

School Improvement Plan

School Year: 2012 - 2013

School District: St. Johns Public Schools

ISD/RESA: Clinton County RESA

School Name: Saint Johns High School

Grades Served: 9,10,11,12

Principal: Mr. Mark A. Palmer

Building Code: 05708

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.

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School Information

School:	Saint Johns High School
District:	St. Johns Public Schools
Public/Non-Public:	Public
Grades:	9,10,11,12
School Code Number:	05708
City:	Saint Johns
State/Province:	Michigan
Country:	United States

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Vision, Mission and Beliefs

Vision Statement

As you enter St. Johns High School, the level of school pride and student accomplishment is evident. The school is well maintained and is an environment that is conducive to learning, with current technology appropriate for a wide range of curricular and extracurricular activities. The learning atmosphere is safe, comfortable, respectful, positive, challenging, stimulating, and also affords students the opportunity to learn from their mistakes. A wide spectrum of academic and extracurricular experiences is provided and students are encouraged to widen their worldview by taking full advantage of course offerings.

The teachers and staff of St. Johns High School are professional and helpful. They foster a learning community that promotes positive communication amongst students and adults. Staff members are compassionate, competent, considerate, enthusiastic and passionate about the success of students. Teachers work together to provide a consistent education for all students, in a classroom that is engaging, energetic, respectful and considerate of student needs. Together, they strive to provide an educational experience for their students that will prepare them for the next phase of their life.

The students at St. Johns High School accept their roles in education. This is evident by the way students accept responsibility for their learning, possess positive attitudes and maintain well-rounded participation in academics and extracurriculars. Their communication is open, friendly, and caring, not only between students, but also with staff. This exists because of respect among students and the adults in their lives. The students are self-motivated and excited about learning. Students are organized and have a true sense of direction, with goals and career paths clearly established. Students come to school prepared, eager to participate, and devoted to their learning. They complete learning projects and assignments without hesitation and are successful because they believe in who they are. Students possess a high sense of responsibility. Through their sense of good values, positive behavior, and high moral conscience, they hold themselves accountable for their actions. They accept the consequences of the choices they make. Finally, all students work to become productive adults and contributing members of society. They aspire to be lifelong learners as they plan and prepare for the future.

Parents take an active role in their child's education by encouraging their student to be respectful, to be responsible, and to develop a strong work ethic. Parents support the educational staff and school policy as they work together to promote academic and social growth in all students. Parents, along with students and high school staff, monitor the student's academic progress and communicate openly with each other. Together, they work to help students achieve high academic standards and social awareness.

The community of St. Johns is proud of the public school system, as demonstrated by their support of extracurricular events and academic programs at St. Johns High School. Community members recognize a shared responsibility in helping students throughout their education by volunteering, attending school functions or supporting bond proposals that will enhance the educational experience for students, and better prepare them for the global competition that exists today.

The vision of St. Johns High School is that staff, parents and the community work together with students to help them develop goals for life, to equip students with the skills necessary to achieve their goals, and to help them realize the importance of giving back to their community.

Mission Statement

St. Johns High School is committed to providing a wide variety of instructional strategies to meet students' academic, career and personal goals. All students will be held to high academic standards as defined by the Michigan Merit Curriculum and assessed by the Michigan Merit Exam.

Beliefs Statement

1. We believe students have a shared responsibility for their own learning.

2. We believe St. Johns High School must continue to provide an excellent program that addresses the educational needs of all students in a safe and supportive environment.
3. We believe a commitment to continuous improvement is essential to achieve the mission of St. Johns High School.
4. We believe the collaboration between the home, the school district, and the community has a direct correlation to the quality of the educational system and the experience of each student.
5. We believe a strong foundation of experiences leads to constructively contributing citizens who understand the effects of their actions.
6. We believe that positive relationships between staff, students, parents and community members is essential to academic success.

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Goals

Name	Development Status	Progress Status
Math proficiency	Complete	In Progress
Science Proficiency	Complete	In Progress
Writing Proficiency	Complete	In Progress

Goal 1: Math proficiency

Content Area: Math

Development Status: Complete

Student Goal Statement: To have 100% of our students proficient in math.

