

# School Improvement Plan

School Year: 2011 - 2012

School District: Holland City School District

ISD/RESA: Ottawa Area ISD

School Name: Van Raalte

Grades Served: 9,10,11,12

Principal: Mrs. Deb Feenstra

Building Code: 09962

District Approval of Plan:

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Authorized Official Signature and Date

Board of Education Approval of Plan:

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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:	Van Raalte
District:	Holland City School District
Public/Non-Public:	Public
Grades:	9,10,11,12
School Code Number:	09962
City:	Holland
State/Province:	Michigan
Country:	United States

# Vision, Mission and Beliefs

## **Vision Statement**

Success for EACH student, no matter what!

## **Mission Statement**

VR Tech believes in an uncompromising commitment to student achievement and unending quest to maximize student success. In partnership with our parents and community, we provide opportunities and high quality education to ALL students, which will allow them to reach their full potential and prepare them for the future.

## **Beliefs Statement**

We believe that every student can learn ..... and by providing the right support every student can grow into a responsible, contributing, successful adult in the demanding 21st century.

# Goals

Name	Development Status	Progress Status
Essay Writing	Complete	Open
Implement 21st Century Learning Skills	Complete	Open
Improve Math skills	Complete	Open

## Goal 1: Essay Writing

**Content Area:** English Language Arts

**Development Status:** Complete

**Student Goal Statement:** All students will be proficient in writing a basic essay.

**Gap Statement:** 50% of our students have failed English 9 at least once, some have failed it twice. As measured by the essays written by students in English 9, students are not demonstrating the skills necessary to pass the course assessment of writing a basic essay.

**Cause for Gap:** The district did not have a comprehensive program in place to teach writing in the K-7 program until Fall of 2008 and we are in the second year of implementation. The students in our 9-12 program did not go through this learning.

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

ITBS

Common Assessments

ELPA

Course 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?** All students will score proficient on the English 9 course writing assessment and writing samples based on rubrics for scoring.

**Contact Name:** Deb Feenstra

### List of Objectives:

Name	Objective
Essay Writing for all English 9 students	The percentage of students passing the essay writing requirement in English 9 will increase from 50% to 75%.

## 1.1. Objective: Essay Writing for all English 9 students

**Measurable Objective Statement to Support Goal:** The percentage of students passing the essay writing requirement in English 9 will increase from 50% to 75%.

**List of Strategies:**

Name	Strategy
6 Week Essay Writing	Staff will create and implement a 6 Week Essay Writing program for all students enrolled in English 9.

### 1.1.1. Strategy: 6 Week Essay Writing

**Strategy Statement:** Staff will create and implement a 6 Week Essay Writing program for all students enrolled in English 9.

**Selected Target Areas**

I.1.B.2 The school makes a concerted effort to ensure that all students have a clear understanding of what they are studying and why they are studying it.
I.2.B.1 The school or program ensures that students have the supports they need to meet the required standards. Teachers provide opportunities for students to use many and varied approaches to demonstrate competency. The school or program continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.
I.2.B.3 Staff believe that active student engagement is a key feature of student success and there is an expectation that all teachers will design lessons and assessments that engage their students.
I.3.A.3 Student assessment is viewed as an essential component in the monitoring of student achievement. Aligned standardized assessments, periodic benchmark assessments as well as a variety of culminating assessments are incorporated into daily practice. In addition, teachers use frequent formative assessment activities to inform instruction.

**Other Required Information for Strategy**

Teaching Beyond the Text by Phil Schlemmer

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Essay Writing content alignment with English 9	2009-09-08	2009-11-23	District Curriculum Director ELA Teachers

**1.1.1.1. Activity: Essay Writing content alignment with English 9**

**Activity Description:** Staff will review the standards and outcomes of English 9 Essay writing as well as 7th grade GLCEs for essay writing to develop outcomes and rubrics for the 6 week course.

**Planned staff responsible for implementing activity:** District Curriculum Director  
 ELA Teachers

**Actual staff responsible for implementing activity:** District Curriculum Director  
 ELA Teachers

**Planned Timeline:** Begin Date - 2009-09-08, End Date - 2009-11-23

**Actual Timeline:** Begin Date - 09/09/2009, End Date - 06/07/2011

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Copies of Writing Essays of each staff member	Title I Part A	500.00	0.00
Curriculum Director Support -10 hours	Title I Part A	1,000.00	0.00

**Goal 2: Implement 21st Centruy Learning Skills**

**Content Area:** Career and Employability Skills

**Development Status:** Complete

**Student Goal Statement:** All Students will increase days of attendance in school.

**Gap Statement:** 30% of our students are absent on any given day.

**Cause for Gap:** Students do not see school attendance as important for school success.  
 Students who are not in attendance are not successful in passing classes or on Standardized tests.

