

School Improvement Plan

Title I - Schoolwide

Archive Date: 08/24/2011, Report Status: Transmitted

School Year: 2011 - 2012

School District: Holton Public Schools

ISD/RESA: Muskegon Area ISD

School Name: Holton Middle School

Grades Served: 6,7,8

Principal: Mrs. Troycie Nichols

Building Code: 08910

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: | Holton Middle School |
| District: | Holton Public Schools |
| Public/Non-Public: | Public |
| Grades: | 6,7,8 |
| School Code Number: | 08910 |
| City: | Holton |
| State/Province: | Michigan |
| Country: | United States |

Vision, Mission and Beliefs

Vision Statement

In order to fulfill the fundamental purpose of helping all our students learn at high levels, we are dedicated to creating a school which...Every teacher, parent, and student is clear on the knowledge, skills and dispositions students are expected to acquire in each course, grade level, and unit of instruction.

Mission Statement

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

Beliefs Statement

We believe that all students can learn at high levels and we assume the responsibility to make this outcome a reality for every child.

Goals

| Name | Development Status | Progress Status |
|---------------------|--------------------|-----------------|
| Math Proficiency | Complete | Open |
| Reading Proficiency | Complete | Open |
| Writing Proficiency | Complete | Open |

Goal 1: Math Proficiency

Content Area: Math

Development Status: Complete

Student Goal Statement: All students, at Holton middle School, will be proficient in Math by the 2013-14 school year.

Gap Statement: 83% of the 6th graders were proficient in math; 81% of the 7th graders were proficient in math and 60% of the 8th graders were proficient in math as measured by the Meap assessment in fall of 2010. There is a significance gap in the performance of the general ed population and the students with disabilities. The following gap exists among the three grades; there is a 65% gap in the 6th grade population, a 69% gap within the 7th grade class and the 8th grade general ed were more proficient than their disable peers by 30%

Cause for Gap: An analysis of MEAP results show a large gap between our general education students and our students with disabilities in several areas of math. The areas of weakness for our students with disabilities are in: 6th grade = fractions, decimals, solving for unknowns in equations, expressing fractions and decimals as percentages and vice versa. 7th grade = the ability to use formulas to solve equations, solve for the unknown in equations; 8th grade = the ability to apply basic properties of real numbers in algebraic contexts. Processes to close the gap: RTi, small group instruction, formative assessment and evaluating our instructional practices.

Multiple measures/sources of data you used to identify this gap in student achievement: MEAP results, STAR and Accelerated math, grade level assessments and teacher observations.

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 Holton Middle School students 6th through 8th grade will score at the proficient level on the MEAP math assessment in the Fall of 2011. Students with disabilities: 6th grade = 71%, 7th grade = 64% and 8th grade = 71% will score at the proficient level on the MEAP math assessment in the Fall of 2011. Progress towards this goal will be monitored at mid-term and the end of each trimester using common grade level assessments, the use of pre/post assessments each trimester and teacher observations.

Contact Name: Troycie Nichols

List of Objectives:

| Name | Objective |
|------|---|
| Math | 80% of Holton Middle School students,6-8, will score at the proficient level on the MEAP math |

| | |
|-------------|---|
| Proficiency | assessment in the Fall of 2011. 62% of 6th grade; 57% of 7th grade; 69% of 8th grade students with disabilities will score at the proficient level on the MEAP math assessment in the Fall of 2011. |
|-------------|---|

1.1. Objective: Math Proficiency

Measurable Objective Statement to Support Goal: 80% of Holton Middle School students,6-8, will score at the proficient level on the MEAP math assessment in the Fall of 2011.

62% of 6th grade; 57% of 7th grade; 69% of 8th grade students with disabilities will score at the proficient level on the MEAP math assessment in the Fall of 2011.

List of Strategies:

| Name | Strategy |
|---------------------|--|
| Math Best Practices | Teachers will research and implement best practices for math instruction to meet the needs of all students in order to accelerate achievement in math for all students and to close the achievement gap among subgroups. Several strategies that teachers will use; direct instructions, modeling,PEAK strategies for instruction, retention and assessment. Teachers will also incorporate reading strategies to help students to understand word problems. |

1.1.1. Strategy: Math Best Practices

Strategy Statement: Teachers will research and implement best practices for math instruction to meet the needs of all students in order to accelerate achievement in math for all students and to close the achievement gap among subgroups. Several strategies that teachers will use; direct instructions, modeling,PEAK strategies for instruction, retention and assessment. Teachers will also incorporate reading strategies to help students to understand word problems.

Selected Target Areas

| |
|--|
| 1.1 Establishes a vision for the school in collaboration with its stakeholders |
| 1.3 Identifies goals to advance the vision |
| 1.5 Ensures that the school's vision and purpose guide the teaching and learning process |
| 2.5 Fosters a learning community |
| 2.10 Implements an evaluation system that provides for the professional growth of all personnel |
| 3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice |
| 3.11 Ensures that all students and staff members have regular and ready access to instructional technology and a comprehensive materials collection that supports the curricular and instructional program |
| 4.7 Demonstrates verifiable growth in student performance |
| 5.10 Provides appropriate support for students with special needs |
| 1.2 Communicates the system's vision and purpose to build stakeholder understanding and support |
| 1.4 Develops and continuously maintains a profile of the system, its students, and the community |
| 2.8 Provides for systematic analysis and review of student performance and school and system |

effectiveness

Other Required Information for Strategy

Holt Mathematics Series
 PEAK Teaching Strategies for Math Teachers by Spence Rogers
 Do I really Have to teach Reading by Cris Tovani