Gap Statement: Class of 2012 -- 34.6% is considered college ready in math as shown by their ACT college readiness data on MI School Data.

Class of 2011 -- 31% is considered college ready in math as shown by their ACT college readiness data on MI School Data.

Cause for Gap: Lack of consistently aligned curriculum both vertically and horizontally.
Students being improperly placed in math courses.

Multiple measures/sources of data you used to identify this gap in student achievement: PLAN
EXPLORE
MME
ACT
in-class 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? To be considered college ready on the PLAN, ACT, MME & EXPLORE.

Goal Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/18/2010	Mark Palmer	In Progress	null
08/18/2010	Mark Palmer	In Progress	Progress Status changed from Open to In Progress

Contact Name: Rachel Gnegy

List of Objectives:

Name	Objective
Individual Student Proficiency	Improve individual student performance on EXPLORE/PLAN/ACT math subscore by 1 point.
Special Education Gap	To decrease the gap between general education students and special education students by 3% on the math proficiency rate.
Student Body Proficiency	Improve overall junior class proficiency from 59% to 64% on ACT. Improve proficiency scores for 9th and 10th grade by 5% on their respective tests.

1.1. Objective: Individual Student Proficiency

Measurable Objective Statement to Support Goal: Improve individual student performance on EXPLORE/PLAN/ACT math subscore by 1 point.

List of Strategies:

Name	Strategy
Common Core Exposure	Our district will ensure that every student has been exposed to all math common core standards by the time they take the MME.

1.1.1. Strategy: Common Core Exposure

Strategy Statement: Our district will ensure that every student has been exposed to all math common core standards by the time they take the MME.

Selected Target Areas

--

What research did you review to support the use of this strategy and action plan?

Research indicates that the PLAN/EXPLORE/ACT are all based on the common core standards. Therefore, if you teach the common core standards, students will have a better chance of being college ready and meet those expectations on the state assessment.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Professional Development	2011-08-30	2012-06-08	All staff.

1.1.1.1. Activity: Professional Development

Activity Type: Professional Development

Activity Description: Professional development that focuses on the new common core standards.

Planned staff responsible for implementing activity: All staff.

Actual staff responsible for implementing activity: All staff.

Planned Timeline: Begin Date - 2011-08-30, 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

1.2. Objective: Special Education Gap

Measurable Objective Statement to Support Goal: To decrease the gap between general education students and special education students by 3% on the math proficiency rate.

List of Strategies:

Name	Strategy
Math support	To provide more math support for our special education students.

1.2.1. Strategy: Math support

Strategy Statement: To provide more math support for our special education students.

Selected Target Areas

--

What research did you review to support the use of this strategy and action plan?

Repeated exposure results in higher comprehension.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Subject specific support	2011-09-06	2012-06-08	Special education teachers that are assigned to the classroom. In addition, the general education staff will work collaboratively with the special education staff to provide supplemental assistance.

1.2.1.1. Activity: Subject specific support

Activity Description: Implement a new support system. Special education students will be placed in support classes that match their learning disabilities.

Planned staff responsible for implementing activity: Special education teachers that are assigned to the classroom. In addition, the general education staff will work collaboratively with the special education staff to provide supplemental assistance.

Actual staff responsible for implementing activity: All staff.

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

1.3. Objective: Student Body Proficiency

Measurable Objective Statement to Support Goal: Improve overall junior class proficiency from 59% to 64% on ACT. Improve proficiency scores for 9th and 10th grade by 5% on their respective tests.

Objective Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/18/2010	Mark Palmer	In Progress	Progress Status changed from Open to In Progress

List of Strategies:

Name	Strategy
Charts and Diagrams	To include an activity based on reading and interpreting graphs and charts into all trimester classes.

1.3.1. Strategy: Charts and Diagrams

Strategy Statement: To include an activity based on reading and interpreting graphs and charts into all trimester classes.

Selected Target Areas

--

What research did you review to support the use of this strategy and action plan?

