

School Improvement Plan

Title I - Schoolwide

School Year: 2011 - 2012

School District: Holland City School District

ISD/RESA: Ottawa Area ISD

School Name: Holland Heights

Grades Served: K,1,2,3,4,5,6,7

Principal: Mr. Kevin Derr

Building Code: 09275

District Approval of Plan:

Authorized Official Signature and Date

Board of Education Approval of Plan:

Authorized Official Signature and Date

School Improvement Plan

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Introduction

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable. The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

School Information

| | |
|---------------------|------------------------------|
| School: | Holland Heights |
| District: | Holland City School District |
| Public/Non-Public: | Public |
| Grades: | K,1,2,3,4,5,6,7 |
| School Code Number: | 09275 |
| City: | HOLLAND |
| State/Province: | Michigan |
| Country: | United States |

Vision, Mission and Beliefs

Vision Statement

Growing Everyday Learners!!!!

Mission Statement

Holland Heights is a learning community, fully committed to and deeply passionate about growing students to be healthy, lifelong learners who actively engage in making a difference in the world around them.

Beliefs Statement

The staff members at Holland Heights believe that every child is placed in our world to make a difference. We believe that in order to make a difference, children need to feel a deep sense of connectiveness to the world around them and they must grow to know that others around them greatly care about them and their needs. After children sense their value to society, then and only then do they understand the value of others within society. It is then they can empathize with others and reach out to them and come alongside them in their time of need. In addition, we believe that each child arrives in this world with an asset set intended to benefit those around them. It is upon fully developing their academic skills, and thus embracing their asset set, that children reach their full potential to make a difference in our world. WE, the teachers, are responsible to do whatever it takes to ensure that each student masters the basic competencies needed to be successful and make a difference in our world today.

Goals

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

Goal 1: Math Proficiency

Content Area: Math

Development Status: Complete

Student Goal Statement: The goal for Holland Heights is to increase mathematics achievement in all students with the primary goal being to move students from the level 3 to level 2 (proficiency).

Gap Statement: A review of MEAP scores for the last three years in grades 3-8, indicates a gap in Mathematics performance. A gap is present across all grade levels 3-8 and among the following subgroups: ethnicity (Caucasian, Hispanic, Black), Socioeconomic Status (students who qualify for free and reduced lunch vs. students who do not) and English Language Proficiency (students who are proficient in English as a first language and students who are second language speakers as measured by the English Language Proficiency Assessment-ELPA compared to students who are not yet proficient in English).

Cause for Gap: With current mathematics curricula, students are expected to become acquainted with a wide range of topics in a short period of time, keeping them from developing deep mathematical understanding and connections. These curricula typically include long lists of concepts and skills at each grade level but never answer the question, "What are the key mathematical ideas or topics on which the others build?" Holland Public Schools is focusing on the teaching, learning, and assessing of mathematics. We are working to provide a framework for designing and organizing curricular expectations and assessments through the use of identified Power Expectations.

Multiple measures/sources of data you used to identify this gap in student achievement: MEAP, ELPA, ITBS

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? The percentage of students scoring at the "proficient" level on the MEAP assessment (Scores of 1 and 2) taken in October will increase by 5% for ALL students.

Contact Name: Kevin Derr

List of Objectives:

| Name | Objective |
|------|--|
| Math | The percentage of students scoring at the proficient level on the MEAP assessment (scores of 1 |

Proficiency | and 2) will increase by 5% over the next three years.

1.1. Objective: Math Proficiency

Measurable Objective Statement to Support Goal: The percentage of students scoring at the proficient level on the MEAP assessment (scores of 1 and 2) will increase by 5% over the next three years.

List of Strategies:

| Name | Strategy |
|-----------------|---|
| Math Assessment | Teachers will be trained in the use, interpretation, and analysis of the DELTA Math assessment - To use Delta math student data to drive instruction, form RtI - Response to Intervention groups, and alter teacher pedagogy. |

1.1.1. Strategy: Math Assessment

Strategy Statement: Teachers will be trained in the use, interpretation, and analysis of the DELTA Math assessment - To use Delta math student data to drive instruction, form RtI - Response to Intervention groups, and alter teacher pedagogy.

Selected Target Areas

II.2.A.5 All decisions affecting student achievement are based on data. All instructional staff members are involved in this data-based decision-making which incorporates data from state, district, school, and classroom assessments.

Other Required Information for Strategy

The Delta Math Response to Intervention (RtI) program is a research-based instructional resource developed by the Ottawa Area Intermediate School District (OAISD) that is aligned to the Michigan Grade Level Content Expectations (GLCEs) has grown to support more than 25,000 first through eighth grade students within 102 schools in 17 Michigan counties.

Delta Math provides students and teachers with immediate data on targeted mathematics benchmarks. This feedback supports teacher teams as they make ?real-time? instructional adjustments that immediately impact student achievement. The program includes assessments completed three times a year (called ?school-wide? or ?universal? screening) to collect student performance data in order to identify students who are performing below a set benchmark. Teachers then utilize program guidance and resources to deliver research-based small-group instruction for identified students. Student progress is then monitored to determine whether to continue, revise or discontinue instructional interventions for individual students.

List of Activities:

| Activity | Begin Date | End Date | Staff Responsible |
|--|------------|------------|--|
| Professional Development on Delta Math | 2011-08-29 | 2012-06-08 | Office of Teaching and Learning of the Holland Public Schools. |

1.1.1.1. Activity: Professional Development on Delta Math

Activity Description: Teachers will be trained to administer the Delta Math assessment and analyze the math data gathered from the assessment to inform instruction and increase student achievement.

Planned staff responsible for implementing activity: Office of Teaching and Learning of the Holland Public Schools.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-29, End Date - 2012-06-08

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

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|----------------------------------|-------------------|----------------|---------------|
| Professional Development Funding | No Funds Required | | |

Goal 2: Reading Improvement

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: All Holland Public School students will be empowered, life-long learners who will read to build deep knowledge and understanding of their world through a wide-variety of text.

Gap Statement: A review of MEAP for the last three years in grades 3-8, indicates low performance in English Language Arts, specifically reading, for all students. A gap is also present across all grade levels 3-8 and among the following subgroups: ethnicity (Caucasian, Hispanic, Black), Socioeconomic Status (students who qualify for free and reduced lunch vs. students who do not) and English Language Proficiency (students who are proficient in English as a first language and students who are second language speakers as measured by the English Language Proficiency Assessment-ELPA compared to students who are not yet proficient in English).

Cause for Gap: Holland Public Schools has been a "Reading First" school district for over the past 5 years. This grant allowed intensive and focused instruction for students.

However, we have seen a growing need to administer quality reading assessments where in the data is used to drive instruction, develop RtI - Response to Intervention groups, and alter teaching pedagogy to meet the needs of all learners.