List of Activities:

| Activity | Begin Date | End Date | Staff Responsible |
|---------------------|------------|------------|--|
| Math Best Practices | 2011-09-06 | 2012-06-08 | Principal Gen Ed Teachers Spec Ed Teachers |
| Math Best Practices | 2011-09-06 | 2012-06-08 | Principal Gen Ed Teachers Spec Ed Teachers |
| Math Best Practices | 2011-09-06 | 2012-06-08 | Principal Gen Ed Teachers Spec Ed Teachers |
| Math Best Practices | 2011-09-06 | 2012-06-08 | Principal Gen Ed Teachers Spec Ed Teachers |
| Math Best Practices | 2011-09-06 | 2012-06-08 | Principal Gen Ed Teacher Spec Ed Teacher |
| Math Best Practices | 2011-09-06 | 2012-06-08 | Principal Gen Ed Teachers Spec Ed Teachers |

1.1.1.1. Activity: Math Best Practices

Activity Description: Teachers will use the Holt Math Series to design practice work for at-risk students based on unit tests and areas of weakness. Teachers and RTI consultant will meet with at-risk math students in small group settings for additional instruction.

Planned staff responsible for implementing activity: Principal
 Gen Ed Teachers
 Spec Ed Teachers

Actual staff responsible for implementing activity: The general education and the special ed teachers.

Planned Timeline: Begin Date - 2011-09-06, 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 |
|------------------------------|----------------|----------------|---------------|
| Gen Ed and Spec Ed Teachers, | General Funds | 275,000.00 | 0.00 |

1.1.1.2. Activity: Math Best Practices

Activity Description: Teachers will meet in collaborative groups to analyze assessment data to plan targeted instruction for whole and small groups and for differentiated instruction to meet the needs of at-risk and targeted sub groups. Extended learning opportunities and support will be provided to students with disabilities. Minutes from grade level and cross grade level meetings will reflect the professional dialogue in support of establishing learning goals, data analysis and instructional practices that will accelerate student learning..

Planned staff responsible for implementing activity: Principal
Gen Ed Teachers
Spec Ed Teachers

Actual staff responsible for implementing activity: General ed and special ed teachers.

Planned Timeline: Begin Date - 2011-09-06, 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 |
|--------------------|----------------|----------------|---------------|
| Classroom supplies | General Funds | 3,000.00 | 0.00 |

1.1.1.3. Activity: Math Best Practices

Activity Description: Teachers will implement differentiated instruction in all grades 6th-8th. Differentiated instruction will be integrated into math instruction in all math classes. Teachers will use manipulaives to provide students with a hands-on experience of math concepts.

Planned staff responsible for implementing activity: Principal
Gen Ed Teachers
Spec Ed Teachers

Actual staff responsible for implementing activity: The general ed and special ed teachers.

Planned Timeline: Begin Date - 2011-09-06, 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 |
|--------------------------|-----------------|----------------|---------------|
| Professional Development | Title II Part D | 3,400.00 | 0.00 |

1.1.1.4. Activity: Math Best Practices

Activity Description: Staff will integrate technological tools for teaching and learning: Calculators, interactive white board, electronic clickers. Staff will also utilize other hardware/software related to literacy instruction. Additional calculators will be provided for special ed students to use during small group instruction and to use outside of the classroom.

Planned staff responsible for implementing activity: Principal
Gen Ed Teachers
Spec Ed Teachers

Actual staff responsible for implementing activity: The general ed and special ed teachers.

Planned Timeline: Begin Date - 2011-09-06, 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 |
|------------|----------------|----------------|---------------|
| Technology | General Funds | 1,000.00 | 0.00 |

1.1.1.5. Activity: Math Best Practices

Activity Description: Teachers will use the Accelerated math and STAR Math programs to design practice work for at-risk students based on unit tests and areas of weakness. The math teacher and co-teacher will meet with at-risk math students in small group settings.

Planned staff responsible for implementing activity: Principal
Gen Ed Teacher
Spec Ed Teacher

Actual staff responsible for implementing activity: The general ed and special ed teachers.

Planned Timeline: Begin Date - 2011-09-06, 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 |
|---------------------|----------------|----------------|---------------|
| Maintaining program | General Funds | 1,000.00 | 0.00 |

1.1.1.6. Activity: Math Best Practices

Activity Type: Professional Development

Activity Description: Staff will hold a math activity for parents, students and members of the community. Staff will demonstrate activities parents can do at home with their child that will help support achievement in math. Parents will have the opportunity to ask questions and practice the activities.

Planned staff responsible for implementing activity: Principal
Gen Ed Teachers
Spec Ed Teachers

Actual staff responsible for implementing activity: The general ed and special teachers

Planned Timeline: Begin Date - 2011-09-06, 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 |
|--|----------------|----------------|---------------|
| Snacks and Resources for the math activity | Other | 200.00 | 0.00 |

Goal 2: Reading Proficiency

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: All students will be proficient in reading by 2014.

Gap Statement: 74% of Holton Middle School students, 6th through 8th grades scored at proficient levels on the MEAP reading assessment in fall, 2010. General education students are proficient at a higher rate than the students with disabilities. The gap between the 6th grade general education population and students with disabilities is 56%. The gap between the 7th grade general education population and students with disabilities is 61%. The gap between the 8th grade general education population and students with disabilities is 48%. There is a significance gap in the achievement level between the high SES students and the low SES students, 6th-8th, by an average of 23%. There is also a large gender gap in 7th grade(73% girls;50% boys) and 8th grade(76% girls; 58% boys).