Evaluating student data on standardized tests and seeing that their performance was low in the area of reading charts and diagrams.

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/18/2010	Mark Palmer	In Progress	Progress Status changed from Open to In Progress

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Charts and Diagrams	2009-08-09	2010-06-11	All staff.

1.3.1.1. Activity: Charts and Diagrams

Activity Description: Include an activity that involves reading charts and diagrams into each trimester class.

Planned staff responsible for implementing activity: All staff.

Actual staff responsible for implementing activity: All staff.

Planned Timeline: Begin Date - 2009-08-09, End Date - 2010-06-11

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
none	No Funds Required	0.00	

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/18/2010	Mark Palmer	In Progress	Progress Status changed from Open to In Progress

Goal 2: Science Proficiency

Content Area: Science

Development Status: Complete

Student Goal Statement: To have 100% of our students proficient in science.

Gap Statement: Class of 2012 -- 28.2% is considered college ready in science as shown by their ACT college readiness data on MI School Data.

Class of 2011 -- 25.3% is considered college ready in science as shown by their ACT college readiness data on MI School Data.

Cause for Gap: Curriculum did not match the changing expectations of the state of Michigan. Lacking horizontal and vertical alignment K-12.

Multiple measures/sources of data you used to identify this gap in student achievement: ACT
MME
EXPLORE
PLAN
in class 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? Evaluating student college readiness performance based on ACT/PLAN/EXPLORE test scores.

Goal Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/18/2010	Mark Palmer	In Progress	Progress Status changed from Open to In Progress

Contact Name: Rachel Gnegy

List of Objectives:

Name	Objective
Individual Student Proficiency	Improve individual student performance on EXPLORE/PLAN/ACT math sub-score by 1 point.
Special Education Gap	To decrease the gap between general education students and special education students by 3% on the science proficiency rate.
Student Body Proficiency	Improve overall junior class proficiency from 59% to 64% on ACT. Improve proficiency scores for 9th and 10th grade by 5% on their respective tests.

2.1. Objective: Individual Student Proficiency

Measurable Objective Statement to Support Goal: Improve individual student performance on EXPLORE/PLAN/ACT math sub-score by 1 point.

Objective Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/18/2010	Mark Palmer	In Progress	Progress Status changed from Open to In Progress

List of Strategies:

Name	Strategy
Common Core Exposure	Our district will ensure that every student has been exposed to all science common core standards by the time they take the MME.

2.1.1. Strategy: Common Core Exposure

Strategy Statement: Our district will ensure that every student has been exposed to all science common core standards by the time they take the MME.

Selected Target Areas

--

What research did you review to support the use of this strategy and action plan?

Research indicates that the PLAN/EXPLORE/ACT are all based on the common core standards. Therefore, if you teach the common core standards, students will have a better chance of being college ready and meet those expectations on the state assessment.

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/18/2010	Mark Palmer	In Progress	Progress Status changed from Open to In Progress

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Charts and Diagrams	2011-08-30	2012-06-08	Curriculum alignment to address these standards by all staff.

2.1.1.1. Activity: Charts and Diagrams

Activity Type: Professional Development

Activity Description: Professional development that focuses on the new common core standards.

Planned staff responsible for implementing activity: Curriculum alignment to address these standards by all staff.

Actual staff responsible for implementing activity: All staff.

Planned Timeline: Begin Date - 2011-08-30, 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
none	No Funds Required	0.00	

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/18/2010	Mark Palmer	In Progress	Progress Status changed from Open to In Progress

2.2. Objective: Special Education Gap

Measurable Objective Statement to Support Goal: To decrease the gap between general education students and special education students by 3% on the science proficiency rate.

List of Strategies:

Name	Strategy
Science Support	To provide more science support for our special education students.

2.2.1. Strategy: Science Support

Strategy Statement: To provide more science support for our special education students.

Selected Target Areas

--

What research did you review to support the use of this strategy and action plan?