Multiple measures/sources of data you used to identify this gap in student achievement: MEAP, DIBELS, ITBS, Fountas and Pinnell Running Records

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? Reading proficiency, as measured by the number of students scoring "1" or "2" on the MEAP test taken in October will increase by 5% for all students over the next 3 years. Scores for subgroups other than white will experience an additional 5% gain to continue closing the achievement gap.

Contact Name: Kevin Derr

List of Objectives:

| Name | Objective |
|---------------------|--|
| Reading Proficiency | Reading proficiency, as measured by the number of students scoring "1" or "2" on the MEAP test will increase 5% over the next three years. |

2.1. Objective: Reading Proficiency

Measurable Objective Statement to Support Goal: Reading proficiency, as measured by the number of students scoring "1" or "2" on the MEAP test will increase 5% over the next three years.

List of Strategies:

| Name | Strategy |
|-------------|--|
| DIBELS Next | Teachers will be trained in the use, interpretation, and analysis of the DIBELS Next data for reading fluency, form RtI - Response to Intervention groups, and alter teacher pedagogy. |

2.1.1. Strategy: DIBELS Next

Strategy Statement: Teachers will be trained in the use, interpretation, and analysis of the DIBELS Next data for reading fluency, form RtI - Response to Intervention groups, and alter teacher pedagogy.

Selected Target Areas

II.2.A.5 All decisions affecting student achievement are based on data. All instructional staff members are involved in this data-based decision-making which incorporates data from state, district, school, and classroom assessments.

Other Required Information for Strategy

DIBELS were developed based on measurement procedures for Curriculum-Based Measurement (CBM), which were created by Deno and colleagues through the Institute for Research and Learning Disabilities at the University of Minnesota in the 1970s-80s (e.g., Deno and Mirkin, 1977; Deno, 1985; Deno and Fuchs, 1987; Shinn, 1989). Like CBM, DIBELS were developed to be economical and efficient indicators of a student's progress toward achieving a general outcome.

Initial research on DIBELS was conducted at the University of Oregon in the late 1980s. Since then, an ongoing series of studies on DIBELS has documented the reliability and validity of the measures as well as their sensitivity to student change. The DIBELS authors were motivated then, as now, by the desire to improve educational outcomes for children, especially those from poor and diverse backgrounds. Research on DIBELS continues at Dynamic Measurement Group (DMG) and at numerous universities and research institutions around the world.

List of Activities:

| Activity | Begin Date | End Date | Staff Responsible |
|---|------------|------------|--|
| Professional Development on DIBELS Next | 2011-08-29 | 2012-06-08 | Office of Teaching and Learning of the Holland Public Schools. |

2.1.1.1. Activity: Professional Development on DIBELS Next

Activity Description: Teachers will be trained on the administration of the DIBELS Next assessment and trained on the analysis of DIBELS Next data to inform instruction and increase student achievement.

Planned staff responsible for implementing activity: Office of Teaching and Learning of the Holland Public Schools.

Actual staff responsible for implementing activity: Teachers, Teaching for Learning Office

Planned Timeline: Begin Date - 2011-08-29, End Date - 2012-06-08

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

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|----------------------------------|-----------------|----------------|---------------|
| Professional Development Funding | Title II Part A | 2,000.00 | 0.00 |

Goal 3: Social Studies Improvement

Content Area: Social Studies

Development Status: Complete

Student Goal Statement: Holland Public Schools will develop students who are able to inquire, reflect, discuss social implications, and take positions in a global world. Instruction will focus on history, civics and government, geography, and economics.

Gap Statement: A review of 6th grade social studies MEAP scores from the last school year indicates a lower than acceptable level of proficiency for all students.

6th grade Social Studies scores indicate:

2009 Levels 1 & 2 Meets or Exceeds = 55%

2010 Levels 1 & 2 Meets or Exceeds = 59%

When considering the percent of students proficient, there is a 26% difference between students who are Black, Not of Hispanic origin and a 39% difference between students who are English Language Learners as compared to the Total for All Students as measured by the 9th grade Social Studies MEAP assessment.

Cause for Gap: A cause for the gap can be attributed to the fact that the district has not had an aligned, guaranteed and viable social studies curriculum in place.

Multiple measures/sources of data you used to identify this gap in student achievement: A review of 6th grade social studies MEAP scores from the last school year indicates a lower than acceptable level of proficiency for all students.

6th grade Social Studies scores indicate:

2009 Levels 1 & 2 Meets or Exceeds = 55%

2010 Levels 1 & 2 Meets or Exceeds = 59%

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? MEAP scores

Contact Name: Kevin Derr

List of Objectives:

| Name | Objective |
|----------------------------|---|
| Social Studies Proficiency | Social Studies proficiency, as measured by the number of students scoring 1 or 2 on the MEAP assessment taken in October will increase by 5% for all students over the next three years. Scores for subgroups other than White non-Hispanic origin will experience an additional 5% gain to continue closing the achievement gap. |

3.1. Objective: Social Studies Proficiency

Measurable Objective Statement to Support Goal: Social Studies proficiency, as measured by the number of students scoring 1 or 2 on the MEAP assessment taken in October will increase by 5% for all students over the next three years.

Scores for subgroups other than White non-Hispanic origin will experience an additional 5% gain to continue closing the achievement gap.

List of Strategies:

| Name | Strategy |
|-----------------------------------|---|
| Best Practices for Social Studies | Teachers and administrators will be trained in effective social studies teaching and assessment methodologies through the MC3 - Michigan Citizenship Curriculum Collaborative program. All 5th grade teachers will be trained in effective social studies teaching and assessment methodologies for America's Past by Teachers' Curriculum Institute. |

3.1.1. Strategy: Best Practices for Social Studies

Strategy Statement: Teachers and administrators will be trained in effective social studies teaching and assessment methodologies through the MC3 - Michigan Citizenship Curriculum Collaborative program. All 5th grade teachers will be trained in effective social studies teaching and assessment methodologies for America's Past by Teachers' Curriculum Institute.

Selected Target Areas

II.1.A.1 School leaders have extensive knowledge of curriculum, instruction and assessment. They share this knowledge with their colleagues and promote professional development that is consistent with current best practice theory. They develop systems and promote strategies that contribute to the collective improvement of student achievement.

Other Required Information for Strategy

The TCI - Teachers' Curriculum Institute consists of a series of instructional practices that allows students of all abilities to experience key social studies concepts. Lessons and activities are based on five well-established theories:

Understanding by Design, Nonlinguistic Representations, Multiple Intelligences, Cooperative Instruction, and Spiral Curriculum

List of Activities:

| Activity | Begin Date | End Date | Staff Responsible |
|--------------|------------|------------|--|
| MC3 Training | 2011-08-29 | 2012-06-08 | Teaching and Learning Office of the Holland Public Schools |

3.1.1.1. Activity: MC3 Training

Activity Description: Professional Development training in the Michigan Citizenship Collaborative Program.