Cause for Gap: An analysis of MEAP results show a large gap between our general education students and our students with disabilities in 4 key areas; determining the meaning of unfamiliar words and specialized vocabulary, the ability to make inferences from the text they have read, understanding and identifying different genera of text and the ability to understand written information by restating, paraphrasing, summarizing or composing a personal response.

Processes to close the gaps: RTi, co-teaching, small group instruction with the ELA support specialist, formative

assessments and teachers evaluating current instructional practices to determine best practices to teach reading strategies.

Multiple measures/sources of data you used to identify this gap in student achievement: MEAP, common grade assessments, teacher observation, Star And Accelerated Readings scores.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? 85% of Holton Middle School students, six to eighth grade, will score at the proficient level in the Fall 2011 MEAP assessment. Targets by grade level for students with disabilities are 6th grade = 64%, 7th grade = 74%, 8th grade = 70%. There will also be a focus on closing the achievement gaps between our high SES and low SES students and the gap the exist between girls and boys. Progress toward this goal will be monitored throughout the school year using STAR and Accelerated Reading scores, common grade level assessments, teacher evaluations and progress monitoring as established by the ELA support specialist.

Contact Name: Troycie Nichols

List of Objectives:

| Name | Objective |
|---------|---|
| Reading | 84% of Holton Middle School students, six to eighth grade, will score at the proficient level in the Fall 2011 MEAP assessment. Targets by grade level for students with disabilities: 6th grade = 64%; 7th grade = 74%; 8th grade = 69%. |

2.1. Objective: Reading

Measurable Objective Statement to Support Goal: 84% of Holton Middle School students, six to eighth grade, will score at the proficient level in the Fall 2011 MEAP assessment. Targets by grade level for students with disabilities: 6th grade = 64%; 7th grade = 74%; 8th grade = 69%.

List of Strategies:

| Name | Strategy |
|------------------------|---|
| Reading Best Practices | Teachers will research and implement best practices for reading instruction to meet the needs of all students in order to accelerate achievement in reading for all students and to close achievement gaps among subgroups. |

2.1.1. Strategy: Reading Best Practices

Strategy Statement: Teachers will research and implement best practices for reading instruction to meet the needs of all students in order to accelerate achievement in reading for all students and to close achievement gaps among subgroups.

Selected Target Areas

| |
|---|
| 1.1 Establishes a vision for the school in collaboration with its stakeholders |
| 1.3 Identifies goals to advance the vision |
| 1.5 Ensures that the school's vision and purpose guide the teaching and learning process |
| 2.5 Fosters a learning community |
| 2.10 Implements an evaluation system that provides for the professional growth of all personnel |
| 3.1 Develops and implements curriculum based on clearly defined expectations for student learning |
| 3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice |
| 3.8 Implements interventions to help students meet expectations for student learning |
| 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 |
| 2.13 Implements an evaluation system that provides for the professional growth of all personnel |
| 3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills |
| 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 |
| 3.10 Ensures that curriculum is reviewed and revised at regular intervals |

Other Required Information for Strategy

Professional Communities at Work by Richard DuFour
 Results Now by Mike Schmoker
 instructional strategies that work by Marzano
 Do I Really Have To Teach Reading? by Cris Tovani

List of Activities:

| Activity | Begin Date | End Date | Staff Responsible |
|------------------------|------------|------------|---|
| Reading Best Practices | 2011-09-06 | 2012-06-08 | Principal, General Education Teachers, Co-teachers and the ELA support teacher. |
| Reading Best Practices | 2011-09-06 | 2012-06-08 | Principal Gen Ed Teachers Spec Ed Teachers ELA Support Specialist |
| Reading Best practices | 2011-09-06 | 2012-06-08 | Principal Gen Ed Teachers Spec Ed Teachers ELA support specialist |
| Reading Best Practices | 2011-09-06 | 2012-06-08 | Principal Gen Ed Teachers Spec Ed Teachers ELA Support Specialist |
| Reading Best Practices | 2011-09-06 | 2012-06-08 | Principal and Building Leadership Team The Formative Assessment Team |

2.1.1.1. Activity: Reading Best Practices

Activity Type: Professional Development

Activity Description: Teachers will meet in collaborative groups to analyze assessment data to plan targeted instruction for whole and small groups and for differentiated instruction to meet the needs of at-risk and targeted sub groups in all classes. The minutes from grade level and cross grade level meetings will reflect the professional dialog in support of establishing learning goals, data analysis and best practices.

Planned staff responsible for implementing activity: Principal, General Education Teachers, Co-teachers and the ELA support teacher.

Actual staff responsible for implementing activity: The general ed teachers, co-teacher and the ELA support teacher.

Planned Timeline: Begin Date - 2011-09-06, 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 |
|--|----------------|----------------|---------------|
| English Language Arts Reading Books for The Classrooms | Section 31 a | 800.00 | 0.00 |

2.1.1.2. Activity: Reading Best Practices

Activity Description: Teachers will meet in collaborative groups to analyze assessment data to plan targeted instruction for whole and small groups and for differentiated instruction to meet the needs of at-risk and targeted sub groups in all classes. Minutes from grade level and cross grade level meeting will reflect the professional dialogue in support of establishing learning goals, data analysis and differentiation.

Planned staff responsible for implementing activity: Principal
Gen Ed Teachers
Spec Ed Teachers
ELA Support Specialist

Actual staff responsible for implementing activity: The general ed, special ed and ELA support teacher.