Repeated exposure results in higher comprehension.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Subject Specific	2011-08-30	2012-06-08	Special education teachers that are assigned to the classroom. In addition, the general education staff will work collaboratively with the special

Support		education staff to provide supplemental assistance.
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2.2.1.1. Activity: Subject Specific Support

Activity Type: Professional Development

Activity Description: Implement a new support system. Special education students will be placed in support classes that match their learning disabilities.

Planned staff responsible for implementing activity: Special education teachers that are assigned to the classroom. In addition, the general education staff will work collaboratively with the special education staff to provide supplemental assistance.

Actual staff responsible for implementing activity: All Staff.

Planned Timeline: Begin Date - 2011-08-30, 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

2.3. Objective: Student Body Proficiency

Measurable Objective Statement to Support Goal: Improve overall junior class proficiency from 59% to 64% on ACT. Improve proficiency scores for 9th and 10th grade by 5% on their respective tests.

List of Strategies:

Name	Strategy
Charts and Diagrams	To include an activity based on reading and interpreting graphs and charts into all trimester classes.

2.3.1. Strategy: Charts and Diagrams

Strategy Statement: To include an activity based on reading and interpreting graphs and charts into all trimester classes.

Selected Target Areas

--

What research did you review to support the use of this strategy and action plan?

Evaluating student data on standardized tests and seeing that their performance was low in the area of reading charts and diagrams.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Charts and Diagrams	2011-08-30	2012-06-08	All staff.

2.3.1.1. Activity: Charts and Diagrams

Activity Type: Professional Development

Activity Description: Include an activity that involves reading charts and diagrams into each trimester class.

Planned staff responsible for implementing activity: All staff.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-30, 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

Goal 3: Writing Proficiency

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: All students will score at a college ready level as determined by the MME.

Gap Statement: Class of 2012 -- 58.6% is considered college ready in English as shown by their ACT college

readiness data on MI School Data.

Class of 2011 -- 59.2% is considered college ready in English as shown by their ACT college readiness data on MI School Data.

Cause for Gap: Curriculum and course offerings that are not aligned to changing state standards. Lacking vertical and horizontal alignment of curriculum K-12.

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

PLAN

MME

ACT

course evaluations

Essays written in class

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? Evaluating student college readiness performance based on ACT/PLAN/EXPLORE test scores.

Goal Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/18/2010	Mark Palmer	In Progress	Progress Status changed from Open to In Progress

Contact Name: Rachel Gnegy

List of Objectives:

Name	Objective
Individual Student Proficiency	Improve individual student performance on EXPLORE/PLAN/ACT writing sub-score by 1 point.
Special Education Gap	To decrease the gap between general education students and special education students by 3% on the writing proficiency rate.
Student Body Proficiency	Improve overall junior class proficiency from 59% to 64% on ACT. Improve proficiency scores for 9th and 10th grade by 5% on their respective tests.

3.1. Objective: Individual Student Proficiency

Measurable Objective Statement to Support Goal: Improve individual student performance on EXPLORE/PLAN/ACT writing sub-score by 1 point.

Objective Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/18/2010	Mark Palmer	In Progress	Progress Status changed from Open to In Progress

List of Strategies:

Name	Strategy
Common Core Exposure	Incorporate persuasive writing pieces across the curriculum. Have a staff meeting in which persuasive writing is explained to staff in order to help staff develop questions and evaluate them properly. Require each teacher to incorporate at least one persuasive writing prompt in each trimester class. Our district will ensure that every student has been exposed to all writing common core standards by the time they take the MME.

3.1.1. Strategy: Common Core Exposure

Strategy Statement: Incorporate persuasive writing pieces across the curriculum. Have a staff meeting in which persuasive writing is explained to staff in order to help staff develop questions and evaluate them properly. Require each teacher to incorporate at least one persuasive writing prompt in each trimester class.

Our district will ensure that every student has been exposed to all writing common core standards by the time they take the MME.

Selected Target Areas

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What research did you review to support the use of this strategy and action plan?

The effective nature of past practice in our building.

Research indicates that the PLAN/EXPLORE/ACT are all based on the common core standards. Therefore, if you teach the common core standards, students will have a better chance of being college ready and meet those expectations on the state assessment.