Planned staff responsible for implementing activity: Teaching and Learning Office of the Holland Public Schools

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-29, End Date - 2012-06-08

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

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|----------------------------------|-----------------|----------------|---------------|
| Professional Development Funding | Title II Part A | 2,000.00 | 0.00 |

Goal 4: Writing Proficiency

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: All students will be proficient in Writing.

Gap Statement: A review of MEAP data scores for the last three years in grades 3-8, indicates low performance in English Language Arts, specifically writing, for all students. A gap is also present across all grade levels 3-8 and among the following subgroups: ethnicity(Caucasian, Hispanic, Black, Socioeconomic Status (students who qualify for free/reduced lunch vs. students who do not), and English Language Proficiency

Cause for Gap: Lack of consistent writing curriculum,

Multiple measures/sources of data you used to identify this gap in student achievement: MEAP writing scores, district assessments on writing

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? All students will score a 1 or 2 on the MEAP

All students will score at or above grade level on common assessments.

Classroom writing samples based on rubrics for scoring

Contact Name: Kevin Derr

List of Objectives:

| Name | Objective |
|---------------------|---|
| Writing Proficiency | Writing scores, as measured by the MEAP, will increase by 5% for all students in year 1 and year 2, |

4.1. Objective: Writing Proficiency

Measurable Objective Statement to Support Goal: Writing scores, as measured by the MEAP, will increase by 5% for all students in year 1 and year 2,

List of Strategies:

| Name | Strategy |
|---------|---|
| writing | Teachers and the district literacy interventionist will expose students to best practices around writing instruction that focuses on details and incorporates differentiated instruction for targeted groups. |

4.1.1. Strategy: writing

Strategy Statement: Teachers and the district literacy interventionist will expose students to best practices around writing instruction that focuses on details and incorporates differentiated instruction for targeted groups.

Selected Target Areas

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Other Required Information for Strategy

Research based on the fundamental research based principles that are the foundation of the Units of Study: strategy traits taught to delivery of whole group and small group and individual interventions, statistical data from the New York City schools that committed to intentional (data from 1999 - 2008) use of the Teachers College Reading and Writing project at Columbia University , Research as requested from the Educational Research Service.

List of Activities:

| Activity | Begin Date | End Date | Staff Responsible |
|---------------------|------------|------------|---|
| Writing Process PSD | 2011-08-29 | 2012-06-08 | Teaching for Learning office, Ottawa Area ISD |

4.1.1.1. Activity: Writing Process PSD

Activity Type: Professional Development

Activity Description: Teachers will be trained with Professional Development on the Writing Process.

Planned staff responsible for implementing activity: Teaching for Learning office, Ottawa Area ISD

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-29, 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 |
|----------------------|-----------------|----------------|---------------|
| Lucy Calkins Writing | Title II Part A | 8,000.00 | |

Resource Profile

| Funding Source | Planned Amount | Actual Amount |
|-------------------|----------------|---------------|
| Title II Part A | \$12,000.00 | \$0.00 |
| No Funds Required | \$0.00 | \$0.00 |

Additional Requirements

Comprehensive Needs Assessment

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

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

1. How was the comprehensive needs assessment conducted?

Data collection during the school year and examined by the school improvement team to determine areas of need. Data was also analyzed by PLC groups and summarized by administrative team.

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

Student Achievement - Results from student achievement data analysis would indicate a trend that has been positive in addressing the achievement gaps between subgroups. We will continue to make efforts to close those gaps even further every year.

School Programs/Process - MiBLSi - The results of an analysis of programs/process confirms the need to pursue the planning structure as outlined through the MiBLSi program.

Perception - School safety and climate was positive from all stakeholders, so we will continue efforts to maintain this positive feeling in the school.

Demographic - Students with high numbers of absences are the ones who aren't achieving academically. The school needs to address the attendance concerns with these families.

Schoolwide Reform Model

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

The school improvement team is in the second year of a three year implementation of MiBLSi. Through the MiBLSi planning process, strategies for Response to Intervention will be developed and implemented to close the achievement gap of at-risk students and increase the academic achievement of all students.

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

Staff were involved in the discussions around what model to adopt and helped decide that MiBLSi was the direction they wanted to go.

Curriculum Alignment that Corresponds to the Goals

1. Describe how the curriculum is aligned with State standards and how this alignment will help the school meet the academic Goals. Describe the process for review and revision of the curriculum; evidence could include a timeline for curriculum review or a description of the review process.

The curriculum is aligned with the State standards and reviewed regularly to meet the academic goals of the school. A weekly opportunity exists to review grade level curriculum in Professional Learning Communities.

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

Ongoing Professional Learning community discussions are centered around student data and continual dialogue on improvement of instruction to meet the varied learning needs of all students.

Instruction by Highly Qualified Professional Staff

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

Instruction by highly qualified teachers.

One hundred percent (100%) of the Heights teaching staff members are highly qualified. They possess, at minimum, a Bachelor's degree and full state certification and show evidence of meeting at least one of the following options: Michigan Test for Teachers (M.T.T.C.) or a graduate degree or coursework that is equivalent to an undergraduate major in any subject area directly related to elementary teacher, or achieve National Board Certification, or credentialing in any subject(s) or an appropriate level(s), or the high objective uniform state standard of evaluation (H.O.U.S.S.E.).

One hundred percent (100%) of the Heights instructional paraprofessionals are highly qualified, and meet all NCLB requirements, as documented with Work Keys Assessment proficiency in Reading, Writing, and Math.

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

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

At this time, Holland Public Schools and specifically Heights School have no open teaching positions. High teacher turnover rates are not a problem at this school. The teaching staff at Heights School is highly qualified and has been at the school since our district restructuring in 2006. We currently have 27 teachers: 2 who have 0-3 years experience, 5 with 4-8 years, 13 who have 9-15 and 7 who have 15+ years of experience. The teaching staff has an average of 14.5 years of teaching experience.

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

The Human Resources Department of Holland Public Schools has the primary responsibility for recruiting candidates for teaching positions. Students from nearby universities (Hope College, Grand Valley State University, Western Michigan University, and Michigan State University) are often placed in our classrooms for pre-student or student teaching, an experience that is preceded by a screening and interview process.

