategies for Struggling Learners PD	All instructional staff, Principal	Sign-in Sheet, Agenda
#2	October 2009	Co-teaching Professional Development	All instructional staff, Principal	Sign-in Sheet, Agenda
#1,#2	September 2009	Data Analysis Professional Development	All instructional staff, Principal	Sign-in Sheet, Agenda
#1,# 2	August 2009	PEAK Training	All instructional staff, Principal	Sign-in Sheet, Agenda
#1,2,3	2009-10 School Year	Grade Level Meetings	All instructional staff, Principal	Sign-in Sheet, Agenda
#1,2,3	Monthly (2009-10)	School Improvement Meetings	All instructional staff, Principal	Sign-in Sheet, Agenda
#1,2,3	November 2009	Data Warehouse PD	All instructional staff, Principal	Sign-in Sheet, Agenda

Professional development will be evaluated by quarterly staff surveys to determine if adjustments need to be made.

5. Strategies to Attract Highly Qualified Teachers

The teacher-turnover rate at Holton Middle School is exceptionally low. We currently have 17 teachers that teach full time in our building. The teachers in our building have been teaching an average of 12.6 years in our District, which is just above the District average of 12.5 years.

As our building did not open until 2001, teachers have been assigned to our school

for an average of 7.8 years.

	# of Teachers	0-3 years	4-8 years	9-15 years	>15 years
# of years teachers have been teaching	17	3	2	8	4
# of years each teacher has been assigned to HMS	17	6	11	NA	NA

In order to attract and keep high quality teachers, the District offers competitive wages and benefit packages, extensive professional development opportunities, and mentor programs for beginning teachers. We recruit high quality teachers through on-line postings and an intensive interview process.

6. Parent Involvement

The staff at Holton Middle School will have several different Parent Academic Nights this year in an effort to increase parent involvement. We have also restructured the days and times of our Parent Teacher conferences as we believe more parents will be able to attend due to less scheduling conflicts. This year, we are also actively seeking Parent Volunteers to help in the building on a regularly scheduled basis.

When	Activity	Participants
Evening during 2009-2010	Science Night-CSI	Middle School Families Staff Administrators
Evening during 2009-2010	Science Night-Birds of Prey	Middle School Families Staff Administrators
Evening during 2009-2010	Family Math Night	Middle School Families Staff Administrators
Evening during 2009-2010 (2)	Middle School Band Concerts	Middle School Families Staff Administrators
Evening during 2009-2010	Family Literacy Night	Middle School Families Staff Administrators

7. Transition Plans-Elementary and Middle School

Holton Elementary's plan for connecting with preschool-aged children includes an Open House before the first day of school to see their classroom and meet their teacher. Our plan also includes activities during the school year. We have special visitation activities when preschool students participate in kindergarten activities in the actual kindergarten classrooms.

Holton Elementary houses several preschool programs including: GSRP (Great Starts Readiness Program), ECSE (Early Childhood Special Education), and Head Start. Several times per year the preschool program teachers and facilitators meet to discuss preschool topics including but not limited too the transition between preschool and kindergarten.

Holton Elementary School conducts a Kindergarten Round-Up each spring. Children are introduced to teachers and classrooms. Parents are able to ask questions regarding enrollment, curriculum or every day operations. The preschool teachers, kindergarten teachers, school secretary and building principal attend Kindergarten Round-Up. We also have a Family Resource Center in our building with a DHS (Department of Human Services) worker available during our round-up time.

Parent informational meetings are held throughout the year to discuss:

- Tips for home and school connections
- Sleep and routine
- Community resources
- Accelerated Reader program
- Everyday Math curriculum
- Zoo Phonics
- Handwriting Without Tears
- Department of Human Services

Holton Middle School has a plan in place for connecting **Elementary** students to the Middle School as well as a plan for connecting **Middle School** students to the **High School**.

Students moving from the 4th grade (Elementary) to the Middle School (5th) grade take a 'tour' of the Middle School in late spring. They 'tour' the Middle School with a 5th grade teacher. As part of the tour, they visit the classrooms and the library, and then have lunch in the Middle School as if they were Middle School students. At the end of the school year, there is a 4th grade Celebration

where parents and students are invited to the Middle School for an awards ceremony and time to tour the building again.

To assist with the transition from Elementary to Middle School, all 5th grade students are assigned to a Team. Each team moves from class to class together throughout the day. While the teachers and rooms change, the group of students does not. This arrangement has helped ease the anxiety of many students. In addition, 5th grade students start and end the day with the same teacher.

As we believe that learning is a process, students in 6th grade are assigned to teams as well. However, these teams are only for core academic classes, and students do not start and end the day with the same teacher. This provides the students with some continuity, but not a schedule where each teacher and each class changes every hour. The slight changes from 5th grade to 6th grade help students with the transition to 7th grade. In 7th grade, students are on a true Middle School schedule, and have different teachers and different classes each hour.