**Multiple measures/sources of data you used to identify this gap in student achievement:** Attendance records from Infinite Campus.  
 Active Time log from E2020.  
 Courses Completed as reported on official Transcript.

**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?** Student absence rate will decrease and course completion will increase.  
 Attendance data from Infinite Campus.  
 Active Time from E2020.  
 Transcripts

**Contact Name:** Deborah Feenstra

**List of Objectives:**

Name	Objective
The rate of absence will drop from 30% to 15%.	The percentage of students absent on any given day will drop from 30% to 15%.

## 2.1. Objective: The rate of absence will drop from 30% to 15%.

**Measurable Objective Statement to Support Goal:** The percentage of students absent on any given day will drop from 30% to 15%.

**List of Strategies:**

Name	Strategy
Case Management Teams	Staff will create and monitor Case Management Teams for all students with a high absence rate.

### 2.1.1. Strategy: Case Management Teams

**Strategy Statement:** Staff will create and monitor Case Management Teams for all students with a high absence rate.

**Selected Target Areas**

I.1.B.2 The school makes a concerted effort to ensure that all students have a clear understanding of what they are studying and why they are studying it.
I.3.B.3 All stakeholders are committed to the belief that all student learners will be successful. In order to achieve this goal, students play a major role in monitoring and improving their own performance. Student achievement is truly a joint venture among student, teacher, and parent. In order to ensure success of all students, a school-wide or cross-program system is in place that monitors the progress of any student not succeeding and provides data to all stakeholders to inform them about resulting interventions.
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.
III.1.B.2 All staff members communicate effectively and regularly both orally and in written form with parents, students and each other. Accurate and direct communication is a high priority of the school.

**Other Required Information for Strategy**

"What Works in Schools", Robert Marzano

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Case Management Meetings	2010-09-07	2011-06-03	All staff members will be assigned Case Management Team

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**2.1.1.1. Activity: Case Management Meetings**

**Activity Description:** Staff will create case management teams and weekly will review attendance. Students who have 5 absences will be met with and a plan made to improve attendance.

**Planned staff responsible for implementing activity:** All staff members will be assigned Case Management Team

**Actual staff responsible for implementing activity:** All staff members.

**Planned Timeline:** Begin Date - 2010-09-07, End Date - 2011-06-03

**Actual Timeline:** Begin Date - 09/07/2010, End Date - 06/07/2011

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
All Staff	General Funds	0.00	0.00

**Goal 3: Improve Math skills**

**Content Area:** English Language Arts

**Development Status:** Complete

**Student Goal Statement:** All students will display grade level math skills.

**Gap Statement:** Gap Statement : As indicated by grades from Pre-Algebra, Algebra I, common assessments, and e2020 assesment results, all students currently in Pre-Algebra, Algebra I score considerably below the overall student population. In considering the percent of proficient students overall, 62% of students were proficient as compared to 22% currently in credit recovery.

**Cause for Gap:** Lack of sufficient in-school supports targeting the deficiencies of low performing subgroups. In addition, the district lacked a comprehensive and formal math curriculum prior to 2008-09.

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

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

Algebra 1 grades  
 E2020 Assessments  
 Common Course 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?** 75% of students taking Algebra 1 will pass this school year.

**Contact Name:** Deborah Feenstra

**List of Objectives:**

Name	Objective
Increase math performance	The percentage of students passing Algebra 1 will increase from 50% to 75%.

### 3.1. Objective: Increase math performance

**Measurable Objective Statement to Support Goal:** The percentage of students passing Algebra 1 will increase from 50% to 75%.

**List of Strategies:**

Name	Strategy
Math Intervention	Staff will create small group mini lessons to supplement the e2020 Algebra 1 curriculum and provide direct instruction to students who are not successful in e2020 unit assessments. Also, no retakes will be allowed until they have been approved by the Math or Science (who is also certified in Math) Teacher.

#### 3.1.1. Strategy: Math Intervention

**Strategy Statement:** Staff will create small group mini lessons to supplement the e2020 Algebra 1 curriculum and provide direct instruction to students who are not successful in e2020 unit assessments. Also, no retakes will be allowed until they have been approved by the Math or Science (who is also certified in Math) Teacher.