Planned Timeline: Begin Date - 2011-09-06, 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 |
|----------------|-------------------|----------------|---------------|
| Staff Meetings | No Funds Required | 0.00 | 0.00 |

2.1.1.3. Activity: Reading Best practices

Activity Description: Teachers will collaborate to develop appropriate tier II interventions for at-risk students. Students identified as our most at-risk readers will work with co-teachers in one-on-one or small group interventions. The ELA support specialist will provide direct instruction in reading strategies, create reading circles and all teachers will use pre-reading strategies for content areas.

Planned staff responsible for implementing activity: Principal

Gen Ed Teachers

Spec Ed Teachers

ELA support specialist

Actual staff responsible for implementing activity: The general ed teachers, co-teachers and the ELA support specialist.

Planned Timeline: Begin Date - 2011-09-06, 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 |
|-------------------|-----------------|----------------|---------------|
| Teacher Workshops | Title II Part D | 750.00 | 0.00 |

2.1.1.4. Activity: Reading Best Practices

Activity Description: Teachers will teach and model for students how to use the following strategies while reading:

- 1.determine what is important
- 2.negotiate difficult reading situations
- 3.remember key words
- 4.figure out unknown vocabulary
- 5.understand a word problem
- 6.infer meaning
- 7.rereading
- 8.recognize and use literary devices

Planned staff responsible for implementing activity: Principal

Gen Ed Teachers

Spec Ed Teachers
 ELA Support Specialist

Actual staff responsible for implementing activity: The general ed teachers, special ed teacher and the ELA support specialist.

Planned Timeline: Begin Date - 2011-09-06, 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 |
|---------------------|----------------|----------------|---------------|
| Teaching Strategies | General Funds | 600.00 | 0.00 |

2.1.1.5. Activity: Reading Best Practices

Activity Type: Professional Development

Activity Description: Staff will participate in Professional Development on intervention strategies and differentiated instruction (e.g. PEAK); staff will participate in a book study using the book "Do I Really Have to Teach Reading" by Chris Tovani, during regularly scheduled monthly staff meetings. Staff will be trained in how to use data to improve student achievement. Staff will received training in the use of formative assessments.

Planned staff responsible for implementing activity: Principal and Building Leadership Team
 The Formative Assessment Team

Actual staff responsible for implementing activity: The Principal, formative assessment and building leadership teams.

Planned Timeline: Begin Date - 2011-09-06, 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 |
|----------------------|-----------------|----------------|---------------|
| Formative Assessment | Title II Part D | 2,500.00 | 0.00 |
| PEAK Training | Title II Part D | 9,000.00 | 0.00 |

Goal 3: Writing Proficiency

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: All students will be proficient in writing by 2014.

Gap Statement: 68% of Holton Middle School General Education 7th grade students scored proficient on the 2010 Fall MEAP writing assessment. 10% of Holton Middle School Special Education 7th students scored proficient on the 2010 MEAP writing assessment. There is a significance gender gap, with the females being more proficient than the males. The disadvantage students were less proficient than their more advantage peers.

Cause for Gap: Writing analysis showed that 7th grade students struggled with: Consistent, appropriate use of conventions of Standard English for grammar, usage, spelling, capitalization, and punctuation for the grade level; Students were not focused on the task and did not thoroughly develop their ideas with relevant details and examples.

Multiple measures/sources of data you used to identify this gap in student achievement: MEAP writing, classroom writing assignments, teacher observations and building writing 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? Students will increase their scores in all strands of the meap writing assessments. We will see an increase in the number of students passing English Language Arts Classes, more students will enter district and county contests.

Contact Name: Troycie Nichols

List of Objectives:

| Name | Objective |
|---------------------|--|
| Writing Proficiency | 74% of Holton Middle School general ed 7th graders will be proficient on the 2011 Fall MEAP writing assessment. 55% of special ed students will be proficient on the MEAP writing assessment. We will close the gap between males and females and the gap that exist between the disadvantage students and their non disadvantage peers. |

3.1. Objective: Writing Proficiency

Measurable Objective Statement to Support Goal: 74% of Holton Middle School general ed 7th graders will be proficient on the 2011 Fall MEAP writing assessment. 55% of special ed students will be proficient on the MEAP writing assessment. We will close the gap between males and females and the gap that exist between the disadvantage students and their non disadvantage peers.

List of Strategies:

| Name | Strategy |
|------------------------|---|
| Writing Best Practices | Teachers will research and implement best practices for writing instruction to meet the needs of all students in order to accelerate achievement in writing for all students and to close achievement gaps among subgroups. Teachers will teach grade level conventions; teachers will teach students how to develop their ideas and how to remain focus on the writing task. |

3.1.1. Strategy: Writing Best Practices

Strategy Statement: Teachers will research and implement best practices for writing instruction to meet the needs of all students in order to accelerate achievement in writing for all students and to close achievement gaps among subgroups. Teachers will teach grade level conventions; teachers will teach students how to develop their ideas and how to remain focus on the writing task.

