



Grant Public Schools


High School

2010-2013

School

Improvement

Plan



The mission of the Grant Public School District is to provide a school system that is committed to excellence in teaching and learning for all students.

Mission Statement

Grant High School
is committed to providing:

purposeful, educational experiences,

a varied curriculum,

**AND AN ENVIRONMENT THAT
CELEBRATES DIVERSITY,**

fosters respect,

and encourages responsibility

AND LIFE-LONG LEARNING.

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School Wide Program Components

I. Comprehensive Needs Assessment Summary

Grant High School conducted the following needs assessment with a School wide planning team that consisted of teachers from each grade level and content area, special education teachers, Title I teachers, the principal, a paraprofessional, a community representative and parents. Data was taken from the MDE – OEAA website, Newaygo County Data Warehouse, School Matters, Kids Count in Michigan Data Book, MSDS, Census Poverty data by LEA, the school student achievement data base that includes multiple sources of assessment data, and a parent and teacher survey. The School wide planning team met for six, 3 hour sessions to conduct a needs assessment and create a School wide plan.

Building Demographic Summary

Grant High School is located in a small, rural community in Western Michigan. The staff at Grant High School strives to provide an environment that celebrates diversity, fosters respect, encourages responsibility, and models life-long learning. The community of Grant High School is committed to providing its students with a variety of learning experiences that will support academic and social growth, both inside and outside of the classroom. Some of those activities include:

Extended Learning:

- Visual Arts – provides opportunities for students to express themselves creatively
- Performing Arts – Band and Choir offer students a life-long talent
- Industrial Arts – Teaches students basic wood-working, drafting and problem solving skills
- Computers/Keyboarding – Teaches skills needed to succeed in today's workforce
- Foreign Language – Students explore different cultures and languages
- Physical Education – Provides character-building using a variety of sports
- Life Skills – Special Education program focusing on daily living skills and job training
- Newaygo County Career-Tech Center – For career-minded juniors and students to receive job-specific training
- Every graduate of Grant High School completes a minimum of 30 hours of community service

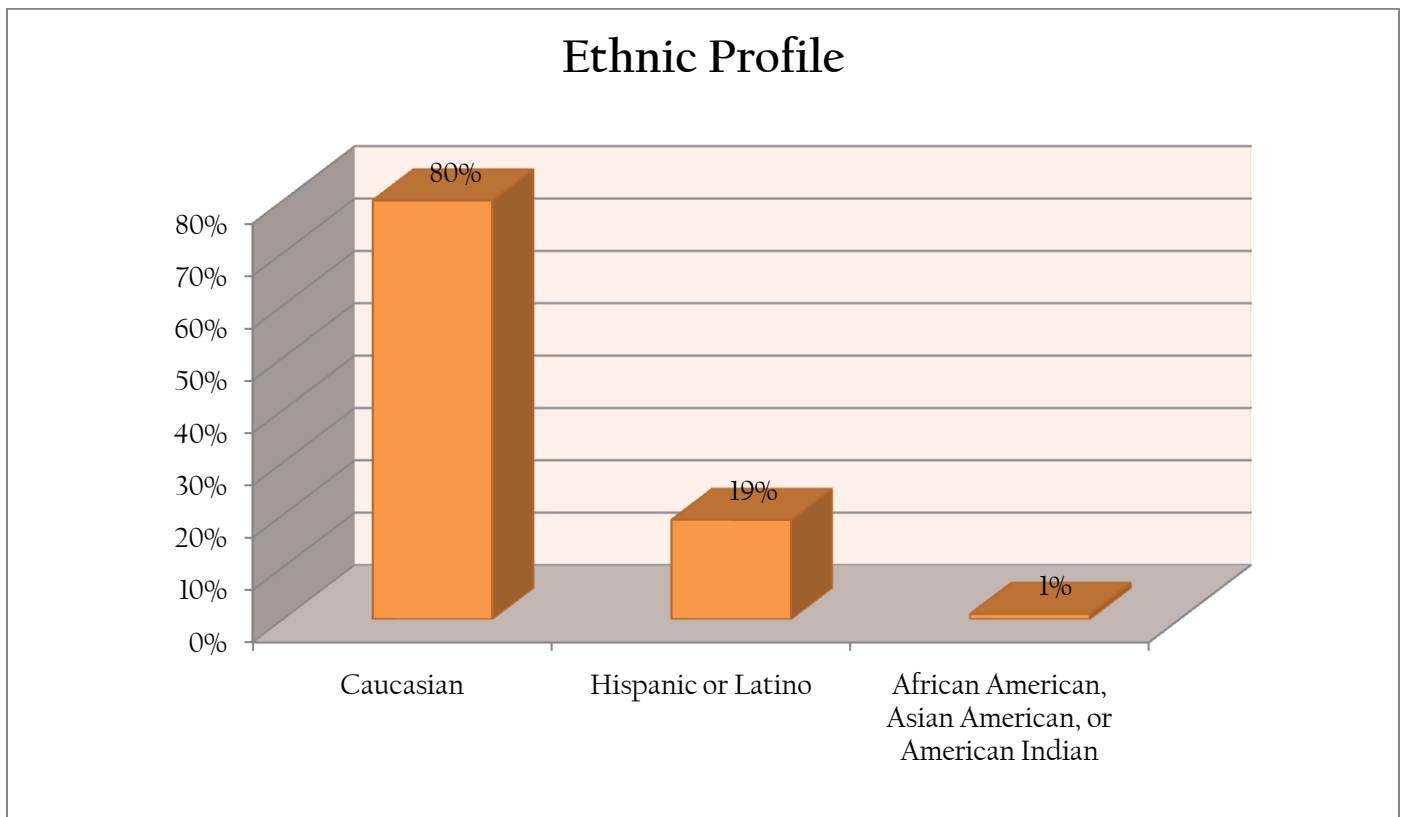
Extra Curricular:

- Many sports to choose from: football, boys and girls basketball, boys and girls soccer, equestrian, boys and girls tennis, boys and girls cross-country, golf, fall and winter cheerleading, volleyball, wrestling, baseball, softball and track
- Groups and clubs including: Future Farmers of America, National Honor Society, PRIDE, Quiz Bowl, Ski Club, Student Council, Yearbook, and Theater