When a position opens, an interview team consisting of the building principal, a teacher (preferably from the grade level with the opening), the building representative from the teachers' union, and at least one parent is formed. The team develops interview questions to match the needs of the position. Questions typically focus on the candidates' background of experience, knowledge of best teaching practices, problem-solving skills, and ability to work in a team-oriented environment, and care for students. Elements of the Teacher Perceiver are also included in the interview process. Usually, the field of candidates is narrowed to a select few for a second interview. Once references are thoroughly checked, the committee makes an offer of employment to the qualified candidate dependent upon unanimous approval. The final step in the hiring of a teacher is determined by the Board of Education. Teaching assignments are based on (1) building needs, (2) teacher qualifications, and (3) teacher preferences.

At this time, Holland Public Schools and specifically Heights School have no open teaching positions. High teacher turnover rates are not a problem at this school. The teaching staff at Heights School is highly qualified and has been at the school since our district restructuring in 2006 and we became a K-3 building. We currently have 27 teachers: 2 who have 0-3 years experience, 5 with 4-8 years, 13 who have 9-15 and 7 who have 15+ years of experience. The teaching staff has an average of 14.5 years of teaching experience.

Teachers are attracted and retained because Holland Public Schools and Heights School participate in innovative programs that enhance instruction and support teachers in the classroom. There are numerous programs that attract highly qualified teachers to our school such as: mentors for new teachers, new teacher orientation, scheduled professional development, as well as innovative grants and initiatives (ie. Reading First, Michigan Integrated Behavioral and Learning Support Initiative, Early Intervention and Math, Early Intervention Sustainability grants).

Teachers are also included in making decisions regarding the district curriculum. They have opportunity to become very familiar with the state curriculum guidelines and work together districtwide by grade level and/or curriculum committees to create activities and common assessments for classroom use.

The district offers comparable salary and benefits in comparison to surrounding districts which helps to attract and keep highly qualified teachers.

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

Teacher turnover is low, but will change depending on the schools' budget and subsequent layoffs. Turnover could also be affected by staff retirements.

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

Not applicable

High-Quality and Ongoing Professional Development

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

Strategies to Increase Parental Involvement

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

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

Educating children is not the responsibility of teachers alone. It is the responsibility of the nation, the state, local community, and families who join with us in what is arguably the most important thing any of us will ever do- shaping the future. Our successes and failures will determine the quality of life in the years to come. A task of this magnitude demands cooperation. We have been fortunate to have this kind of cooperation through a wide range of community support. It would be impossible to detail in this section all of the community support we have benefited from, but examples include our partnership with Calvary Reformed Church and Holland Heights Christian Reformed Church, which provides Kids Hope volunteers. The key to the success of this program is the time mentors and students spend together. The rapport, camaraderie, and genuine care for one another is a sight to see, and its value is reflected in the decrease in discipline referrals and increase in students' self-esteem and their ability to make better choices. The school's partnership with Holland Community Hospital has enabled students and families to work with healthcare professionals.

Parents are involved in the design of the schoolwide plan by attending and participating on the schoolwide Title I Plan committee. They also provided input after reviewing the plan. The parents on the committee will evaluate the effectiveness of the plan at the end of the 2010-11 school year.

All the benefits of school-community partnerships do not accrue to the school. Our community benefits from healthier, better educated, more competent, caring, and productive citizens. In summary, good communities make good schools and good schools make good communities.

- Heights parents are involved in the Comprehensive Needs Assessment.

- *Holland Public Schools grade book is available to parents via the internet. This allows parents immediate access to their child's academic progress.*
- *Heights has an active Parent Teacher Organization that meets monthly with Administration to discuss and plan school-wide events.*
- *Holland Public Schools website provides subject links for parents and students to enhance and reinforce curriculum.*
- *Heights parents are encouraged to volunteer for various activities throughout the school year. Parent volunteer forms are sent home at the beginning of each school year as well as throughout the year.*
- *Bi-weekly newsletters keep parents informed about upcoming events that provide opportunities for parents to volunteer and stay active not only within their child's classroom but within the building as well.*
- *Heights will develop an annual evaluation of the parental involvement plan. This will be conducted with parents, identifying any barrier to greater parental involvement (such as limited English, limited literacy, economic disadvantage, disability, etc) and devising strategies to improve parental involvement.*
- *Parents will be encouraged to complete evaluation sheets as means of providing feedback on the effectiveness of a program or activity along with suggestions for improvement. Suggestions will be addressed at Parent Teacher Association meeting.*
- *At specific meetings throughout the year staff is trained to utilize effective parent involvement techniques including strategies to: increase student achievement, develop positive student behavior, develop sensitivity to cultural backgrounds, encourage problem solving techniques, and become knowledgeable in resources throughout the community which meet the needs of the families we service.*
- *Holland Public Schools has a parent involvement policy that meets the NCLB requirements of Section 1118. *See Appendix E (page 137) for a copy of the policy.*
- *Heights School has a specific parent involvement policy. See Appendix E following district policy.*
- *Holland Public Schools website has the capability of being translated into 25 languages.*
- *Heights School includes a school-parent compact that addresses all parents, students, and teachers and describes a true partnership for learning between the home and school. The compact was designed with parent and staff input. The compact is reviewed and signed annually during fall parent teacher conferences and placed in the child's CA60 at the conclusion of each school year*

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

2a. Design

*Read at Home
K-7 Open Houses
Family Nights
Parent Teacher Conferences*

2b. Implementation

Read at Home sends books at a student's reading level home for parents to read with their child. Students have the opportunity to take home "Read at Home" books several times each week.

The K-7 Open House introduces school families to the staff of the school and provides an overview of the curriculum and expectations for the school year.

Family nights are opportunities for parents and children to gather in the evening to experience K-7 curriculum and participate in training designed to enhance home support for academic achievement. The district Math interventionist provided parents many ideas on how to work with their children at home to learn the different math concepts.

Parent Teacher Conferences take place in the fall and spring, providing a comprehensive look at the achievement of students in all content areas.

Parents were invited to attend reading workshops put on by our district reading specialist to gain knowledge on how they can work with their child at home with reading.

2c. Evaluation

-- Heights will develop an annual evaluation of the parental involvement plan. This will be conducted with parents, identifying any barrier to greater parental involvement (such as limited English, limited literacy, economic disadvantage, disability, etc) and devising strategies to improve parental involvement.

Parents will be encouraged to complete evaluation sheets as means of providing feedback on the effectiveness of a program or activity along with suggestions for improvement. Suggestions will be addressed at Parent Teacher Association meetings.

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

Heights School provides all parents with a copy of the following:

- Progress Reports and Report Cards - translated in Spanish*
- MEAP Parent Reports - which includes a letter of explanation*
- Student/Parent Handbook*
- ITBS/Gates MacGinitie - which includes a letter of explanation*
- Translators are also provided during conferences to help interpret these reports for parents*

The parents of special education students also receive:

- A copy of the IEP*
- IEP progress reports*
- Three year re-evaluation academic achievement results*

Individual student academic assessment results will be communicated to the parents in a language the parents can understand, including an interpretation of those results to the parent of a child who participated in the academic assessments required by Section 111(b)(3).