Selected Target Areas

| |
|--|
| |
|--|

Other Required Information for Strategy

Writing Workshop
 Building level pre and post writing assessments.
 Teacher Collaboration

List of Activities:

| Activity | Begin Date | End Date | Staff Responsible |
|------------------------|------------|------------|---|
| Writing Best Practices | 2011-09-06 | 2012-06-08 | Principal Gen Ed Teachers Spec Ed Teachers ELA Support Specialist |
| Writing Best Practices | 2011-09-06 | 2012-06-08 | Principal Gen Ed Teachers Special Ed Teachers ELA Support Specialist |
| Writing Best Practices | 2011-09-06 | 2012-06-08 | Principal Gen Ed Teachers Spec Ed Teachers and ELA Support Specialist |
| Writing Best Practices | 2011-09-06 | 2012-06-08 | Principal Gen Ed Teachers Spec Ed Teachers |
| Writing Best Practices | 2011-09-06 | 2012-06-08 | Principal Gen Ed Teachers Spec Ed Teachers ELA Support Specialist |

3.1.1.1. Activity: Writing Best Practices

Activity Type: Professional Development

Activity Description: Staff will participate in professional development on writing instruction strategies and differentiated instruction to meet the needs of low achieving students. Teachers will teach the six traits of writing to students.

Planned staff responsible for implementing activity: Principal

Gen Ed Teachers

Spec Ed Teachers

ELA Support Specialist

Actual staff responsible for implementing activity: General ed and special ed teachers

ELA Support Specialist

Planned Timeline: Begin Date - 2011-09-06, 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 |
|---|-----------------|----------------|---------------|
| Writers Workshop/ Six traits of Writing | Title II Part D | 1,400.00 | 0.00 |

3.1.1.2. Activity: Writing Best Practices

Activity Type: Professional Development

Activity Description: Teachers will collaborate with ELA support specialists to develop appropriate Tier II interventions for at-risk students.

ELA support specialist will conduct literacy circles and small group instruction for at risk students.

Planned staff responsible for implementing activity: Principal

Gen Ed Teachers

Special Ed Teachers

ELA Support Specialist

Actual staff responsible for implementing activity: General ed and special ed teachers

ELA support Specialist

Planned Timeline: Begin Date - 2011-09-06, 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 |
|------------------------|----------------|----------------|---------------|
| ELA Support Specialist | Section 31 a | 68,000.00 | 0.00 |

3.1.1.3. Activity: Writing Best Practices

Activity Type: Professional Development

Activity Description: Teachers will meet in collaborative teams to analyze assessment data to plan targeted instruction for whole and small groups and for differentiated instruction to meet the needs of at-risk and targeted sub-groups in 6th to 8th grades. Minutes from grade level and cross grade level meetings will reflect the professional dialogue in support of establishing learning goals, data analysis and differentiation. The ELA support specialist will meet with teachers to identify Tier II interventions strategies for struggling students.

Planned staff responsible for implementing activity: Principal
Gen Ed Teachers
Spec Ed Teachers and ELA Support Specialist

Actual staff responsible for implementing activity: General ed and special ed teachers
ELA Support Specialist

Planned Timeline: Begin Date - 2011-09-06, 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 |
|---|----------------|----------------|---------------|
| Subs for release time for teacher collaboration | Section 31 a | 2,500.00 | 0.00 |

3.1.1.4. Activity: Writing Best Practices

Activity Type: Professional Development

Activity Description: Teachers will research and implement best practices for writing instructions to meet the needs of all students in order to accelerate achievement in writing for all students and to close achievement gaps among subgroups.
Teachers will conduct a Family Literacy Night in June of 2012.

Planned staff responsible for implementing activity: Principal
Gen Ed Teachers
Spec Ed Teachers

Actual staff responsible for implementing activity: Principal
 General Ed teachers
 Special Ed teachers
 Librarian

Planned Timeline: Begin Date - 2011-09-06, 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 |
|---|----------------|----------------|---------------|
| Family Night Snacks/Resources to Share With Parents | Other | 125.00 | 0.00 |

3.1.1.5. Activity: Writing Best Practices

Activity Description: All staff will provide extended instructional time in writing for students identified as needing additional support. Students will work with special education teachers, ELA Support Specialist and/or peers who have been identified as being proficient in reading and writing.

Planned staff responsible for implementing activity: Principal
 Gen Ed Teachers
 Spec Ed Teachers
 ELA Support Specialist

Actual staff responsible for implementing activity: General ed and special ed teachers
 ELA support specialist

Planned Timeline: Begin Date - 2011-09-06, 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 |
|------------------------|-------------------|----------------|---------------|
| Improve Writing Skills | No Funds Required | | |

Resource Profile

| Funding Source | Planned Amount | Actual Amount |
|-----------------------|-----------------------|----------------------|
| Other | \$325.00 | \$0.00 |
| No Funds Required | \$0.00 | \$0.00 |
| Section 31 a | \$71,300.00 | \$0.00 |
| General Funds | \$280,600.00 | \$0.00 |
| Title II Part D | \$17,050.00 | \$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 a Schoolwide Reform Model, Goals/Objectives/Strategies and Activities. Ensure that the Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data.

1. How was the comprehensive needs assessment conducted?

The building leadership team met monthly to work collaboratively on the CNA.

2. Summarize the results obtained from the comprehensive needs assessment and general conclusions drawn from those results. Include information from all four measures of data: student achievement, school programs/process, perception and demographic. More specific information will be included in your Goals/Objectives/Strategies and Activities.

The comprehensive needs assessment revealed the gaps in achievement among the subgroups in math, reading and writing. The processes that are in place to close the gaps that exist between the general population and the special ed population are: Rti, balanced assessments, co-teaching and small group instructions in math and language arts.

Schoolwide Reform Model

1. Describe the overarching, comprehensive, research-based concept/program that the school improvement team is implementing in order to close achievement gaps of at-risk students and increase the academic achievement of all students.