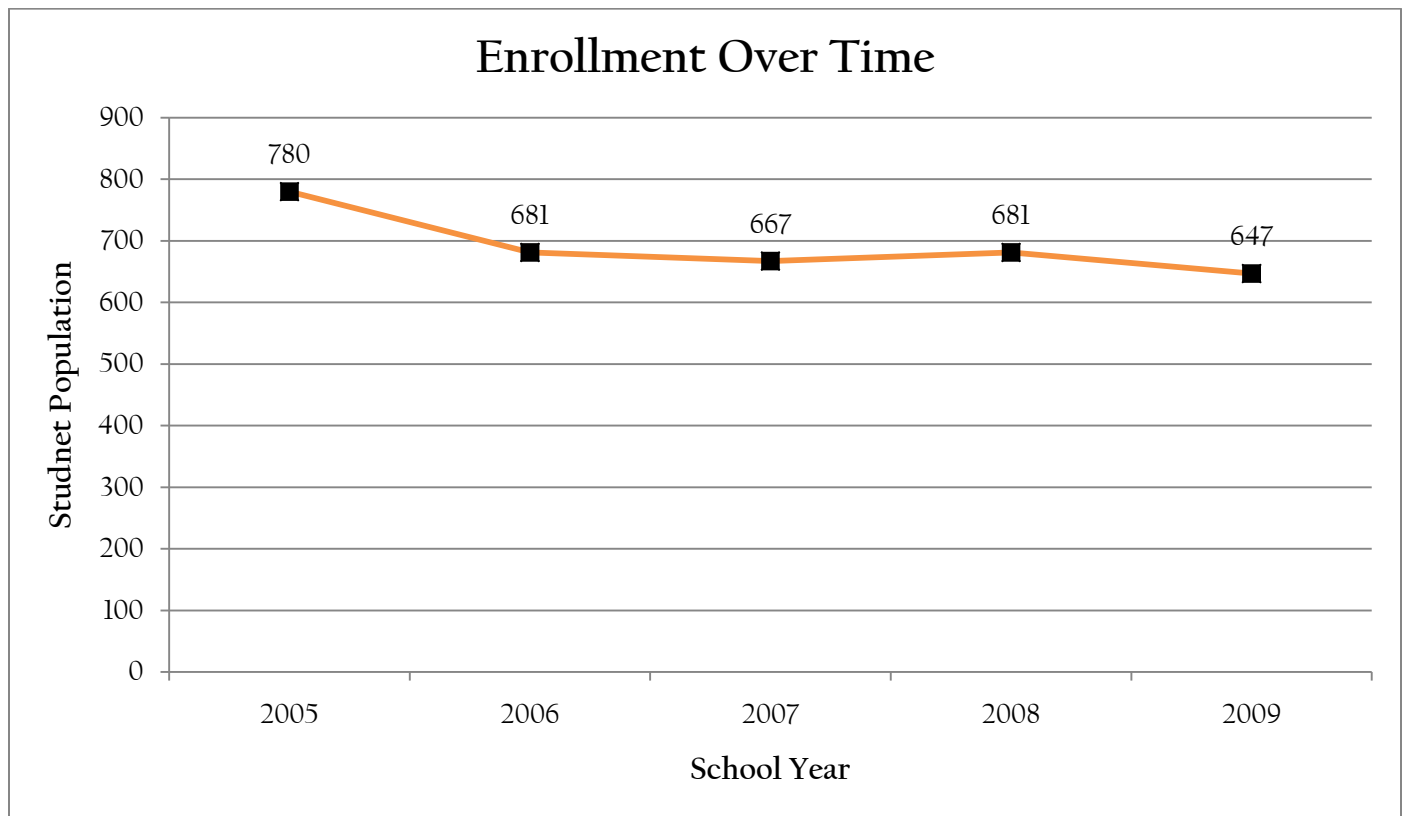
Student enrollment demographics:

Grant High School Demographic Data for 2009-2010							
<i>Grade</i>	<i>Total Head Counts</i>	<i>% Free and Reduced Lunch</i>	<i>% Special Ed</i>	<i>% Female</i>	<i>% Male</i>	<i>% Homeless</i>	<i>% Schools of Choice</i>
9 th	156	37.2%	15.4%	45%	55%		14.1%
10 th	219	29.7%	11.4%	46%	54%	2.28%	7.3%
11 th	164	36%	11.6%	46%	54%	3.66%	10.4%
12 th	155	34.8%	12.3%	47%	53%	7.10%	7.1%

The following chart depicts the ethnic profile of Grant High School:



Grant High School enrollment data:



In the fall of 2010 the teaching staff at Grant High School completed a survey that included the five strands used in the School Wide Planning process as outlined in the Michigan School Improvement Framework. Following is the summary of the survey:

Grant High School Teacher Survey Review

Strengths:

- The curriculum expectations are communicated to students in a manner they can understand.
- Classroom lessons are aligned to Grant High School's written curriculum.
- Best practices and research-based instruction are used in the delivery of the curriculum.
- Multiple measures are used to evaluate students learning (classroom assessments, district assessments, MEAP, student portfolios, behavioral, measures other than achievement, etc.).
- School leaders consider student developmental stages and adolescent theory when making decisions.
- School leaders focus on school results to inform curriculum, instruction and assessment decisions.
- The school culture and climate is focused on learner outcomes.
- All students have equal access to the curriculum and learning opportunities.

Areas to address:

- Need to use skyward to the extent of informing parents of class activities, upcoming projects, and weekly progress reports. Teachers need training on the various ways skyward can be used for parent communication.
- Train teachers to use video-conferencing to enhance their curriculum
- Students will be provided weekly progress reports from their teachers in order to improve their performance. This will encourage the use of data so student can monitor their work
- Teachers will develop and use a minimum of one re-teaching strategy that will challenge students to re-work their material then be re-assessed on that material

- Teachers will be trained to use engagement strategies in the classroom to ensure student learning and impact student grades, increasing the number of students who are passing their classes.

Results of Family Survey

A survey of Grant High School parents was conducted. It was available during Parent Teacher Conferences and all Parents were encouraged to complete the survey. Questions were asked in regards to communication, academic expectations, staff, and overall atmosphere of the building. For each question, parents provided a grade of A, B, C, D, or F, being the lowest.

Some of the questions in the survey that reflect a grade of A or B are:

- GHS personnel treat my child with respect and dignity in a caring atmosphere.
- GHS adequately prepares my child for state standardized tests.
- GHS provides adequate opportunities for me to visit, comment, and be involved.
- The environment at GHS is safe and conducive to student achievement.
- GHS personnel set high standards for all students

The areas of concern that were highlighted by the survey included communication from GHS early and often, appropriate individual attention, and providing help with Math at home. Other concerns included adequately preparing students for state standardized tests, and the new high school standards being beneficial for students.

Overall, the parent survey shows that the majority of Grant High School parents are satisfied with the educational services provided, however there are some areas of concern that they would like addressed. The ideas and opinions shared by our families will be used to better evaluate our services.

Michigan Department of Education

ED Yes! Report 2010

Summary

As part of the Comprehensive Needs Assessment, the school wide planning team completed the 90 indicator rubric that provides an in depth assessment of the systems and practices in the school that impact overall student achievement. The following is a brief summary of this report that was completed for the Michigan Department of Education and submitted March 12, 2010:

Strand 1

Teaching and Learning

Strengths:

- Our local curriculum contains most of the content expectations and are aligned to the state standards
- Grant high school teachers provide opportunities for learners with different learning styles
- GHS uses a variety of state and local assessments and reports results to students, parents and staff

Weaknesses:

- School staff members need more time to collaborate and investigate their teaching and instructional practices.
- The use of instructional time needs to be data driven and focused on the attainment of school goals

Strand 2

Leadership

Strengths:

- The entire school staff has responsibility for student success
- Students have equal access to curriculum and activities
- School leaders and staff have a process to improve and monitor GHS
- School leaders and staff collaborates by meeting consistently each month
- As GHS builds a community of learning we face challenges that are assisting us to become better educators

Weaknesses:

- School leaders and staff are working on a process of reviewing test date to improve learning and instruction
- School leaders are working on a process of improving the quantity of classroom visits to assist staff

Strand 3

Personnel and Professional Learning

Strengths:

- Ensuring that all teachers are certified in their content area and are highly-qualified according to state standards
- Encouraging teachers to use best practices in the classroom to enhance student learning
- Providing professional development opportunities that allow teachers to keep current with theories of learning

Weaknesses:

- Using data collected from a variety of sources to determine the direction of the future professional development
- Providing time and guidance for staff to work together in developing curriculum, discussing school improvement, and analyzing data

Strand 4

Community and Parent Involvement

Strengths:

- We serve our diverse population through translation services, bilingual programming, adult education classes and home visits
- The district works closely with the local business community through FFA, community based instruction internships, community service and blood drives
- We work in partnership with MCC, NCCTC, and NHS. Plus have programming such as ATYP, CBI, and Synergy
- Community agencies are very involved in our buildings such as WISE, Webster house, Arbor Circle, CMH
- We collaborate with Community Business higher education institutions for jobs, internships and dual enrollment.

Weaknesses:

- Have a structure in place to welcome new families
- Got a designated parent volunteer membership list and implement a structured program for parent volunteers serving a variety of capacities.
- Offering seminars for parents such as positive parent techniques for teenagers understanding your child's educational progress, post secondary planning.