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

- Heights School includes a school-parent compact that addresses all parents, students, and teachers and describes a true partnership for learning between the home and school. The compact was designed with parent and staff input. The compact is reviewed and signed annually during fall parent teacher conferences

and placed in the child's CA60 at the conclusion of each school year.

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

Attendance at school wide parent nights will help in evaluating components of the plan.

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

A positive attendance at parent night events will inform us that we had a successful event. If there is poor attendance at an event, we will need to look at the event time, date, and type of activity the event was hosting to determine why this was not well attended. This way we can best plan for the next event and make sure that we are providing the best events for our parents to attend.

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

Preschool Transition Strategies

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

Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

Heights School's plan for connecting with preschool-age children includes district and building activities.

- The district holds an annual PreSchool/Kindergarten event during February. This event includes many community resources; Holland Fire Department, Holland Police Department, Community In Schools, and various volunteers. The community is informed of this event through district newsletters, district web site, local newspapers, fliers given to older students and local preschools.

- Heights School has a building Open House in both the Spring and Fall. This is an opportunity for parents to learn specific information about our school and to tour the building. Kindergarten teachers, specialist teachers, interpreters and building administration are available at these events.

- Our Kindergarten teacher meets with Head Start staff and parents as a means of informing parents of Kindergarten expectations. This is also an opportunity for parents to ask questions about Holland Public Schools and our Kindergarten program.

- The district GSRP program does home visits in May to meet with parents and give them materials and ideas to do with their children during the summer. They also discuss the Kindergarten program and curriculum. A student transition information form is completed for students who may need additional interventions in Kindergarten.

- The Ottawa County Health Department offers vision and hearing parents in one of our elementary buildings. This allows parents to have their children screened without having to go to the Health Department office.

- When children are enrolled for Kindergarten, parents are given a folder which includes a book, guides from the National Institute for Literacy, hearing and vision screening dates, times and locations, district, building and Kindergarten information.

- Heights participated in Pre-School Kinder Camp program for new kindergarteners two weeks before school began. The kids came to school for a half day and were able to experience how kindergarten works. We partnered with Ready for School and Outdoor Discovery Center to provide the kids with a great experience practicing kindergarten. The teachers had an opportunity to evaluate the kids and determine what needs some of the children may have when school begins. This also gave the teachers a chance to build relationships with the kids before school started.

- Heights also has a teacher who serves on the Building Bridges Team which provides inservices to pre-school and at-home child care providers to aid in transitions to school.

Teacher Participation in Making Assessment Decisions

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

Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Heights Staff have input into the decisions regarding the use of school-based academic assessments as demonstrated by the following:

- Staff is actively involved with core curriculum teams in the building.
- Staff is involved with district curriculum teams which develop, implement and evaluate assessments.
- Staff is actively involved through the School Improvement Process.
- Staff is actively involved in grade level meetings and cross grade level meetings.
- Staff is actively involved in Professional Staff Development.
- Staff utilizes numerous forms of formative and summative assessment in order to meet the needs of our students including but not limited to unit tests, chapter tests, writing and reading workshop activities, running records, spelling inventory, and student created work in order to constantly monitor student progress.
- Staff utilizes other assessments for students being referred or re-evaluated for special education services.
- In addition to ongoing assessments, we use the data from the DIBELS, ITBS, MEAP, GATES-MacGinitie to inform instruction and to measure the reliability and validity of our daily assessment tools.

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

achievement of all students.

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

- *Staff is actively involved with the disaggregation of MEAP and local assessment scores in order to help drive instruction.*
- *Staff meeting are held in order to analyze data.*
- *Staff review data across grade levels and participates in professional dialogue to discuss student achievement results and derive implications for differentiating instruction.*
- *Staff is allowed and encouraged to create the authentic assessment tools used in their classroom instruction. Standardized assessments and district level assessment are used in conjunction with these assessments in order to give teachers a wide spectrum of data to inform instruction.*

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.

Dynamic Indicators of Basic Literacy Skills (Dibels) are implemented as assessment of reading fluency in grades K-5. Running records are taken on all K-5 students to determine accurate reading levels and growth. The Delta Math assessment is taken by all K-7 students to determine the basic math skills of our students.

Timely and Additional Assistance

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

Intervention discussions may result in referral for additional support program to provide timely, effective assistance to assist students experiencing difficulty mastering academic achievement standards. These additional support programs include:

- *Read Naturally - offered for students whose Dynamic Indicators of Basic Early Learning Skills (DIBELS) fluency level is intensive or strategic*
- *Reading Interventionist shared with three other K-7 buildings.*
- *Math Interventionist shared with three other K-7 buildings.*
- *ESL Interventionist shared with three other K-7 buildings.*
- *Two Technology Integration Specialists shared with three other K-7 buildings.*
- *Title I Instructional Assistants provide support in reading, math and writing to identified students as needed in the classrooms*
- *English as a Second Language (ESL) Services - ESL teachers and instructional assistants work with students who qualify as English Language Learners (ELL).*
- *Special Education Services - Students with disabilities are served mainly through special education. We*

have two full-time resource room teachers and four Special Education Instructional Assistants. Students may receive individual help, small-group work, or classroom support through this program, depending upon what seems appropriate for them. As much as possible, we try to make this a push-in (inclusion) rather than a pull-out program.

Differentiated instructional strategies for students to address individual needs in the classroom as identified by the assessment processes indicated above, include but are not limited to the following:

- Small group and individual strategies for students identified by teachers as needing additional support.
- Title I Instructional Assistants provide support in reading in math and writing to identified students as needed in the classrooms.
- Purchased eight Fountas and Pinnel Benchmark Assessment kits with grant monies to accurately assess student reading levels as well as create an appropriate learning continuum to meet kindergarten through third graders needs.
- K-PALS and First PALS -These programs are used with kindergarten and first grade students to improve phonemic awareness skills and alphabetic principle skills as well as fluency.
- Foundations - This multi leveled kit re-teaches letter names, sounds, blending, handwriting , recognition of sight words and fluency at a more appropriate rate for second and third grade students who are involved in this intervention.
- Road to Code: This program is used with kindergarten and first grade students to establish phonemic awareness and alphabetic principle skills.
- Delta Math is used in order to assess students and provide appropriate interventions. Child Study Team - including School Social Worker, School Psychologist, Teacher Consultant, Classroom Teacher, Special Education Teacher, Speech Pathologist, Occupational Therapist, Physical Therapist, School Nurse, and parent. Students are referred to this team by their classroom Teacher for academic or behavioral concerns.
- Phonics for Reading and Rewards
- Scott-Foresman Math Intervention Resources
- Decodable Books
- Math Games

Support for students and teachers are provided by the following:

- - Holland Educational Foundation - Supports classroom grants which supply teachers with additional technology and materials. The grants are for whole classes rather than individual students. Material may be used as intervention with select students.
- PTO Grants - Teacher classroom grants used for supplementing Literacy and Math curriculum. Some grants involve materials which are used as interventions with students.
- OAISD Early Intervention Math Grant - A local grant which assists in identifying and supporting students with math challenges through assessments appropriate interventions.