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/18/2010	Mark Palmer	In Progress	Progress Status changed from Open to In Progress

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Persuasive Writing	2009-09-08	2010-06-11	All staff members.

3.1.1.1. Activity: Persuasive Writing

Activity Description: Add a persuasive writing piece to each trimester class.

Planned staff responsible for implementing activity: All staff members.

Actual staff responsible for implementing activity: All staff members.

Planned Timeline: Begin Date - 2009-09-08, End Date - 2010-06-11

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
None required	No Funds Required	0.00	

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/18/2010	Mark Palmer	In Progress	Progress Status changed from Open to In Progress

3.2. Objective: Special Education Gap

Measurable Objective Statement to Support Goal: To decrease the gap between general education students and special education students by 3% on the writing proficiency rate.

List of Strategies:

Name	Strategy
Writing Support	To provide more writing support for our special education students.

3.2.1. Strategy: Writing Support

Strategy Statement: To provide more writing support for our special education students.

Selected Target Areas

--

What research did you review to support the use of this strategy and action plan?

Repeated exposure results in higher comprehension.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Subject Specific Support	2011-08-30	2012-06-08	Special education teachers that are assigned to the classroom. In addition, the general education staff will work collaboratively with the special education staff to provide supplemental assistance.

3.2.1.1. Activity: Subject Specific Support

Activity Type: Professional Development

Activity Description: Implement a new support system. Special education students will be placed in support classes that match thier learning disabilities.

Planned staff responsible for implementing activity: Special education teachers that are assigned to the classroom. In addition, the general education staff will work collaboratively with the special education staff to provide supplemental assistance.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-30, 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

3.3. Objective: Student Body Proficiency

Measurable Objective Statement to Support Goal: Improve overall junior class proficiency from 59% to 64% on ACT. Improve proficiency scores for 9th and 10th grade by 5% on their respective tests.

List of Strategies:

Name	Strategy
Short Answer Questions	To include an activity based on incorporating short answer questions into all trimester classes on a formative or summative assessment.

3.3.1. Strategy: Short Answer Questions

Strategy Statement: To include an activity based on incorporating short answer questions into all trimester classes on a formative or summative assessment.

Selected Target Areas

What research did you review to support the use of this strategy and action plan?

Evaluating student data on standardized tests and seeing that their performance was low in the area of answering short answer questions.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Short Answer Questions	2011-08-30	2012-06-08	All staff.

3.3.1.1. Activity: Short Answer Questions

Activity Type: Professional Development

Activity Description: Include an activity that involves answering short answer questions into each trimester class.

Planned staff responsible for implementing activity: All staff.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-30, 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
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Resource Profile

Funding Source	Planned Amount	Actual Amount
No Funds Required	\$0.00	\$0.00

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Additional Requirements

Comprehensive Needs Assessment

The comprehensive needs assessment (CNA) requirement is met by completing a School Data Profile/Analysis (SDP/A), School Process Profile, and Summary Report. The comprehensive needs assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan.

Use the results of the comprehensive needs assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data.

1. How was the comprehensive needs assessment conducted?

The CNA was conducted online. All students and staff were given the opportunity to complete the CNA online at school. Parents were given the the URL for the survey as well to do at home or use a computer at school provided during parent teacher conferences.

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.

SJHS tries to align with state standards as the standards evolve. Regularly the core departments meet to review their curriculum and do checks to see that the common core standards are being taught in each core course. Our goals center around improvement in math, reading, and science. Within the last year each of these areas has reviewed the curriculum to see that it meets the state standards. Our goal is to make sure that we have reviewed and implemented changes where necessary within six months of the common core standards being released.

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

Decisions about curriculum, instruction and assessment are discussed at the department level. The department will make plans for curriculum, instruction and assessment and will report their ideas to the administration. Upon approval by the administration the department will implement the plan and communicate to stakeholders the expectations, especially if changes have been made to previous guidelines. Communication may be in the form of a meeting, email, infinite campus posting, curriculum guide, newsletter or other suitable format. Help from an outside consultant will also begin to influence the decision making progress.