Strand 5

Data and Information Management

Strengths:

- The data/system has a high technical quality including integrity, consistency, appropriateness, timeliness, and comparability
- All authorized users have ready access to pertinent data and they are provided support as needed
- The data system provides secure access to relevant data for authorized users and prevents unauthorized access

Weaknesses:

- Training the staff in data analysis techniques
- Engaging the school community in dialog about the meaning of the information derived from the analysis of their data
- Sharing the analysis and interpretation of the school's data with the school community in a variety of ways and in a timely manner

MME Gap Analysis
Grant Public Schools (Grade 11)
The italicized areas below have a significant gap (more than 10%)

<i>% Proficient</i>					
	3 year trends	Gender	ED/Non ED	SE/NonSE	Other
Reading	2007 64%	<i>Males 56%</i> <i>Females 71%</i>	<i>ED 53%</i> <i>Non ED 66%</i>	<i>SE 36%</i> <i>Non SE 67%</i>	Hispanic 57%
	2008 55%	<i>Males 47%</i> <i>Females 64%</i>	<i>ED 37%</i> <i>Non ED 61%</i>	<i>SE 4%</i> <i>Non SE 64%</i>	Hispanic 6%
	2009 54%	<i>Males 41%</i> <i>Females 67%</i>	<i>ED 39%</i> <i>Non ED 60%</i>	<i>SE 6%</i> <i>Non SE 60%</i>	Hispanic 32%
Writing	2007 34%	<i>Males 27%</i> <i>Females 41%</i>	<i>ED 34%</i> <i>Non ED 34%</i>	<i>SE 0%</i> <i>Non SE 37%</i>	Hispanic 43%
	2008 24%	<i>Males 18%</i> <i>Females 30%</i>	<i>ED 13%</i> <i>Non ED 28%</i>	<i>SE 0%</i> <i>Non SE 28%</i>	Hispanic 6%
	2009 28%	<i>Males 22%</i> <i>Females 44%</i>	<i>ED 20%</i> <i>Non ED 32%</i>	<i>SE 0%</i> <i>Non SE 32%</i>	Hispanic 16%
ELA	2007 52%	<i>Males 44%</i> <i>Females 59%</i>	<i>ED 38%</i> <i>Non ED 55%</i>	<i>SE 8%</i> <i>Non SE 56%</i>	Hispanic 50%
	2008 38%	<i>Males 29%</i> <i>Females 50%</i>	<i>ED 22%</i> <i>Non ED 45%</i>	<i>SE 0%</i> <i>Non SE 46%</i>	Hispanic 12%
	2009 39%	<i>Males 30%</i> <i>Females 48%</i>	<i>ED 27%</i> <i>Non ED 44%</i>	<i>SE 6%</i> <i>Non SE 43%</i>	Hispanic 26%
Math	2007 45%	<i>Males 48%</i> <i>Females 43%</i>	<i>ED 30%</i> <i>Non ED 49%</i>	<i>SE 7%</i> <i>Non SE 49%</i>	Hispanic 21%
	2008 33%	<i>Males 36%</i> <i>Females 29%</i>	<i>ED 20%</i> <i>Non ED 38%</i>	<i>SE 0%</i> <i>Non SE 39%</i>	Hispanic 6%
	2009 35%	<i>Males 31%</i> <i>Females 38%</i>	<i>ED 21%</i> <i>Non ED 40%</i>	<i>SE 0%</i> <i>Non SE 39%</i>	Hispanic 37%
Social Studies	2007 90%	<i>Males 86%</i> <i>Females 94%</i>	<i>ED 87%</i> <i>Non ED 91%</i>	<i>SE 77%</i> <i>Non SE 91%</i>	Hispanic 93%
	2008 70%	<i>Males 68%</i> <i>Females 71%</i>	<i>ED 55%</i> <i>Non ED 75%</i>	<i>SE 12%</i> <i>Non SE 81%</i>	Hispanic 56%
	2009 77%	<i>Males 72%</i> <i>Females 82%</i>	<i>ED 71%</i> <i>Non ED 79%</i>	<i>SE 69%</i> <i>Non SE 78%</i>	Hispanic 74%
Science	2007 60%	<i>Males 52%</i> <i>Females 67%</i>	<i>ED 41%</i> <i>Non ED 64%</i>	<i>SE 23%</i> <i>Non SE 63%</i>	Hispanic 50%
	2008 48%	<i>Males 47%</i> <i>Females 49%</i>	<i>ED 34%</i> <i>Non ED 53%</i>	<i>SE 4%</i> <i>Non SE 56%</i>	Hispanic 22%
	2009 49%	<i>Males 43%</i> <i>Females 55%</i>	<i>ED 39%</i> <i>Non ED 53%</i>	<i>SE 19%</i> <i>Non SE 53%</i>	Hispanic 37%

Results of Needs Assessment:

The identified gaps in student achievement for all students and demographic subgroups, the challenges in the systems and practices, and the results of the parent/student/teacher perception surveys were utilized to set goals, objectives and strategies for the building school improvement plan. The goals that were developed from this analysis can be located in section 2. School Wide Reform strategies/school improvement plans. They are clearly identified as a student goal statement and relate to the needs assessment in the 4 sections that follow the goal. Following this are the objectives, strategies and action items that relate to that need and goal. There are goals for each area that was identified as a weakness for this building. The plans follow the Michigan School Improvement template.

2. School Wide Reform Strategies/School Improvement Plans

School wide reform strategies are designed to help all students meet the State Proficient and Advanced levels of Student Academic Achievement in State Content Standards.

1. *Inclusion/Performance Enhancement: Provide opportunities for all students to meet the state proficient and advance levels of student academic achievement.*

Grant High School has identified gaps in achievement between special needs students and economically disadvantaged students when compared to all students. Our school improvement team is made up of teachers, counselors, administrators and community members. These team members have evaluated available data in order to formulate plans. We want all of our students to have the confidence and skills to be able to score proficient on the Michigan Merit Exam (MME). Our staff uses time specifically dedicated prior to the start of the school day to interpret MME and PLAN results to help us appropriately plan. The Grant High School teachers have attended PEAK Learning Strategies and will continue to delve deeper in this process. This has assisted teachers in more appropriate, valuable presentation of academic material. This better serves our economically disadvantaged students and our entire student body. Our special education students will receive a daily workshop class devoted to extra attention and small class size. Special needs students will receive extra one-on-one and small group attention. These students will attend their general education classes and then will receive extra instruction during this workshop hour.

2. *Effective Methods and Instructional Strategies: Use effective methods and instructional strategies that are based on scientifically based research that strengthen the core academic program in the school. Strategies include the needs of all children and particularly those that are at-risk for meeting the State Standards for student achievement. Strategies are embedded in School Improvement plans.*

1. In reviewing test data from last year's MME, a 10% gap was identified in multiple areas. We are dedicating ourselves to reducing this number utilizing the strategies in this plan. Our teaching staff will continue to implement and practice the PEAK Learning Strategies and will receive on-going training. We will refer to our curriculum maps and better plan our academic year keeping state objectives in the forefront. Lesson plans will be turned in to the administrator weekly. Daily study skill classes are built in to each trimester to offer support to students. This serves regular education students who may be at-risk for learning failure and helps them to complete assignments and learn skills necessary for success. We will also be creating a school within a school to assist students who may be falling behind in academic credits. This will involve a small number of students working with computer software under the supervision of a teacher to enrich their skills while still allowing them to take part in their regular education classes.
2. Staff will participate in professional development on PEAK learning strategies. The PEAK Model provides a research based comprehensive approach to ensuring learning by spanning all three of the critical domains- context, content and process. Staff will discuss and model the PEAK learning strategies monthly at staff meetings and department meetings and utilize these strategies in their classrooms as evidenced by the principal walk through observations and weekly lesson plans. These research based instructional strategies will assist all students in accessing the curriculum and increasing their retention. Staff will continue to implement the Ruby Payne model of Learning Structures to improve the cognitive processes of the struggling learner. (The professional development for this occurred August 2008 and was part of the reform change for the current school year.)