**Selected Target Areas**

I.2.B.1 The school or program ensures that students have the supports they need to meet the required standards. Teachers provide opportunities for students to use many and varied approaches to demonstrate competency. The school or program continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.

I.2.B.3 Staff believe that active student engagement is a key feature of student success and there is an expectation that all teachers will design lessons and assessments that engage their students.

IV.1.B.2 The school is seen as a "learning organization" with parents serving a key role. Numerous extended learning opportunities are provided to parents in order to enhance their own education, as well as to reinforce and support their children learning at home.

**Other Required Information for Strategy**

State Department Standards  
 Classroom Instruction the Works, Robert Marzano

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Algebra 1 mini lessons alignment with E2020 Algebra 1 course	2010-08-31	2011-06-03	Math Teacher Lab Assistants

**3.1.1.1. Activity: Algebra 1 mini lessons alignment with E2020 Algebra 1 course**

**Activity Description:** Staff will review the standards and outcomes of Algebra 1 to develop the mini lessons to provide interventions for students who are not successful in the regular delivery of instruction through e2020.

**Planned staff responsible for implementing activity:** Math Teacher  
 Lab Assistants

**Actual staff responsible for implementing activity:** Math and Science Teacher  
 Lab Assistants

**Planned Timeline:** Begin Date - 2010-08-31, End Date - 2011-06-03

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Math/Science Teacher	General Funds	0.00	0.00

## Resource Profile

Funding Source	Planned Amount	Actual Amount
Title I Part A	\$1,500.00	\$0.00
General Funds	\$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 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 from Iris, Infinite Campus and e2020 was collected and evaluated during PLC sessions which occurred Monday afternoons from 3:50-4:50.*

## 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.

*All of our curriculum is delivered through e2020. Each content area teacher has taken every course and aligned it to State standards as well as to Holland High so that as students transfer from building to building there is articulation between courses. One PLC per month is Department based where teaching staff review and revise alignment based on changes from MDE.*

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

*Data is brought to weekly PLC meetings.*

*District wide Instructional Council meetings.*

*High School Administration meetings.*

*Questions/Concerns/ Decisions concerning curriculum, instruction and assesment are brought to all of the above groups for review and discussion/decision is brought to stakeholders during Monday PLC.*

## 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.

*Assessment is offered through e2020. Prescriptive testing, Pre-testing, Assessment Reviews and Retakes after Interventions are all alternatives that are used to assess.*

### **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.

*E2020 is completely an online program. Student learning is delivered on line as well as the management of student data. E2020 provides us with current, live data, to assess, evaluate and make changes based on individual learner need.*

### **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.

*A Data Report was created that evaluated the goals in SIP. That information was used to measure success and adjustments were made in SIP goals to reflect results.*

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

*Individual student information will be shared with parents 4 times per year. A chart has been developed by staff to show student progress to parents with a note to please call if you have any questions. Annual report is posted on the district web site and can be accessed in various languages.*

### **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.

*Weekly/Monthly meetings were held during PLC's. Members went through all of the Indicators of success and created goals and strategies.*

## Assurances

### EdYES!

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

Response: *N/A (our school does not have grades 1-5)*

Comments:

2. Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this).  
If yes, please provide a link to the report on your website in the comments field (if applicable).

Response: *Yes*

Comments: *www.hollandpublicschools.org*

### 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, 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:

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: *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: *We removed vending machine so that was no longer an option.*

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

Response: *Yes, but we do not 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: *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: *Yes*

Comments:

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

Response: *No*

Comments:

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

Response: *No*

Comments:

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

Response: *Yes*

Comments:

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

Response: *No Written Policy*

Comments: *Strategies are in SIP but not a written policy.*

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
	s	c	s	c
Mrs.	Rebecca	Siegel	Counselor	rsiegel@hollandpublicschools.org
Mr.	Thomas	Parker	Social Studies teacher	tparker@hollandpublicschools.org
Mr.	John	Vega	Family Advisor	jvega@hollandpublicschools.org
Mrs.	Lisa	Blystra	Outreach Director	lblystra@ridgepoint.org
Mr.	Tim	Plants	Science Teacher	tplants@hollandpublicschools.org
Mr.	Ken	Ogle	ELA Teacher	kogle@hollandpublicschools.org
Mrs.	Amanda	Eaton	Special Ed Teacher	aeaton@hollandpublicschools.org
Mr.	Tung	Nguyen	Math Teacher	tnguyen@hollandpublicschools.org
Mrs.	Andrea	Pinner	Police Officer	apinner@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:	Mr. Rich Zucker
Address:	156 West 11th Street
Telephone Number:	6164942000

## 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.*