Support for students is also given by the following non-school programs:

- CASA - a Hope College program which pairs students and college students. They meet twice per week, after school, for tutoring and mentoring. Students are selected by teachers based on academic needs and assessments.
- Kids Hope - a church based program which provides one-on-one mentors for students. The mentors meet with their student one hour per week at school. Academic material is supplied by the classroom teacher. Students are chosen based on academic, social and behavioral need. The program is organized to allow a mentor to work with the same student over a several year period.
- Holland Community Hospital - Through the hospital school nursing program a full time nurse or nurse assistant is provided for the building. In addition to dealing with students' medical needs they are also involved with students' emotional needs. This service is available to all students at Van Raalte.
- Community In Schools - This organization provides personnel to coordinate and run Buses, Breakfast and Books. This is a before school program available to all students. It is an opportunity for students to read, play math and reading games, and interact with an adult role model.

- Holland High Schools Peer Assistant Listeners-- Students from HHS tutor and support students at Heights that have academic, behavioral, language difficulties.

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

Heights School staff collaborates weekly during cross-grade level professional learning communities(PLC), and grade level planning sessions to discuss and analyze student assessments and interventions. Building-based assessments include running records, writing samples, unit tests, comprehension quizzes and basic skill diagnostics. Gates-MacGinitie, ITBS and DIBELS are also used to identify 1st through 5th. Delta Math is used in order to assess students and provide appropriate interventions. Child Study Team-including School Social Worker, School Psychologist, Teacher Consultant, Classroom Teacher, Special Education Teacher, Speech Pathologist, Occupational Therapist, Physical Therapist, School Nurse and parent. Students are referred to this team by their classroom Teacher for academic or behavioral concerns. Through this process, teachers identify students having academic difficulties mastering the content expectations. In a timely and efficient manner, the teacher and intervention team members work collaboratively to identify the best instructional strategies for individual students. Intervention discussions may result in referral for additional support program to provide timely, effective assistance to assist students experiencing difficulty mastering academic achievement standards.

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

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

Title 1

Title 2

Title 2 D

31a At-Risk Funding

Parent Teacher Organization support

Holland Educational Foundation support

Michigan Integrated Behavioral and Learning Support Initiative

Ottawa Area Intermediate School District programs and consultants

District General Funds

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

Heights Elementary School coordinates and integrates funds from Title I, Title II A, Title II D, 31a, Parent Teacher Organization funds, Holland Education Foundation, Michigan Integrated Behavioral and Learning Support Initiative (MiBLSi), Ottawa Area Intermediate School District Early Intervention Grant, and district general funds to support a variety of programs. Each of these programs is intended to provide staff, parents, and students with the skills and resources necessary to be successful in their educational role.

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

- Heights School wide Transition Process
- Heights School Improvement /School wide Plan
- Technology Interventionist
- A portion of all day everyday kindergarten
- ESL Teachers
Mentoring and Training
Basic Literacy Training
Michigan Model
Head Start
Open House
Read at Home
Kindergarten Transition Night
Young 5's
School Improvement Team
Grade Level Meetings
Cross Grade Level Meetings
Math Intervention Kits
Paraprofessionals
Social Work
Kid's Hope
CASA
Miles of Smiles
Holland Hospital Nursing Program
Conferences

Family Nights
Community Connections office

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

Project Charlie Prevention Program
Free and Reduced Meals
National School Lunch Program
Head Start
Homeless Liaison
Holland Youth Advisory Council

Effective Use of Technology

1. Describe the methods for effective use of technology as a way of improving learning and delivery of services and for integration of involving technology in the curriculum.

The school improvement plan will be shared through electronic means with teachers and other stakeholders

for continuous feedback and refinement. Holland Public Schools recognizes the need for immediate feedback of student achievement in order to guide future instruction. To that end, we employ the use of technology to aid in this effort. A number of assessments are administered using technology and student data is recorded in IRIS (Instructional Research Information Source) which is designed to simplify the storage, retrieval and analysis of student centered data. Teachers in our building work collaboratively with our Technology Integration Specialist to integrate technology into the core curriculum through the development of technology projects based on our outcomes. In order to communicate the goals of the SIP with teachers and other stakeholders, individual building plans are placed on the district website for review. - 2 Prototype classrooms will be housed at Heights - technology will be used to support and enhance 21st Century Learning Skills.

Evaluation of the School Improvement Plan

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

The school examines the DIBELS results of all classrooms to determine the number of students moving from intensive (needing much support) to strategic (needing some support) and those moving to benchmark (needing the regular curriculum). These results also indicate the percentage of students making at least one year's growth in one year's time.

The MEAP annual assessment is an indicator of the decrease (or increase) in the academic achievement gap between subgroups identified within the school.

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

Students who have moved from intensive to strategic or benchmark level, is an indicator of the program being effective according to the DIBELS assessment.

Students at a level 4 on the MEAP, who move to a level 1 or 2, would be an indicator of the program being effective.

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

The School Improvement Team will revise the school improvement plan as necessary to ensure continuous improvement. The team will meet regularly in PLC's for this purpose.

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

Charts will be developed and easily understandable, goals will be shared as well as easily understandable reports on progress toward all goals. The school improvement plan will be available on the district website for review. The district website is ADA compatible and translates information into eight different languages. Plans will also be available in the school office if needed. Staff has access to review the plan through the school wiki.

Building Level Decision-Making

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

In collaboration with the Office of Teaching and Learning and other district principals and staff, goals objectives, strategies and activities were developed to improve proficiency in math, social studies, science, writing and reading. This team met throughout the school year. The team used MEAP and ITBS data to drive our decisions. We will continue to use this data to monitor and evaluate our school improvement plan.

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

Comments:

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

Response: *No*

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: *Yes*

Comments:

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

Response: *Adopted policy, fully implemented*

Comments:

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

Response: *Yes*

Comments:

11. The physical education curriculum used in our school is:

Response: *Other curriculum*

Comments:

12. At least three times during the past 12 months, our school offered programs, activities or events for families about physical activity.