The model below displays the Response to Intervention Model for Grant High School:

Grant High School

LEVEL 1 – Basic Instructional Curriculum – All students

Professional Development: Teacher/Principal Leadership Academy
Positive Behavior Support System (Challenge Day)
PEAK Learning Strategies implemented in all classes
Theory & Research-Based Content Instruction with instructional coaches
Professional Learning Communities – Data dialogues
Common & Formative Assessments, ACT suite of tests at each grade level
Common Grading Practices- weekly progress reports
Instructional Management Meetings
Evaluation Tools: Summative evaluation tool for teachers and administrators
Classroom Walk-through with administrators and coaches

LEVEL 2 -Supplemental Interventions

Mentoring Program
After school programs
Saturday programs
Summer School
Online interventions – 24 hours – Fast Forward, Apangea, APEX
Personal Curriculum
Assistive Technology

LEVEL 3 -Intensive Interventions

Alternative Education Programs
SIT Meetings
Credit Recovery Classes
Academic Support Classes

**Grant High School
Science (2010-2013)**

**Section I – Comprehensive Analysis Report on Student Achievement:
Content Area: Science (X) Active Goal () Maintenance Goal**

Student Goal Statement:

By 2013, our goal is to have 58% of students score a level 1 or 2 on the MME science. This equates to an increase of 3% each year.

Statement of Gap in Student Achievement:

- Based on the 2009 MME results, only 49% of students are level 1 or 2 in science.
 - Based on the 2009 ACT results, GHS students scored 19.6 points, which is only 0.5 points under the state average.
-
-

Contributing Cause for the Gap in Student Achievement:

Males underperformed female students by 12% on MME science. Economically disadvantaged students underperformed Non Economically disadvantaged by 14%. Special ED underperformed general ED by 34%.

List the Sources of Data Used to Identify This Gap:

- 2009 MME
 - 2009 ACT
-
-

Section II – Plan to Accomplish Student Achievement Goals and Objectives: Measurable Objective Statement to Support Goal:

- 52% of the male subgroup will score proficient in the MME science by 2013 (this is a 3% increase each year)
 - 48% of the economically disadvantaged students will score proficient in the MME science by 2013 (3% increase each year)
 - 28% of the special ED students will score proficient in the MME science by 2013 (3% increase each year)
 - 46% of the Hispanic subgroup will score proficient in the MME science by 2013 (3% increase each year)
-
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Authentic Assessment: List Multiple Measure of Assessment Objectives:

District curriculum common assessments and MME results

Strategy Statement:

- Implement PEAK strategies in all classrooms
 - Implement ACT test item of the day a minimum of 3 times per week
 - Improve student performance through weekly grade reporting for each course
 - Continue to implement academic support for special education students
 - Implement and align current curriculum with common resources and assessments
 - Implement inquiry-based learning strategies in all science classrooms
-
-

Activities/ Action Steps to Implement the Strategy	Staff Responsible for Implementing Activity	Timeline for Activity (Beginning & End)	Resources Needed for the Activity	Monitoring Plan for the Activity	Evidence for Success
1A. Teachers will be trained to use PEAK strategies to increase the variety of ways we implement, present, practice and assess material	Admin.	2010-2013	Peak Training Including local secondary training	Planned professional development	Teacher Attendance to training
1B. Teachers will identify ways in which they plan to implement PEAK strategies in their curriculum	Teachers	2010-2013	PEAK Training	Teachers will submit list of PEAK strategies to principal	Review of list by Principal
2A. Access and display item of the day to students	Admin. & Teachers	2010-2013	Internet School-wide access	Lesson plans Principal Walkthrough	Accurate Display
2B. Analyze and discuss test item	Teachers	2010-2013	Correct answers	Principal Walk-through	Improved ACT/MME scores
3. Teachers will print and disperse weekly grade reports	Teachers	2010-2013	Skyward access	Lesson plans and Principal walk-through	Increased student performance
4A. Special Education teachers will have access to general education teachers lesson plans	Admin/ General education teachers/ Special Education teachers	2010-2013	Shared core curriculum & materials	Weekly lesson plans MME data gap analysis	Special Education
4B. Special Education will provide support to students and general education teachers	General education teachers/Special Education teachers	2010-2013	Weekly Lesson Plans Curriculum Maps	Monitor Student Progress	Improved class scores/ grades
5A. Department will provide two half-day meetings with NC RESA curriculum director to continually improve curriculum plans	Admin. & NC RESA curriculum supervisor	2010-2013	Current Curriculum Maps	Updated curriculum maps	Updated curriculum maps
5B. Teachers will be provided the book <i>15 Fixes for Broken Grades</i> and will discuss it monthly in staff meetings, while identifying strategies that will be used	Admin. & Teachers	2010-2011	<u>15 Fixes for Broken Grades</u>	Discussions during staff meetings	Identification of specific strategies by staff

5C. Teachers will implement the strategies that they will use from the book <i>Fixes for Broken Grades</i>	Admin. & Teachers	2011-2012	<u>15 Fixes for Broken Grades</u>	Teacher policies/ syllabus changes	Improved Student Grades
6A. Science teachers will be trained in the area of teaching science by inquiry during professional development	Admin.	2010-2013	Professional development day	Planned professional development	Teacher attendance at training
6B. Teachers will identify and implement specific strategies for their classrooms	Teachers	2010-2013	Curriculum maps, lesson plans	Curriculum maps, lesson plans, and principal walkthroughs	Review by principal

Grant High School
Math (2010-2013)

Section I – Comprehensive Analysis Report on Student Achievement:
Content Area: Math (X) Active Goal () Maintenance Goal

Student Goal Statement:

By 2012, all GHS students will increase their proficiency on MME results by 5% each year

Statement of Gap in Student Achievement:

Based on the 2009 ACT results, 23% of 11th grade students are ready for college-level course work and based on the 2009 MME results 35% of 11th grade students performed at proficient or better.

Contributing Cause for the Gap in Student Achievement:

Non-economically disadvantaged students out performed economically disadvantaged students by 19 percentage points. General Ed. Students out performed special ED students by 39%.

List the Sources of Data Used to Identify This Gap:

- MME
- ACT
- District Common Assessments
- Plan
- ASUAB

Section II – Plan to Accomplish Student Achievement Goals and Objectives: Measurable Objective Statement to Support Goal:

- 40% of students over the next 3 years will score 71% or more on reasoning and numbers on the MME.
- 30% of the ED subgroup will score proficient over the next 3 years based on the MME.
- 15% of the SE subgroup will score proficient over the next 3 years based on the MME

Authentic Assessment: List Multiple Measure of Assessment Objectives:

District curriculum common assessments and MME results

Strategy Statement:

- Implement PEAK strategies in all classrooms
- Implement ACT test item of the day a minimum of 3 times per week
- Improve student performance through weekly grade reporting for each course
- Continue to implement academic support for special education students
- Implement and align current curriculum with common resources and assessments
- Implement after and during school tutoring programs

Activities/ Action Steps to Implement the Strategy	Staff Responsible for Implementing Activity	Timeline for Activity (Beginning & End)	Resources Needed for the Activity	Monitoring Plan for the Activity	Evidence for Success
1A. Teachers will be trained to use PEAK strategies to increase the variety of ways we implement, present, practice and assess material	Admin.	2010-2013	Peak Training Including local secondary training	Planned professional development	Teacher Attendance to training
1B. Teachers will identify ways in which they plan to implement PEAK strategies in their curriculum	Teachers	2010-2013	PEAK Training	Teachers will submit list of PEAK strategies to principal	Review of list by Principal
2A. Access and display item of the day to students 2B. Analyze and discuss test item	Admin. & Teachers	2010-2013	Internet School-wide access	Lesson plans Principal Walkthrough	Accurate Display Improved ACT/MME scores
3. Teacher leaders will facilitate Professional Learning Communities monthly to analyze student data, share best practice s and plan for program improvements.	Teachers And Admin	2010-2013	PLC videos, data, best practices	Minutes from PLC's	Improved student achievement
4. Teachers will print and disperse weekly grade reports	Teachers	2010-2013	Skyward access	Lesson plans and Principal walk-through	Increased student performance
5A. Special Education teachers will have access to general education teachers lesson plans	Admin/General education teachers/Special Education teachers	2010-2013	Shared core curriculum & materials	Weekly lesson plans MME data gap analysis	Special Education
5B. Special Education will provide support to students and general education teachers	General education teachers/Special Education teachers	2010-2013	Weekly Lesson Plans Curriculum Maps	Monitor Student Progress	Improved class scores/ grades
6A. Department will provide two half-day meetings with NC RESA curriculum director to continually	Admin. & NC RESA curriculum	2010-2013	Current Curriculum	Updated curriculum	Updated curriculum maps