8th grade follows the same schedule arrangement as the 7th grade which prepares them well for the High School. In 8th grade, students are taught most of their elective classes by High School teachers—in some cases, in the High School itself. This allows students to begin to become familiar with High School staff members as well as the High School building. This slow transition helps ease students successfully into High School.

Before going to 9th grade (High School), 8th grade students attend a breakfast and meeting with the High School principal and counselor. They learn what is going to be expected of them. They also have time to ask questions. 8th grade students all develop an EDP with the assistance of a staff member.

Before school starts, the building is open one evening so all students can pick up their schedules, get their locker assignments, and have their pictures taken. Students and parents can spend as much time in the building as they wish. This also helps ease the first day jitters for all students.

8. Teacher Participation in Assessment Decisions

The teachers at Holton Middle School have input into the decisions regarding the use of school-based academic assessments.

- The Staff determined the essential GLCE's for each core subject.
- Based on these essential GLCE's, teachers developed pre and post assessments.
- During the 2009-2010 school year, teachers will be working in core teams to develop common assessments.

Holton Middle School Staff are involved with data analysis to improve student academic achievement for all students.

- Staff meetings are held and professional development time is used to analyze MEAP data as well as STAR Reading and STAR Math scores.
- Staff use pre and post assessment scores to adjust instruction. As common unit assessments are developed, that data will be used to adjust instruction as well.
- Staff reviews both grade level MEAP scores as well as Building level MEAP scores to measure longitudinal growth or issues.

9. Timely Additional Assistance

Holton Middle School has a Student Support Team (SST) to help identify students who are struggling with mastering the curriculum. This team also includes the Building Principal and Social Worker. A SST referral form is filled out and given to the Building Principal who works with the Social Worker to set up a meeting with the SST. During the SST meeting, strategies that are currently being used with the student are discussed, and an action plan is developed. As part of the plan, new and/or additional strategies are recommended by the SST. In an effort to provide as much support as possible for all students, there are numerous supports available for all students:

- Nearly all Math and Language Arts classes are co-taught at each grade level.
- All students participate in STAR testing 4 times per year. Struggling students may be assessed (with STAR) up to one time per month to closely monitor their progress.
- Students who are still struggling may be asked to attend a small reading class. This class runs for 3-4 weeks and is intense, small group reading instruction.
- Twenty (20) minutes of Sustained Silent Reading (SSR) is provided daily for all grade levels.
- All students are eligible to participate in the 21st Century Learning Center. This program runs for three hours after school Monday-Thursday and provides additional support for students. In addition, a snack, a meal, and transportation home is provided.
- All students are also eligible to attend summer school; transportation is provided.
- Release time for co-teachers to plan together is supported by the District.

Support is provided for each student during the school day, after school, and during the summer months.

10. Coordination of Services and Programs

Holton Middle School coordinates and integrates funds from Title I, Title IIA, Title IID, Safe and Drug Free Schools, 31A, IDEA, Parent Club, 21st Century Community Learning Centers (US DOE), and District general funds.

Schoolwide Components	Funding Sources	Programs
1. Comprehensive Needs Assessment	<ul style="list-style-type: none"> • Title IIA • General Fund 	Data Warehouse, Climate Surveys, STAR Reading, STAR Math, Professional Development
2. Schoolwide Reform Strategies	<ul style="list-style-type: none"> • Title IA • Title IIA • General Fund 	Co-teaching, Parent Academic Nights, Reading Workshop, STAR assessments, Professional Development
3. Instruction by Highly Qualified Staff	<ul style="list-style-type: none"> • Title IIA • IDEA • General Fund 	Probationary Teacher mentor program, Tuition reimbursement for HQ Special Education Teachers
4. High Quality Professional Development	<ul style="list-style-type: none"> • Title IIA • General Funds • 31a • IDEA 	PEAK Training, Strategies for Struggling Learners, Staff Book Study
5. Strategies to Attract Highly Qualified Teachers	<ul style="list-style-type: none"> • Title I • Title II • IDEA • General Fund 	Salary and Benefits, On-going professional development
6. Parent Involvement	<ul style="list-style-type: none"> • Parent Club • General Fund 	Registration Night, Volunteering, Parent Academic Nights, Parent Teacher Conferences, Parent Club
7. Transition Plans	<ul style="list-style-type: none"> • General Fund • Parent Club 	Building Tours, Grade Level Celebrations, Registration Night
8. Teacher Participation in Assessment Decisions	<ul style="list-style-type: none"> • Title IIA • General Fund 	Staff meetings, professional development
9. Timely Additional Assistance	<ul style="list-style-type: none"> • Title I • US DoE 	Student Support Team, 21 st Century

	<ul style="list-style-type: none"> • General Fund • Safe and Drug Free • IDEA 	Community Learning Center, Reading Workshop, Co-Teaching
10. Coordination of Service and Programs	<ul style="list-style-type: none"> • General Fund 	Coordination of funds is monitored by the Business Manager, in conjunction with the Building Principal.