Response: *Yes*

Comments:

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

Response: *59 minutes or less at elementary level, 105 minutes or less at middle/high level*

Comments:

14. Our school has taken action on the Michigan State Board of Education Policy on Nutrition Standards.

Response: *Adopted policy, fully implemented*

Comments:

15. The food service director/manager participated in professional development related to food or nutrition during the past 12 months.

Response: *Yes*

Comments:

16. The food service director/manager supports/reinforces in the cafeteria what is taught in health education.

Response: *Yes*

Comments:

17. During the past 12 months, our school collected information from parents to help evaluate/improve school meals or foods offered a la carte, in concessions, school stores, vending machines, or as a part of classroom celebrations/parties or at school events.

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *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: *Adopted policy, but not fully implemented*

Comments:

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

Response: *No*

Comments:

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

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments: *CPS referrals are made by any staff member who feels a student is a victim of violence.*

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

Response: *No*

Comments:

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

Response: *No*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Written policy, fully implemented*

Comments:

31. Our school has a parent education program.

Response: *Yes*

Comments:

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

Response: *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:

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. | Kevin | Derr | Principal | kderr@hollandpublicschools.org |
| Mr. | Ryan | O'Connell | teacher | roconnell@hollandpublicschools.org |
| Mrs. | Patricia | Dixon | Teacher | pdixon@hollandpublicschools.org |
| Mrs. | Lynn | VanLente-Hoover | Teacher | lhoover@hollandpublicschools.org |
| Ms. | Christy | Conway | Teacher | cconway@hollandpublicschools.org |

Statement of Non-Discrimination

Federal Office for Civil Rights

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

Contact Information

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

| | |
|-------------------|----------------------|
| Name/Position: | Prinicpal |
| Address: | 856 East 12th Street |
| Telephone Number: | 616-494-2750 |

References

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

Supporting Documentation

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

- School-Parent Involvement Plan
- School-Parent Compact

SCHOOL PARENT INVOLVEMENT PLAN

The Board of Education believes that research provides convincing evidence that parents/guardians are an important influence in helping their children achieve high academic standards. When schools collaborate with parents/guardians to help their children learn and when parents/guardians participate in school activities and decision-making about their children's education, children achieve at higher levels.

Parental/guardian involvement means the participation of parents/guardians in regular, two-way, and meaningful communication involving student academic learning and other school activities. To this end, parents/guardians should be meaningfully involved in:

- A. developing and implementing appropriate strategies for helping their child achieve the learning objectives that lead to accomplishing the learning outcomes;
- B. providing a school and home environment which encourages learning and augments, at home, the learning experiences provided by the school;
- C. their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
- D. providing for the proper health, safety, and well-being for their child;
- E. developing English language proficiency;
- F. assisting their child in meeting English Language Arts and Math proficiency standards.

The Board is committed to communicating to parents/guardians at a level and in a language they can understand, where practicable.

The Board through this policy directs the establishment of a parent/guardian involvement plan by which a school-parent/guardian partnership can be established and provided to the parent/guardian of each child in the District. The plan must encompass parent/guardian participation, through meetings and other forms of communication. The Parent/Guardian Involvement Plan shall be distributed to all parents/guardians and students through publication in the Student Handbook or other suitable means.

The Board of Education encourages and in accordance with the requirement of Section 1118 of Title IA, programs sponsored by Title I funds must be designed and implemented in consultation with parents/guardians of the students being served.

The Superintendent shall ensure that the Title I plan contains a written statement of guidelines which have been developed with, approved by, and distributed to parents/guardians of participating students. This includes the development of a school parent/guardian compact consistent with section 1118 (d).

These guidelines are as follows:

The Superintendent shall direct the development of a Parent/Guardian Involvement Plan for the District which includes, the following strategies:

- A. Maintain a consistent, District wide effort to communicate regularly with parents/guardians.
- B. Hold an annual meeting to inform first time parents/guardians of the District parent/guardian involvement plan. A positive invitation in language understandable to the parents/guardians will be given to explain the District's commitment and the parent's/guardian's right to be involved in the educational process of their child.

- C. Provide child's individual assessment results, reading results, progress reports, report cards and parent conferences.
- D. Provide a description and explanation of the curriculum in use at the District, the form of assessment used to measure student progress and the proficiency levels students are expected to meet. Have school administration and staff provide test data and interpretation meetings to allow parents/guardians to ask questions.
- E. Provide opportunities for discussions between parents/guardians, administrators and staff to address problems and find solutions for students having difficulties, either academically or socially.
- F. Provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental/guardian involvement, by conducting reading/literacy nights throughout the school year.
- G. Educate its teachers, pupil services personnel, principal and other staff through District professional development, in how to reach out to, communicate with, and work with parents/guardians as equal partners in the education process.
- H. To the extent possible, coordinate and integrate parent/guardian involvement programs and activities with early intervention programs that encourage and support parents in more fully participating in the education of their children.
- I. Provide each school's discipline plan along with an attendance policy.
- J. Arrange flexible scheduled parent/teacher conferences and parent/guardian requested conferences, at least two (2) conferences annually; to inform parents/guardians of students' progress.
- K. Schedule regular meetings and brainstorming sessions to provide parents/guardians the opportunity to share concerns and desires, to better improve the school environment and student achievement.
- L. Send home a parent/guardian-student-teacher compact that outlines how parents/guardians and school staff will share the responsibility for improved student achievement of their children. This compact shall be discussed and revised as necessary at least annually at school meetings.
- M. Post PTA/PTO meetings, and parent/guardian involvement meetings on the District website and in District and School Newsletters.
- N. Publish District and School Newsletter(s) informing parents/guardians about the parent/guardian involvement plan and other events at the school(s). This newsletter will also send a positive invitation to parents/guardians to participate in various activities while providing parents/guardians information at a glance about scheduled District and school meetings and activities.
- O. Send folders home (on a regular basis) to keep parents/guardians abreast of individual student progress and maintain open lines for communication.
- P. Distribute home language surveys annually to identify students for whom English is a second language to provide a means for developing individualized instruction when needed.
- Q. Encourage continued positive partnerships involvement throughout the community by staff and administrators.
- R. Encourage active faculty participation in PTA or PTSO.
- S. Have students perform at various functions throughout the community.
- T. Encourage parents/guardians to serve as chaperones for class field trips and other school activities.