improve curriculum plans	supervisor		Maps	maps	
6B. Teachers will be provided the book <i>15 Fixes for Broken Grades</i> and will discuss it monthly in staff meetings, while identifying strategies that will be used	Admin. & Teachers	2010-2011	<u>15 Fixes for Broken Grades</u>	Discussions during staff meetings	Identification of specific strategies by staff
6C. Teachers will implement the strategies that they will use from the book <i>Fixes for Broken Grades</i>	Admin. & Teachers	2011-2012	<u>15 Fixes for Broken Grades</u>	Teacher policies/ syllabus changes	Improved Student Grades
7A. Establish an Early warning system to identify and recommend students who are struggling for intervention. (Utilize Instructional Management teams quarterly to analyze student achievement data)	Math Department, Counseling Dept, Principal NCRESA staff	Beginning September 2010	Class Assignments, Student Achievement data base	Sign in sheet Minutes from IMT meetings	Improve grades in math courses & MME scores
7B. Provide personal instruction in counseling area and classroom. Assign mentors to struggling learners	Teachers	Beginning September 2010	Student Assignments & Classroom	Sign in Sheet	Improve grades in math courses & MME scores
8. Math coach will provide assistance to teachers in utilizing data to plan, change instruction, and monitor growth	Math coach Teachers Principal	Beginning September 2010	Math Coach	Classroom observation notes, minutes from meetings	Improve grades in math courses & MME scores

Grant High School
English Language Arts (2010-2013)

Section I – Comprehensive Analysis Report on Student Achievement:
Content Area: English Language Arts (X) Active Goal () Maintenance Goal

Student Goal Statement:

By 2013, all students at GHS will increase their proficiency in ELA as evidenced by the MME assessment, increasing the overall proficiency score (Level 1 and 2) each year by 5%.

Statement of Gap in Student Achievement:

Based on the MME only 28% of students are proficient in writing.

Contributing Cause for the Gap in Student Achievement:

Females out performed male students by 22%. Non-economically disadvantaged students out performed economically disadvantaged students by 12%. The general education students outperformed special education students by 46%.

List the Sources of Data Used to Identify This Gap:

- MME
- District Common Assessments

Section II – Plan to Accomplish Student Achievement Goals and Objectives: Measurable Objective Statement to Support Goal:

- 42% of the male subgroup will score in the proficient category of the ELA portion of the MME by the end of the 2012 school year, showing an increase of 10% per year
- 40% of the ED group will score in the proficient category of the ELA portion of the MME by the end of the 2012 school year, showing an increase of 10% per year
- 4% of the SE subgroup will score in the proficient category of the ELA portion of the MME by the end of the 2012 school year, showing an increase of 2% per year

Authentic Assessment: List Multiple Measure of Assessment Objectives:

District curriculum common assessments and MME results

Strategy Statement:

- Implement PEAK strategies in all classrooms
- Implement ACT test item of the day minimum of 3 days of wk.
- Improve student performance through weekly grade reporting for each course
- Continue to implement academic support for special education students
- Implement and align current curriculum with common resources and assessments
- All students will utilize the ACT Rubric to analyze and evaluate their own work

Activities/ Action Steps to Implement the Strategy	Staff Responsible for Implementing Activity	Timeline for Activity (Beginning & End)	Resources Needed for the Activity	Monitoring Plan for the Activity	Evidence for Success
1A. Teachers will be trained to use PEAK strategies to increase the variety of ways we implement, present, practice and assess material	Admin.	2010-2013	Peak Training Including local secondary training	Planned professional development	Teacher Attendance to training
1B. Teachers will identify ways in which they plan to implement PEAK strategies in their curriculum	Teachers	2010-2013	PEAK Training	Teachers will submit list of PEAK strategies to principal	Review of list by Principal
2A. Access and display item of the day to students	Admin. & Teachers	2010-2013	Internet School-wide access	Lesson plans Principal Walkthrough	Accurate Display
2B. Analyze and discuss test item	Teachers	2010-2013	Correct answers	Principal Walk-through	Improved ACT/MME scores
3. Teachers will print and disperse weekly grade reports	Teachers	2010-2013	Skyward access	Lesson plans and Principal walk-through	Increased student performance
4A. Special Education teachers will have access to general education teachers lesson plans	Admin/ General education teachers/ Special Education teachers	2010-2013	Shared core curriculum & materials	Weekly lesson plans MME data gap analysis	Special Education
4B. Special Education will provide support to students and general education teachers	General education teachers/ Special Education teachers	2010-2013	Weekly Lesson Plans Curriculum Maps	Monitor Student Progress	Improved class scores/ grades
5. Hold curriculum audit for all subjects to review alignment and fidelity of curriculum implementation	NC RESA and outside curriculum auditor	2010		Results of curriculum audit	Improved aligned curriculum

6A. Department will provide two half-day meetings with NC RESA curriculum director to continually improve curriculum plans	Admin. & NC RESA curriculum supervisor	2010-2013	Current Curriculum Maps	Updated curriculum maps	Updated curriculum maps
6B. Teachers will be provided the book <i>15 Fixes for Broken Grades</i> and will discuss it monthly in staff meetings, while identifying strategies that will be used	Admin. & Teachers	2010-2011	<u>15 Fixes for Broken Grades</u>	Discussions during staff meetings	Identification of specific strategies by staff
6C. Teachers will implement the strategies that they will use from the book <i>Fixes for Broken Grades</i>	Admin. & Teachers	2011-2012	<u>15 Fixes for Broken Grades</u>	Teacher policies/ syllabus changes	Improved Student Grades
7A. ELA department will explore MDE/ELA/MME/ACT writing guides and rubrics for future used	All ELA teachers	2010-2013	ACT/MME Rubric Common assessment	Reportable scores at the end of the trimester	Mastery according to ACT/MME rubric and scores
7B. Teach Students how to use rubric	All ELA teachers	2010-2013	ACT/MME Rubric	Lesson plans	Mastery according to ACT/MME rubric and scores
7C. Teachers will assess students writing using ACT rubric	All ELA teachers	2010-2013	ACT Rubric	Reportable scores at the end of the tri.	Mastery according to ACT/MME rubric and scores
8. Utilize ACT assessment suite at each grade level to provide students and staff assessment information on an annual basis: 8 th grade spring – EXPLORE 9 th grade spring – EXPLORE 10 th grade spring – PLAN 11 th grade spring – MME /ACT	All teachers Principal Counseling DEPT.	2010-2013	ACT assessments	Assessment scores recorded in Student Achievement data base and on Data Warehouse	Improved ACT/MME scores in 11 th grade
9. Implement Fast Forward Literacy computer program for Special Education students and struggling ELA students	Special Education Teachers Principals	2010-2013	Fast Forward program and Computers	Improved ELA scores on district assessments	Improved ACT/MME scores in 11 th grade

**Grant High School
Social Studies (2010-2013)**

**Section I – Comprehensive Analysis Report on Student Achievement:
Content Area: Social Studies (X) Active Goal () Maintenance Goal**

Student Goal Statement:

By 2013, all GHS students will increase their proficiency in Social Studies as evidenced on the state MME, increasing the overall proficiency score (Level 1 and Level 2) to 86%; 3% each year.

Statement of Gap in Student Achievement:

Based on the 2009 state MME assessment only 77% of High School students are proficient in Social Studies.

Contributing Cause for the Gap in Student Achievement:

Non Special Education students outperform Special Education students by 9 percentage points on the MME Social Studies assessment. Further instruction in the areas of economics and history is needed.