Parent -Student - Teacher Compact

A Promise of Commitment

We, the Holton Public School staff, parents and community, guide each child in achieving his or her greatest potential by providing a diversity of experiences which integrate excellence in education with the child's individual abilities and unique talents. We share the responsibility, in a safe and secure environment, for student acquisition of academic, creative, emotional, physical and social skills necessary for entering society as contributing members. We strive to enhance each child's experience at HPS by continually assessing and evaluating our attainment of these goals as measured by descriptive outcomes.

Parent/Guardian Agreement








It is important to have my child reach his full. academic potential. Therefore I will encourage him/her by doing the following items:

-  See that my child attends school regularly and is punctual.
-  Establish a time and place for homework and check it regularly,
-  Support the school staff and respect the diverse cultures of the school,
-  Have ongoing communication with my child's school and teacher.
-  Encourage daily reading at home.

Parent Signature:

Student Agreement






It is important that I do the best that I can. Therefore, I will do the following:

-  Come to school each day and be in class on time.
-  Have my homework completed and turned in on time.
-  Have the supplies that I need.
-  Always try to work to the best of my ability.
-  Show respect for myself, my school and other students.
-  Follow the rules at my school and home.
-  Believe that I can learn and I will learn.

Student Signature:

Teacher Agreement

Students must be given the opportunity to succeed. Therefore, I will do the following:

-  Provide an environment conducive to learning.
-  Have high expectations for myself and my students by using methods and techniques that work for my classroom.
-  Maintain open lines of effective communication with my students and their parents in order to support student learning.
-  Seek ways to involve parents in classroom activities.
-  Respect the students, their parents and the diverse culture of the school.

Teacher Signature:

HOLTON PUBLIC SCHOOLS DISTRICT PARENT INVOLVEMENT POLICY

Holton Public Schools believes that parents (including those who are economically disadvantaged, have disabilities, have limited English, have limited literacy, are of any racial or ethnic minority background, or are parents of migratory children) are partners with teachers and other staff in the education of their children and that parent involvement and empowerment are essential at all levels throughout the school district.

Holton Public Schools believes that student academic achievement requires that parents have an understanding of curriculum, academic achievement standards, assessments, district/school policies and procedures, and of how to monitor their children's progress and work with educators to improve the achievement of their children.

District Administration shall work in collaboration with parents and guardians and shall actively support the schools and parents in enhancing parent involvement by:

- respecting parents as partners in the education of their children;
- valuing diversity and the need for equity in each school;
- promoting parent involvement in district leadership and decision-making;
- fostering a welcoming and responsive environment for parents;
- ensuring accountability of the staff at all levels throughout the district in working with parents as partners;
- valuing the need for partnerships within public and private entities in the Holton community;
- ensuring flexibility and accessibility within Central Administration operations and flexibility within district-wide processes and procedures; and
- establishing and promoting communication as a source of trust and understanding between the district and parents.

Principals, teachers and all school staff shall work in collaboration with parents and guardians by:

- respecting parents as partners in the education of their children and honoring their role as first and life-long teachers;
- valuing diversity and equity in each child's learning;
- setting high expectations for excellent customer (student/parent) service;
- expecting high student achievement for all students;
- promoting parent involvement in site-based leadership and decision making;
- valuing partnerships within the public and private entities within the Holton community;
- ensuring flexibility and accessibility within school-wide operations and flexibility within school processes and procedures; and
- establishing and promoting communication as a source of trust and understanding between the school and parents.

Parents/Guardians are asked and encouraged to be involved in their children's learning and education by:

- taking the initiative to seek the best educational opportunities for their children;
- understanding and respecting the mission and values of the school;
- respecting teachers and supporting school staff as partners in the education of their children;
- demonstrating respect for the school as a whole, including the faculty and staff;

- developing jointly with the teacher, a school-parent compact for their child that outlines how the parents, the school and the student will share the responsibility for improved academic achievement;
- identifying and addressing barriers to parent involvement;
- understanding school procedures and opportunities to contribute or receive support;
- participating in the development of the school parent involvement plan and the review and evaluation of the plan;
- utilizing two-way lines of communication between parents, school staff and the district on the instruction, achievement and conduct of their children;
- participating in training opportunities that will include but are not limited to: strategies/reinforcing learning at home, discipline and understanding cultural differences;
- valuing diversity and the need for equity in each child's learning;
- participating in site-based leadership and decision making;
- volunteering in their children's schools; and
- supporting and engaging in developing partnerships within the Holton community.

A district-wide parent advisory council, made up of district stakeholders to be appointed according to procedures approved by the Superintendent, shall be established to make recommendations to the Board regarding strategies to implement and ensure success of this policy. The council shall draft regulations to address the requirements of Section 1118 of the *No Child Left Behind Act*, which shall be reviewed annually and revised as needed, by the Board of Education and the Superintendent.