- U. Form an advisory council of District staff and parents/guardians to assure parents are involved in an organized, ongoing and timely way, in the planning, review and improvement of the school Parent/Guardian Involvement Plan.
1. Provide the coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent/guardian involvement activities to improve student academic achievement and school performance.
 2. Incorporate the District wide Parent/Guardian Involvement Policy into its local education agency plans developed under Section 1112 of the ESEA.
 3. Provide full opportunities for the participation of parents/guardians with limited English proficiency, parents/guardians with disabilities, and parents/guardians with migratory children in a language, to the extent practicable, that they will understand.
 4. Provide a process for parents/guardians to submit comments or concerns about the plan to the State Department of Education.
 5. Involve the parents/guardians of children served in Title I, Part A schools in decisions about how the one percent (1%) of Title I funds (parent/guardian involvement funds) are spent and ensure that no less than ninety-five percent (95%) of the one percent (1%) reserved go directly to the schools.
 6. Establish a District wide Title I Parent/Guardian Advisory Committee comprised of parents/guardians representing each school receiving Title I funds under 1112.
 7. Annually review the progress of each school to determine whether the school is making adequate yearly progress (AYP) and implement requirements under section 1116 as required.
 8. Hold each building accountable for the planning and implementation of parent/guardian involvement activities that are developed with Title I parents/guardians to support and improve student achievement. This may include but not be limited to: building parent/guardian advisory committee, PTO, literacy nights, Parent/Teacher conferences, school improvement team and professional staff development.
 9. Coordinate and integrate parent/guardian involvement strategies in Part A with parental/guardian involvement strategies under the following other programs: Reading First, Young 5's, Michigan School Readiness, and local preschool programs through the coordination of the District's early childhood center programs.
 10. Conduct an annual evaluation completed by the District Title I Parent/Guardian Advisory Committee which will identify barriers to greater participation by parents in parental/guardian involvement activities. The School District will use the findings of the evaluation about its Parent/Guardian Involvement Policy and activities to design strategies for more effective parental/guardian involvement, and to revise, if necessary (and with the involvement of parents/guardians) its Parent/Guardian Involvement Policies.
 11. Communicate via annual reports, District report cards, State and national test results, web page, PTO, Title I parent/guardian meetings and parent/teacher conferences.

Relations with Parents/Guardians

The Board needs parents/guardians to assume and exercise responsibility for their children's behavior, including the behavior of students who have reached the legal age of majority, but are still supported by the parent/guardian. During the school hours, the Board, through its designated administrators, recognizes the responsibility to monitor students' behavior and, as with academic matters, the importance of cooperation between the school and the parents/guardians in matters relating to conduct.

For the benefit of the child, the Board encourages parents/guardians to support their child's career in school by:

- A. participating in school functions, organizations and committees;
- B. supporting the teachers and the schools in maintaining discipline and a safe and orderly learning environment;
- C. requiring their child to observe all school rules and regulations;
- D. sending their children to school with proper attention to his/her health, personal cleanliness, and dress;
- E. maintaining an active interest in their child's daily work, monitoring and making it possible for him/her to complete assigned homework by providing a quiet place and suitable conditions for study;
- F. reading all communications from the school, signing, and returning them promptly when required;
- G. limit and monitor my child's TV, video games, and computer usage to ten (10) hours per week;
- H. encourage fifteen (15) to thirty (30) minutes of daily reading at home;
- I. assist my child in meeting the English Language Arts and Math State proficiency standards;
- J. attending conferences set up for the exchange of information on their child's progress in school.

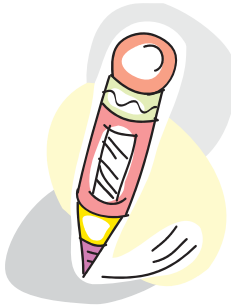
The District Parent/Guardian Involvement Policy will be developed jointly with and agreed on with, parents/guardians of children participating in Title I, Part A programs, as evidenced by an annual review of the Title I Parent Advisory Committee. This committee should be representative of participating Title I schools.

Parent compacts/agreements will be reviewed annually by the Title I Parent Advisory Committee in the Spring of each year and distributed to parents/guardians/students in the Fall of each school year.

Sec. 1112, 1118 ESEA
M.C.L.A. 380.1294

Adopted 12/20/04

Heights K-7 School Parent/Student/School Contract



Every Title I school has a Parent-School Contract. The contract outlines what teachers, parents and students need to do to maximize student achievement. Our school believes that families and school staff should work in partnership to help each student reach his/her highest potential.

As the Parent I will do these activities to promote learning

- Attend parent-teacher conferences and other school functions
- Encourage my child to follow school rules
- Make sure homework is completed
- Send my child to school daily
- Limit television and video games
- Provide a rich home environment, including good nutrition and adequate sleep

As the Student I will do these activities to promote learning

- Complete all school work
- Come to school prepared
- Give my parent my Thursday Folder every week
- Read/be read to at home every day for 15-30 minutes
- Follow school and classroom rules

As the Classroom Teacher I will do these activities to promote learning

- Make school a positive place
- Work towards excellence
- Motivate students to learn
- Communicate with parents regarding their student's progress, i.e. report cards
- Have high expectations for students
- Maintain open lines of communication with parents
- Hold parent-teacher conferences in the Fall and Spring to discuss student progress



Parent Signature

Student Signature

Teacher Signature

Escuela Heights K-7

Contrato de Padre/Estudiante/Escuela



Cada Escuela que maneja Título I tiene un contrato de Padre – Escuela. El contrato subraya lo que deben hacer los maestros, padres, y estudiantes para maximizar el éxito de los estudiantes. Nuestra escuela cree que nuestras familias and el personal académico deben trabajar conjuntamente para ayudar a cada estudiante en lograr su mas alto potencial.

Como Padre de Familia hare estas actividades para promover el aprendizaje.

- Atender las conferencias de Padres- Maestros y otras funciones de la escuela.
- Educar a mi hijo a que siga y respete las reglas de la escuela.
- Asegurarme de que las tareas se cumplan.
- Mandar a mi hijo a la escuela todos los días.
- Limitar la televisión y los video juegos
- Proveer un ambiente sano, incluyendo una buena nutrición y un descanso (dormir) adecuado.

Como Estudiante hare estas actividades para promover el aprendizaje.

- Hacer todos los trabajos (tareas) de la escuela.
- Ir a la escuela preparado(a).
- Entregar a mi papa/mama mi Carpeta de Jueves de cada semana.
- Leer o que alguien me lea en la casa todos los días por 15 a 30 minutos.
- Seguir las reglas de la escuela así como también el del salón de clases.

Como Maestro (a) hare estas actividades para promover el aprendizaje.

- Hacer de la escuela un lugar seguro/positivo.
- Trabajar hacia la excelencia.
- Motivar a los estudiantes para aprender.
- Comunicarse con los padres acerca del progreso de su hijo(a), i.e. tarjetas de calificación.
- Tener altas expectativas de los estudiantes.
- Mantener una comunicación abierta con los padres
- Mantener las conferencias de padres-maestros en el otoño y en la primavera para discutir el progreso de los estudiantes.



Firma del Padre

Firma del Estudiante

Firma del Maestro(a)