List the Sources of Data Used to Identify This Gap:

- MME
- MEAP (9th Grade)
- District Common Assessments

Section II – Plan to Accomplish Student Achievement Goals and Objectives: Measurable Objective Statement to Support Goal:

- 72% of the Special Education subgroup will score in the proficient category on the MME social studies by the end of the 2011 school year
- 86% of the students will score proficient on the MME social studies portion by the end of the 2013 school year, by 3% each year
- 40% of the students will master the history and economic content area of the MME. This will be an increase of 3% each year.

Authentic Assessment: List Multiple Measure of Assessment Objectives:

District curriculum common assessments and MME results

Strategy Statement:

- Implement PEAK strategies in all classrooms
- Implement ACT test item of the day a minimum of 3 times per week
- Improve student performance through weekly grade reporting for each course
- Continue to implement academic support for special education students
- Implement and align current curriculum with common resources and assessments
- Implement MME style questions on course assessments

Activities/ Action Steps to Implement the Strategy	Staff Responsible for Implementing Activity	Timeline for Activity (Beginning & End)	Resources Needed for the Activity	Monitoring Plan for the Activity	Evidence for Success
1A. Teachers will be trained to use PEAK strategies to increase the variety of ways we implement, present, practice and assess material	Admin.	2010-2013	Peak Training Including local secondary training	Planned professional development	Teacher Attendance to training
1B. Teachers will identify ways in which they plan to implement PEAK strategies in their curriculum	Teachers	2010-2013	PEAK Training	Teachers will submit list of PEAK strategies to principal	Review of list by Principal
2A. Access and display item of the day to students	Admin. & Teachers	2010-2013	Internet School-wide access	Lesson plans Principal Walkthrough	Accurate Display
2B. Analyze and discuss test item	Teachers	2010-2013	Correct answers	Principal Walk-through	Improved ACT/MME scores
3. Teachers will print and disperse weekly grade reports	Teachers	2010-2013	Skyward access	Lesson plans and Principal walk-through	Increased student performance
4A. Special Education teachers will have access to general education teachers lesson plans	Admin/ General Ed. teachers/ Special Ed. teachers	2010-2013	Shared core curriculum & materials	Weekly lesson plans MME data gap analysis	Special Education
4B. Special Education will provide support to students and general education teachers	General Ed. teachers/ Special Ed. teachers	2010-2013	Weekly Lesson Plans Curriculum Maps	Monitor Student Progress	Improved class scores/ grades
5A. Department will provide two half-day meetings with NC RESA curriculum director to continually improve curriculum plans	Admin. & NC RESA curriculum supervisor	2010-2013	Current Curriculum Maps	Updated curriculum maps	Updated curriculum maps
5B. Teachers will be provided the book <i>15 Fixes for Broken Grades</i> and will discuss it monthly in staff meetings, while identifying strategies that will be used	Admin. & Teachers	2010-2011	<u>15 Fixes for Broken Grades</u>	Discussions during staff meetings	Identification of specific strategies by staff

5C. Teachers will implement the strategies that they will use from the book <i>Fixes for Broken Grades</i>	Admin. & Teachers	2011-2012	<u>15 Fixes for Broken Grades</u>	Teacher policies/ syllabus changes	Improved Student Grades
6A. Teachers collaborate to analyze MME style test questions	Admin. & Teachers	2010-2013	Common planning time MME question guide	Teacher Leader oversight	Production of useable examples
6B. Teachers will develop assessments based on the MME style of questioning	Teachers	2010-2013	MME question guides Current assessment	Revised assessment to teacher leader for review	Improved MME scores

3. Instruction by Highly Qualified Professional Staff

Grant Public Schools assures that all teachers employed in any School wide program meet the federal definition of Highly Qualified teachers and the paraprofessionals meet the NCLB requirements for instructional paraprofessionals. The Superintendent has submitted the Michigan Local Education Agency (LEA) Highly Qualified form to MDE and received approval through an audit conducted August 2009. The Michigan Highly Qualified teacher report form is completed by each staff member and on file in the Central Office. The district requires that all paraprofessionals hold a 2-year college degree or have successfully completed the WorkKeys Assessment. Staff is assigned to particular grade level and content areas by their training and expertise within the framework of the GEA contract.

Educational Level of Teachers	# of Teachers	Years of Experience	# of Teachers
Teachers with a BA degree	21	Teachers with up to 3 years	1
Teacher with a MA degree	23	Teachers with 3-10 years	10
		Teachers with 11-20 years	19
		Teachers with 21 – 40 years	14

4. Attract and Retain Highly Qualified Teachers

and

5. High-Quality and Ongoing Professional Development

Due to significant reduction in student enrollment in the last three years at Grant Public Schools, there has been little to no turnover in teaching staff. Teachers that have recall rights have filled any vacant positions, and hiring has been rare.

DISTRICT STUDENT ENROLLMENT
2005-2009

SCHOOL YEAR	FALL COUNT
2005	2470
2006	2410
2007	2392
2008	2348
2009	2266

The district recruits highly qualified teachers by posting new job position on the MASB website as well as the major colleges and universities within the State of Michigan and Great Schools Jobs website. The district has a standardized interviewing procedure that is overseen by the superintendent. Below is the district’s Mentoring and Induction plan for retaining teachers.

Mentoring and Induction Plan

Contract Persons: Scott Bogner, sbogner@grantps.net; Renae Galsterer, rgalsterer@grantps.net
 Phone: (231) 834-5621

Purpose/goals	<ul style="list-style-type: none"> ➤ Increased student learning ➤ Enhance teacher quality ➤ Assisting probationary teachers with profession support and instructional skill guidance ➤ Ensure successful transfer of teacher learning into instructional practices in the classroom. ➤ Retain teachers entering the profession
Key Features	<ul style="list-style-type: none"> ➤ All probationary teaches are assigned a mentor teacher for all 4 years of their probationary experience ➤ Mentor teachers must be a master teacher ➤ Program is multi-year – sustaining a continuum of learning ➤ Mentors and Probationary teacher have common planning time ➤ Mentoring is non-evaluative and not linked to the evaluation process ➤ Written records are kept confidential
Roles and Responsibilities	<p>Beginning teachers:</p> <ul style="list-style-type: none"> ➤ Participate in classroom observations, review lesson plans, strategies, and instructional materials with mentor ➤ Work with mentor on self identified areas for growth ➤ Analyze written feedback from observation <p>Mentors:</p> <ul style="list-style-type: none"> ➤ Provide peer consultation and coaching to beginning teachers ➤ Guide new teachers in reflective dialogue ➤ Conduct observation, conferences, and demonstration lessons as requested by teacher ➤ Facilitate professional development sessions for program participants ➤ Continually evaluate and revise mentor program
Mentor Selection	<ul style="list-style-type: none"> ➤ Mentors are selected from a list of tenured teachers ➤ Mentor teachers are assigned to teachers new to a grade level/subject if requested by the teacher ➤ Mentors are matched in same building, grade level or subject area when available
Professional Development Provided	<ul style="list-style-type: none"> ➤ Peer coaching ➤ Demonstration lessons by curriculum consultants or mentors ➤ Examining student work ➤ Curriculum development and implementation strategies ➤ Analyzing student achievement data, developing curriculum maps and common assessments with grade level team
Time provided	<ul style="list-style-type: none"> ➤ Weekly – Monthly meetings with mentor ➤ After school seminars ➤ In-school professional development days
Program Evaluation	<ul style="list-style-type: none"> ➤ Evaluation of professional development sessions to determine participant satisfaction ➤ Individual Professional Development Plan ➤ Staff survey of mentoring process
Teacher Retention	<ul style="list-style-type: none"> ➤ Course reimbursement ➤ Professional development plan with administrator for personal growth ➤ Participation on school improvement team ➤ Involvement with curriculum development and implementation

Professional Development plans are embedded in the School Improvement plans that are in Section 2 of this document. Professional Development plans are determined from the results of the comprehensive needs assessments and focused on improving student achievement in a specific content area or demographic subgroup. Areas identified:

- PEAK instructional strategies – Professional Development with NC RESA – September 2009. Staff will model PEAK strategies at monthly staff meetings. Principal will use reflective questioning as part of the walk-through process for job-embedded self reflection practices. Principals and selected staff will further develop their knowledge of PEAK by attending the 8 day summer institute in Muskegon, MI.
- Grant High School staff will participate in a book study “ 15 Fixes for Broken Grades” that will include study of excerpts of Robert Marzano’s Classroom Instruction that Works” and “ The Science and Art of Teaching”
- NC RESA staff will provide training for teachers, administrators and support staff in how to analyze student achievement data and drive instruction in the classroom using the Newaygo County Data Warehouse both in a formal professional development training session and ongoing job-embedded professional development
- Staff will meet with NC RESA Curriculum consultants to review and revise curriculum maps including common assessments and best practices aligned with the High School Content Expectations

Professional Development is evaluated through successful direct application of the concepts in the classroom with demonstrated increase in student achievement or improvement in systems processes. Professional development opportunities are available through Newaygo County RESA, MAISD, Kent ISD, and Ottawa ISD in our area. The SAMPI model for teacher observation may be used when appropriate to measure success in a classroom as evidence by the rubric observation completed before and after implementing professional development. Staff complete evaluations of the PD opportunity and have the option to suggest further training needed. Job embedded professional development is utilized whenever possible. The Professional Development model is sustained through discussions at staff meetings and lesson modeling at grade level meetings.

6. Strategies to Increase Parental Involvement

Parent representatives were part of the Grant High School Wide Planning Team and participated in the design of the school improvement plan. These representatives will continue on the team to help implementation and evaluation of the plan. The strategies outlined below were developed with input from the family surveys and the parent teacher organization. Other considerations in these strategies were parents work schedule, location and ethnicity.

Grant High School will encourage Parent Involvement and 2 way Communication through the following means:

- Publication of teacher phone extensions and e-mail addresses on in the handbook and the district website
- Parent teacher conferences each trimester
 - Transportation will be provided to families in need, they will be notified to contact the school in the reminder letter that is mailed home
 - Daycare will be provided at the High School to allow parents to fully participate in conferences
- Monthly District newsletter mailings
- Daily announcements available on the website
- Parents are notified and invited to individual student planning team meetings such as: Child Study Meetings, 504 Planning Meetings, and IEP team meetings (In English and Spanish when needed).
- Skyward family access will allow parents to view
 - Current grades
 - Missing Assignments
 - Attendance
 - Behavioral Records
 - Lunch Account Information
 - Community Service Hours
 - Grade History
 - Links to individual teacher e-mail addresses
- Translation services for all communication and meetings
- Home Visits
- Establish a Parent Advisory Committee
 - Welcome new families
 - Volunteer
- Develop Evening Seminars to provide opportunities for parents to learn how to improve their skills to support their children's learning

State of Michigan Parent/Guardian Involvement Initiative

The Board strongly encourages and welcomes the involvement of parent(s)/guardian(s) in all of the District’s educational programs. It is recognized and appreciated that parents/guardians are the “first teachers” of their children, and that their interest and involvement in the education of their children should not diminish once their child enters the schools of the District. Accordingly, the Board directs, by the adoption of this policy, that the administration shall design a program/plan that will encourage parent(s)/guardian(s) participation that may include, but not be limited to: The development and review of instructional materials: input on the ways that the District may better provide parent(s)/guardian(s) with information concerning current laws, regulations, and instructional programs; and District offerings of training programs to instruct parent(s)/guardian(s) how to become more involved in their child’s educational programs.

Pursuant to state law, the Superintendent shall provide a copy of the District’s Parental Involvement plan to all parent(s)/guardian(s).

District Plan

In accordance with the requirement of the No Child Left Behind Act, the Grant Public Schools Board of Education encourages parent(s)/guardian(s) participation in all school programs. Parent(s)/Guardian(s) shall be offered substantial and meaningful opportunities to participate in the education of their children by this policy.

7175 Parent(s)/Guardian(s) Involvement Policy (Cf. 7170)

7175-2

The Board directs that the following actions be implemented by the administration to insure compliance with state and federal law and to invite parent(s)/ guardian(s) to become involved highly in the education of their children:

- The involvement of parent(s)/guardian(s) in the planning, implementation, evaluation, and improvement of District programs/services through participation on building School Improvement Teams;
- Invitations to parent(s)/guardian(s) to attend at least one annual meeting , with additional meeting opportunities being available as needed, designed to provide information about programs and services, and to solicit parent(s)/guardian(s) suggestions on program development, planning, evaluation and operation;
- Assistance to parent(s)/guardian(s) in understanding Title I and other District programs including the providing of information in a language understandable to the parent(s)/ guardian(s) if practicable;
- Parent(s)/Guardian(s) notification of Title I student selection and criteria for selection;
- Information regarding child’s achievement and progress;
- A provision for input by staff at regularly scheduled parent/guardian-teacher conferences and any additional communication as requested by the staff or parent(s)/guardian(s);
- Opportunities to enhance parent(s)/guardian(s) capacity to work with children in the home on school learning;
- Professional development opportunities for teachers and staff to enhance their understanding of effective parent(s)/guardian(s) involvement strategies;
- Ongoing communication between school and parent(s)/guardian(s); and
- Other appropriate activities (i.e. Family Math Nights, parent(s)/guardian(s) sessions, science, theatre, etc.)

7175 Parent(s)/Guardian(s) Involvement Policy (Cf. 7170)

7175-3

administration shall design a program/plan that will encourage parent(s)/guardian(s) participation that may include, but not be limited to: The development and review of instructional materials: input on the ways that the District may better provide parent(s)/guardian(s) with information concerning current laws, regulations, and instructional programs; and District offerings of training programs to instruct parent(s)/guardian(s) how to become more involved in their child's educational programs.

Pursuant to state law, the Superintendent shall provide a copy of the District's Parental Involvement plan to all parent(s)/guardian(s).

LEGAL REF: 20 USCA 6318 (No Child Left Behind Act); MCL 380.1294 (PA 107 of 2004); 380.1295; MDE Recommended Parent/Guardian Involvement Policy, June 2004.

NCLB Section III18 (b) – (c):

1. Grant High School shall convene an annual meeting for parents to provide feedback and give input to the Title I program evaluation and planning. This meeting shall be held at a convenient time to accommodate for parents work schedules, transportation and child care, offering a flexible schedule of meetings.
2. One of the activities of this annual meeting will be to involve parents in the planning, review and revision of Title I programs, including review of the school level and district level parental involvement policy.
3. Parents shall continue to be part of the review team for the School wide program plan, attending planning meetings as they occur. Parent survey results will be reported annually and parent comments that are not satisfied with the school wide programs will be included in the reporting of the results.
4. Parents will help to review and revise the Student/Parent/Teacher compact annually.
5. Parents shall be provided information about the grade level content expectations, the assessment schedule and the standards that their child is expected to meet each year. This information will be provided at open house at the beginning of the year and will be available on the building website.
6. Parents will be provided information about their child's progress in a timely manner. Child Study meetings will be available for parents to work with school staff to provide a student success plan if their child is struggling to meet grade level standards. These meetings may occur as often as a parent requests.

NCLB Section III18 (d):

1. Grant High School shall provide a high-quality curriculum based on the Michigan Curriculum Frameworks Grade Level Content Expectations. Teachers shall use research based instructional practices with levels of intervention for struggling students clearly outlined in the Response to Intervention plan.
2. Parent responsibilities for supporting their child's learning shall be outlined in the Student/Parent/Teacher compact. This compact will be discussed at the parent-teacher conferences as it relates to their child's achievement in school.
3. Grant Primary Center and Grant Elementary School shall provide quarterly reports to parents on their child's progress.
4. Parents will be welcomed at the school to observe, volunteer and participate in their child's classroom when scheduled with school staff.