Staff Development

Use the results of the comprehensive needs assessment to create a written professional development plan that identifies ongoing, sustained professional development that is aligned to the Goals, Objectives and Strategies. These specific professional development activities must be included as Activities under the Goals section. District professional development activities that align to the school's CNA should also be included in the school-level Activities section.

Alternative Measures of Assessment

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

SJHS is in the very beginning stages of developing alternative measures of assessment. Informally staff have been using alternative assessments for years. We are in the process of developing formalized intervention systems to best meet the needs of our kids.

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.

When deciding where to implement technology upgrades the school evaluated the available technology in current classrooms and updated the classrooms that were in greatest need, or where the technology would have the greatest educational impact.

Evaluation of the School Improvement Plan

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

Our School Improvement Team meets on a regular basis to review where we are in implementing the SIP. The team then determines next steps and delegates assignments to the appropriate group within the school. Faculty meetings and some professional development time is also used to review and analyze data as an entire building. This is a slow process, but progress is now beginning to happen. As with many processes the road to the end is actually never ending!

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

Student information is kept current on the infinite campus program used by our school district. All teachers can access current grades, transcripts, standardized test scores, health information, among many other artifacts in this database. Parents also have access to their student's information at any time. Students have access to their information, which allows them to keep up to date on their classroom performance. In addition, school personnel can post important updates on the infinite campus portal for all staff, parents and students to read.

In addition to infinite campus, general progress on the school improvement plan will be shared on the school website.

Building Level Decision-Making

1. Describe how school stakeholders are engaged in the decision-making process, including, but not limited to the development of the Goals, Objectives, Strategies and Activities included in the school improvement plan. School board members, school building administrators, teachers and other school employees, pupils, parents of pupils attending that school, parents of pupils attending that school, and other residents of the school district shall be invited and allowed to voluntarily participate in the development, review and evaluation of the district's school improvement plans.

Communication through meetings, emails, infinite campus postings and newsletters will be fundamental in keeping all stakeholders involved and informed. Meetings will be held to develop school improvement plans. The results of the meeting along with the progress of the plan will be shared with stakeholders via the aforementioned means.

Assurances

EdYES!

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

Response: *Yes*

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, fully implemented*

Comments:

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

Response: *Yes*

Comments:

3. Our school communicates all of our health and safety policies to students, staff, substitute teachers, parents and visitors through the parent handbook or newsletter at least once a year.

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Adopted policy, 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: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *No*

Comments:

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

Response: *Reviewed policy, but not yet adopted*

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: *150 minutes or more at elementary level, 225 minutes or more at middle/high level*

Comments: *Only for students who take the PE requirement or elect to take other PE courses beyond requirement.*

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: *Yes, we have a health services provider or school nurse for every 650 students*

Comments:

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

Response: *Written policy, fully implemented*

Comments:

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

Response: *Yes*

Comments:

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

Response: *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: *Yes*

Comments:

24. During the past 12 months, the school counselor/psychologist/social worker offered information to students (presentations, materials, individual or group counseling activities, events) about bullying, harassment and other peer to peer aggression.

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *No*

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: *Yes*

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: *No Written Policy*

Comments:

31. Our school has a parent education program.

Response: *No*

Comments:

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

Response: *No*

Comments:

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

Response: *Access to some indoor facilities*

Comments:

DRAFT

Stakeholders

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

Title	First Name	Last Name	Position	E-mail
Mr.	Mark	Palmer	Principal	palmerm@sjredwings.org
Mrs.	Rachel	Gnegy	Teacher	gnegyr@sjredwings.org

DRAFT

Statement of Non-Discrimination

Federal Office for Civil Rights

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

Contact Information

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

Name/Position:	Principal Mark Palmer
Address:	501 W. Sickels Street
Telephone Number:	989-227-4101

References

- Title VI of the Civil Rights Act of 1964
- The Age Discrimination Act of 1975
- The Americans with Disabilities Act of 1990
- Elliott-Larsen prohibits discrimination against religion

Supporting Documentation

No documentation was attached.

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