The research-based concept that the school improvement team is implementing is PEAK(Performance Excellence for All Kids)

2. Describe how stakeholders were involved in the process of developing/selecting the reform model.

The staff reviewed other models, but selected PEAK after several members of the team attended the training and visited one of the districts that has implemented this model with great results.

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.

The staff created curriculum maps that are aligned to the GLCE. The standards stated in the maps reflect the essential learning for all of the students. All students are engaged in learning the same curriculum. The staff will review the curriculum in the fall of each academic year.

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

Bi-monthly staff meeting discussions and monthly administrative meetings. The staff also engaged in weekly discussion with the RTi facilitator.

Instruction by Highly Qualified Professional Staff

1. Provide an assurance statement that all teachers and instructional paraprofessionals are highly qualified OR a state-approved plan is in place for staff that does not meet requirements.

Highly Qualified Assurance Statement:

The instructional staff at Holton Middle School meets all state and federal requirements to obtain the highly qualified status. The staff updates their credentials with our central office to maintain accurate records. The staff also submits annual logs documenting their professional development activities for the year to our central office. Staff is only assigned to positions in their qualification area. All paraprofessionals have met the NCLB (No Child Left Behind) requirements for the highly qualified status.

Strategies to Attract High-Quality, Highly Qualified Teachers to High Needs Schools

1. Identify the experience level of key teaching and learning personnel.

Overall, our teachers have an average of 14.4 years teaching experience with our district.

11 Highly Qualified Teachers:

Number of Years Teaching

0-3 years 2 teachers

4-10 years 1 teachers

11-15 years 3 teachers

16+ years 5 teachers

2. List the specific initiatives implemented at the district and school level for attracting/keeping high-quality, highly qualified teachers to/in high needs schools.

The teacher-turnover rate at Holton Middle School is not high. Other than retiring teachers, we do not have a staff that leaves to take employment in other schools or districts.

We utilize a variety of strategies to attract high quality teachers to Holton Middle School. These strategies include:

- Competitive salary and benefits package*
- Mentor and administrative support for all new teachers*
- Extensive professional development opportunities at school or through our local ISD (Intermediate School District)*
- We include teachers in the school improvement process, and several other school/district initiatives*
- Up to date curriculum resources*
- On-line job recruitment*

3. Describe the rate of teacher turnover for the school.

We have not experience a teacher turn over, meaning teachers have not left the middle school to go to other district, attrition has been through retirements.

4. If the school has identified a high teacher-turnover rate list the specific initiatives implemented to try and lower the rate. If the school does not have a high teacher turnover rate, enter "Not applicable" in the text box.

Not applicable

High-Quality and Ongoing Professional 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, Strategies and Schoolwide Reform Model. The specific professional development activities must be included as Activities under the Goals section. District professional development activities that align to the school's comprehensive needs assessment and Schoolwide Reform Model should also be included in the school-level Activities section.

Strategies to Increase Parental Involvement

1. It is critical that the school improvement team refers to the legislation included in the schoolwide school rubric as guidance while completing this section.

Describe, in detail, the Section 1118 (e)(1-5) and (14) and (f) strategies employed by the school to increase parental involvement.

Holton Middle School staff will provide 4 parent involvement activities for the 2011-2012 school year. HMS believes involving parents in learning about the programming at school will increase their ability to help their children at home. We believe this bridge between home and school will increase student achievement. We will also be holding our regular parent/teacher conferences in the fall and the spring, however, this year we will attempt to reach more parents by offering morning conference hours in addition to the afternoon and evening hours. We will host an open house, literacy night, 7th and 8th grade orientations for parents and students.

2. Describe the role of parents in the following schoolwide school plan/program areas:

2a. Design

The School Improvement Team and the student support team designed our Parent Education Outreach program. We very specifically selected our parent education topics for the year to help parents understand the programming our school offers. We felt in understanding the programs, each parent would be more capable of supporting the work of the school.

Our parent education topics for the year:

1 Science Nights -

Literacy - On this parent night we will provide strategies to parents that will allow them to support their children at home.

2b. Implementation

The school improvement team, including the parent representatives, will make sure the evening events are well advertised.

Parents will spread the word through conversations with other parents. In a small community, word travels fast in regards to what is happening in the school. Parents want to be involved in their child's education and by simply asking our parents to come and learn with us this year we hope to really increase our parent involvement.

We will announce all events in the school newsletter and when appropriate we will mail post cards to our parents.

2c. Evaluation

We will collect parent perception data at the end of the school . We will pass out surveys at the end of each Parent Education Evening and we will be able to measure the effectiveness of these evenings based on the comments of the attending parents.

Finally, we will track attendance for each of our evenings and will be able to measure if our parent involvement is increasing based on our attendance numbers.

3. Describe how the school provides individual student academic assessments results, including interpretation of those results, in a language the parents can understand.

We will send home student progress reports 3 times each year. When the information is new or different, we will attach a parent explanation letter to the report card. We will also go over individual academic results during parent/teacher conferences.

We will send home the MEAP parent letter from the State of Michigan to help parents understand their child's MEAP scores.

We will give the STAR reading and math tests several times each year and when sharing results with parents we will use the parent letter provided by Renaissance Learning to help the parents understand their

child's score.

4. Describe the role of parents in the development of the School-Parent Compact. Provide an assurance statement that the compact is used at least annually at elementary-level parent-teacher conferences. If the school serves only middle school or high school grades, the school may put a statement in the box that indicates this section is "Not applicable due to grade levels served".