NCLB Section III18 (e) and (f):

1. Grant High School will provide assistance to parent as needed to understand state standards, assessments, and the progress monitoring reports that the school provides.
2. Parents will be provided materials and training through parent educational meetings to help them improve their child's achievement.
3. School staff shall be educated in ways to involve parents and build collaboration between parents and the school.
4. Grant Primary Center and Grant Elementary School shall coordinate and celebrate with all Newaygo County RESA programs that support parents such as Parents as Teachers, Fit for the Future, Prevention and Intervention programs etc.

5. Parent notice, invite, and information related to the school shall be provided in a language that the parents can understand and in multiple formats utilizing technology tools.
6. School staff shall provide reasonable support for parent involvement activities as requested by parents.
7. School staff shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities and parents of migratory children, including providing school reports in a language that parents understand.

Evaluation Plan:

The Parent Involvement Plan is evaluated with a parent survey collected annually. Data from parent/teacher conferences and Open House is also collected for evaluation of parent involvement. Parents that attend education programs will complete an evaluation. Results of this evaluation are used for the revision of the school improvement plan to include parent suggestions so that parent involvement activities are beneficial to parent needs. Parents will be a part of evaluation, review and revision of the school wide plan.

7. Transition Strategies for Movement between Buildings

Transition from Middle School to the High School

Every six weeks, the high school counselor presents to 7th graders during their Careers class rotation to discuss the following topics in helping students plan and prepare for high school:

- Grant High School and Michigan Merit Graduation requirements.
- Education Pays poster from the Bureau of Labor Statistics and Michigan Works! Shows unemployment Rate in 2005 and Median weekly earnings in 2005 from some high school, no diploma to master's degree.
- Go through KnowHow2Go website for middle schoolers to help them plan the career they decide to pursue and how to get there. Topics include: Stay in School, Study Smarter, Figure out what you want to do, Do your best in class, start saving, talk to your counselor, take a college readiness quiz, and take an online tour of a college campus.
- Review of Michigan's Hot 50 Jobs for Today & Tomorrow Outlook through 2012.
- Students complete their Educational Development Plan on www.careercruising.com

Every six weeks, the high school counselor spends two days each in the 8th grade careers class instructing the following topics to assist students in their transition from MS to HS:

- Read through the booklet titled, "Know What to Expect in High School", covering: Understanding Academic Requirements, Grade Point Average, Class Rank, High School Transcript, Know Your School (attendance and tardy policies, rules, athletic eligibility), Know how to Get Good Grades, Set Goals, and Get Involved.
- The 8th grade Careers instructor has the students complete a workbook titled, "My Future, My Way: How to Go, How to Pay" for MS students from the US Department of Education Federal Student Aid.
- A College Admissions Officer presents the Make High School Count Power Point presentation from ACT in MS Careers class.
- Students are briefed on the www.mappingyourfuture.org website and given handouts on Planning for College beginning in eighth grade.
- Students complete their four year high school educational development plan on www.careercruising.com, as well as career planning activities.

Students attend a High School Orientation in the spring. A grade level assembly is held to welcome students and parents and instruct them on Grant High School Requirements, policies and procedures, expectations of a high school student, and parent involvement in the child's education. Students are introduced to high school teachers and they tour the building.

High School Counselors spend an entire day in an 8th grade classroom class to register students for the following school year.

High School counselor meets with 8th grade Language Arts, Math, and Spanish teachers to obtain recommendations for Advanced English classes, and proper placement of math classes.

8th grade students visit the Newaygo County Career Technical Center to explore different programs in their Career Pathway.

Transition from HS to Post-Secondary

Each year students update their Educational Development Plan on www.careercruising.com as well as complete career planning activities each year.

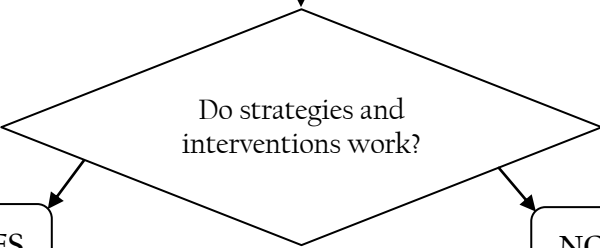
- 10th grade students go through Reality Store, a career awareness exercise.
- 10th grade students visit the Newaygo County Career Technical Center to explore two different classes within student's interest and pathway.
- Juniors and Seniors are encouraged to attend our county-wide annual Scholarship and College Fair in October at the Fine Arts Center.
- Each year, students take the PLAN/ACT/MME and obtain college readiness scores, along with a summary of their interests in comparison to college standards.
- Every year, all students attend grade level assemblies informing students of requirements and opportunities. Students receive month by month calendars, audit transcripts, college visit calendar, student assessment schedule, etc.
- Every year, juniors attend a Making It Count: College Planning Workshop for Juniors presentation from Monster, INC.
- College Goal Sunday is offered each year in Newaygo County to assist students in completing their FAFSA.
- Seniors attend presentations and workshops on Scholarship Planning and completion, College Application Help, or Job Search Strategies.
- Every year, GHS offers student and parent workshops to juniors and seniors on 'Planning For College' by a college admissions officer, and 'Paying for College' by a college financial aid administrator.



Student Intervention Team Process

Level 2

- Teacher/Parent identifies concern.
- Teacher consults with the reading specialist, principal, or counselor as appropriate.
- Teacher/staff implements strategies and interventions and documents results.



Level 3

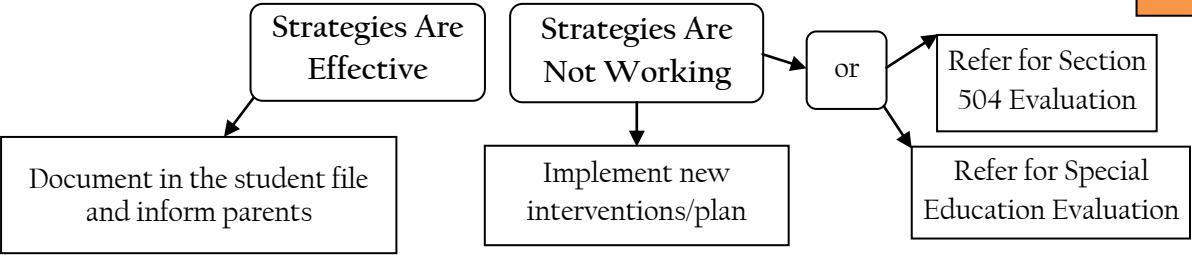
Continue with strategies and interventions document in the student file (progress report, conference notes etc.) and inform parents

- Teacher refers student to the Student Intervention Team Coordinator.
- SIT Coordinator gathers data from teacher including: current assessments, NEO outcome reports, the IDEAS form, CA-60 etc.
- SIT Coordinator meets 1-2 times a month with the Student Intervention staff to review SIT cases, set up SIT meetings, and identify SIT team members. A case manager is assigned.
- SIT Coordinator schedules a Student Intervention Team meeting. Teacher notifies parents by phone. SIT Coordinator follows up with SIT parent letter.

Student Intervention team reviews student profile, brainstorms strategies and interventions, puts together an action plan, and sets timeline. Teacher or other designated staff implement plan. Curriculum probes are given at checkpoints determined in the

Student Intervention team holds a follow-up meeting 6-8 weeks after implementation of interventions. Strategies are reviewed to decide if they should be discontinued, continued, modified or new ones developed.

Level 4



8. Evaluation Plan

The School Wide Planning Team will use the MEAP Summary report, Demographic report, Test Item Analysis report, DIBELS and MLPP data, STAR reports and Curriculum Outcome Mastery reports to evaluate the goals, objectives and strategies from the School wide plan each year. They will do a Needs Assessment utilizing this data and a review of their systems and practices (Ed Yes rubrics and parent/teacher and community survey results).

The School wide team will review and revise their plans based on the needs assessment and current research for instructional practices that impact student achievement, to ensure continuous improvement of student in; the school wide program. Revised plan will be submitted to MDE at the end of the School year.

The team will meet 5-6 times during the school year to complete this task.