Each year at our fall conferences the teachers discuss the school-parent compact with parents. After the discussion between teacher and parent(s) the parents sign the compact, the compacts are filed in the principal's office.

5. Describe how the parent involvement components of the schoolwide plan will be evaluated.

We will have sign-in sheets to document the presence of parents at all activities stated in the school improvement plan. We will compare attendance from the previous year to determine if we need to make any changes to accommodate our parents in order to increase their participation.

6. Summarize the results of the evaluation and how those results will be used to improve the schoolwide program.

We offer an additional opportunity for parents to attend conference by scheduling conferences in the p.m. and the a.m. We also offer programs during the day for parents who are able to attend.

7. Attach the School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy in the Supporting Documentation section. Attach the School-Parent Compact in the Supporting Documentation section.

Preschool Transition Strategies

1. Describe preschool transition strategies (more than once a year visitation) and the training that is provided to preschool parents and/or teachers related to Kindergarten readiness skills. Describe other school level transitions that occur, if appropriate. If the school serves only middle school or high school grades, the school may put a statement in the box that indicates this section is "Not applicable due to grade levels served".

We are a middle school and do not have a preschool program in our building.

Teacher Participation in Making Assessment Decisions

1. Describe how teachers participate in making assessment decisions (Ex. selection, development, frequency).

The Holton Middle School staff members have input into the decisions regarding the use of school based academic assessments.

Â· Staff members have been working as department teams to develop common assessments for core curriculum areas.

Â· During the 2011-12 school year, the staff will meet once a month with their department teams to continue working on common assessments. Several staff members will be active with the formative assessment team.

Â· Staff members are invited to be involved in the selection of books and other resources that support the curriculum.

2. Describe how teachers are involved in student achievement data analysis to improve the academic achievement of all students.

The Holton Middle School staff members are involved in student achievement data analysis to improve the academic achievement of all students. Staff discuss student achievement data during monthly department meeting, the Rti leadership teams meet twice a month and the student support team will meet once a month.

· Staff members are involved in disaggregating MEAP data to drive instruction.

· Staff members are involved in a regular data review of building assessments and use this information to drive classroom instruction.

The Holton Middle School staff members are learning how to make effective analysis of student data and use it to drive instruction. These are some of the tools they are using to grow in this area:

MEAP Scores

Pre and Post assessments

STAR Math and Reading Scores

Accelerated Reading Data

Classroom assessments

Alternative Measures of Assessment

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

The alternative measures of assessment used at Holton middle School:

Pre and Post assessment in core classes each trimester; Star and Math reading assessments; accelerated Reading Scores; Classroom quizzes, chapter and end of unit assessments. We use mid-term and end of trimester grades for progress monitoring.

Timely and Additional Assistance

1. Provide a summary of the effective, timely, additional assistance activities provided to students that are not mastering the State's academic achievement standards. These must also be included in greater specificity as Activities under the Goals section. Timely, additional assistance should include differentiation of instruction to meet students' individual needs within the classroom.

In an effort to provide as much support as possible for all students, there are numerous supports available for all students:

1) Nearly all Math and Language Arts classes are co-taught at each grade level. 2) 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. 3) Students who are still struggling will receive additional instruction from the ELA support specialist 4) 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, meal, and transportation home is provided. 5) All students are also eligible to attend summer school; transportation is provided. 6) 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.

2. Describe the identification process for students that are not mastering the State's academic achievement standards.

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, ELA support specialist and ,RTC supervisor. An 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.

Coordination and Integration of Federal, State and Local Programs and Resources

1. Include a list of State educational agency and local educational agency programs and other Federal programs that will be coordinated in the Schoolwide program.

*State and local agencies that support the Schoolwide programs;
21 Century Grant; Local ISD; Title I and At Risk Funds; Muskegon Opportunity.*

2. Describe how federal, state and local programs and resources are coordinated to support the schoolwide program and initiatives in your plan.

We are a school wide Title I building so all of our programs run side-by-side. For example, we are using at-risk and Title funds to fund our literacy program...at-risk is state money and Title I is federal money...we use our general fund to support our school improvement efforts to make sure our programming is effective.

3. Describe how the school will use resources under Title I, Part A and from other sources to implement the required ten schoolwide components.

The school will hire an ELA support specialist to work directly with our most at-risk students and to help our teachers build capacity as intervention specialists.

We will also use our Title I A funds to host some parent education nights--to help our parents understand our curriculum and how to help more effectively at home.

We will also use our Title I A funds to have teacher data meetings to disaggregate our data and develop intervention strategies for teachers to use to meet the needs of all our students.

4. Describe the coordination and integration of Federal, State and local programs and services in a manner applicable to the grade level, including: violence prevention programs, nutrition programs, housing programs, Great Start Readiness Program, adult education, vocational and technical education, and job training.

We provide:

Free breakfast

Effective learning strategies through our RTI coach and paraprofessionals

Behavior intervention with our Responsible Thinking Program

Parent education nights

Math intervention through our math teacher

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.

Our school has installed Smart Carts, Smart Boards, LCD projectors, and computer labs. We use technology for STAR Reading, Accelerated Reading and math. Our school also uses Igor, a data warehouse system, to analyze, monitor and assess student data. Teachers use the document digital cameras to help students to follow along during oral reading assignments. Students also use the audio and video equipment to create and produce our daily video announcements.

Evaluation of the School Improvement Plan

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

The team reviews and compares the results of the state's annual assessments in math, reading and writing to our criteria for success in achieving goals stated in the SIP.

2. Describe how the school improvement team determines whether the schoolwide program has been effective in increasing the achievement of students who had been furthest from achieving the standards.

The school improvement team compares the achievement results of our sub groups in reading, math and writing to our criteria for success in closing the gaps that exist between the sub groups and their peers.

3. Describe how the school improvement team revises the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

The plan has been revised by adding additional support for our struggling students through small group instructions, one-on-one instructional in reading for some students and the hiring of a ELA support specialist. Students are also referred to the SST and to the after school program for tutoring. Students are also provided with appropriate support systems in the class room,ex. word wall, and sample problems.

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

Through Know Your School Newsletters, School website, staff meetings, local newspapers and annual report. All parents receive three progress reports per trimester.

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 receiving Title I, Part A services 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.

Monthly SIT meetings stakeholders collaborate on issues regarding the planning, design, monitoring and evaluation of the school improvement plan. We have three parents serving on the SIT.

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: *Yes*

Comments:

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

Response: *Yes*

Comments:

Health and Safety (HSAT)

The following assurances come directly from the Healthy School Action Tool (HSAT) Assessment (<http://www.mihealthtools.org/hsat>), an online tool for school buildings to assess their school health environments. If your school completed the HSAT in the past year, you may refer back to your report to answer the following assurances. Responses to these assurances are necessary - whether you've completed the HSAT or not. These assurances are designed to help school improvement teams think about conditions for learning in their school, specifically related to student health and safety, and develop strategies in their school improvement plan to address any identified needs.

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

Response: *Written Policy, but not fully implemented*

Comments: *Policy was updated during the 2010-11 school year.*

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

Response: *Yes*

Comments: *Therapeutic Crisis Intervention training.*

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: *No*

Comments:

4. Our school has used data from a student health/safety assessment at least once in the past two years to assist in planning actions that will improve our school's environment and/or to determine the impact of changes that we have made on student attitudes and behaviors.

Response: *Yes*

Comments:

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

Response: *Adopted policy, but not fully implemented*

Comments:

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

Response: *No*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Adopted policy, 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: *No*

Comments:

18. Our school makes a good faith effort to ensure that federally reimbursable school nutrition programs are the main source of nutrition at school rather than vending or a la carte.

Response: *Yes*

Comments:

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

Response: *No*

Comments:

20. Our school has a written policy on school safety that involves parents, and broader community, in collaborative efforts to help ensure a safe school environment.

Response: *Written policy, fully implemented*

Comments:

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

Response: *Yes*

Comments:

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

Response: *No action taken*

Comments:

23. During the past 12 months, the school counseling staff has provided professional development to school health staff about identification and referral of students related to violence and suicide prevention.

Response: *No*

Comments:

24. During the past 12 months, the school counselor/psychologist/social worker offered information to students

(presentations, materials, individual or group counseling activities, events) about bullying, harassment and other peer to peer aggression.

Response: *Yes*

Comments:

25. During the past 12 months, the school counselor/psychologist/social worker has collaborated with appropriate school staff or community agencies to implement programs or activities related to bullying, harassment and other peer to peer aggression.

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *No*

Comments:

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

Response: *No*

Comments:

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

Response: *Yes*

Comments:

30. Our school has a written family involvement policy that advocates for strong connections between the home, school and the community as a means of reducing barriers to student achievement.

Response: *Written policy, fully implemented*

Comments:

31. Our school has a parent education program.

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

33. During non school hours the community has access to indoor facilities for physical activity (such as gym, weight room, hallway for walking, pool, basketball court).

Response: *Access to all indoor facilities*

Comments:

Stakeholders

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

| Title | First Name | Last Name | Position | E-mail |
|-------|------------|------------|------------|---------------------------|
| Mrs. | Troycie | Nichols | Principal | tnichols@holton.k12.mi.us |
| Mrs. | Brenda | Bossett | SIT Chair | bbossett@holton.k12.mi.us |
| Ms. | Mary | Thomas | SIt member | mthomas@holton.k12.mi.us |
| Mrs. | Joni | Gerard | Teacher | jgerard@holton.k12,mi.us |
| Mrs. | Jessica | Wagonmaker | teacher | jwajenma@holton.k12.mi.us |
| Mrs. | Kerrie | Latsch | Parent | klatsch@holton.k12.mi.us |

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: | Ann Cardon |
| Address: | 8297 Holton duck Lake Road, Holton, MI 49425 |
| Telephone Number: | 231-821-1700 |

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

The following documentation was attached. These are appended to this PDF and will display in the following pages:

- School-Parent Involvement Plan
- School-Parent Compact

Holton Middle School staff will provide 4 parent involvement activities for the 2011-2012 school year. HMS believes involving parents in learning about the programming at school will increase their ability to help their children at home. We believe this bridge between home and school will increase student achievement. We will also be holding our regular parent/teacher conferences in the fall and the spring, however, this year we will attempt to reach more parents by offering morning conference hours in addition to the afternoon and evening hours. We will host an open house, literacy night, 7th and 8th grade orientations for parents and students.

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/her full academic potential. Therefore, I will encourage him/her by doing the following:

- See that my child attends school regularly and is punctual.
 - Establish a time and place for homework and encourage daily reading at home.
 - Support the school staff and seek ways to participate in the school community.
 - Have ongoing communication with my child's school and teacher.
 - Check my child's backpack daily.
-

Parent Signature: _____

Student Agreement

It is important that I do the best 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.
 - 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 and 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 for my students by using methods and techniques that work for my classroom.
 - Maintain open and effective communication with my students, their parents and the school community 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: _____