School Improvement Plan

Holland Virtual Tech High School

Holland City School District

Mr. Tung Nguyen, Director
600 Van Raalte Ave
HOLLAND, MI 49423-3942
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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.
Improvement Plan Assurance
Introduction

During the 2018-2019 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.
## Improvement Plan Assurance

<table>
<thead>
<tr>
<th>Label</th>
<th>Assurance</th>
<th>Response</th>
<th>Comment</th>
<th>Attachment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Which option was chosen for Goals and Plans?</td>
<td>Goals and Plans in ASSIST</td>
<td>See Goals and Plans in ASSIST</td>
<td></td>
</tr>
</tbody>
</table>
HVRT School Improvement Plan 2018-2019
Overview

Plan Name

HVRT School Improvement Plan 2018-2019

Plan Description
# Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

<table>
<thead>
<tr>
<th>#</th>
<th>Goal Name</th>
<th>Goal Details</th>
<th>Goal Type</th>
<th>Total Funding</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>To improve Math achievement for all students.</td>
<td>Objectives: 2 Strategies: 2 Activities: 5</td>
<td>Academic</td>
<td>$0</td>
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<tr>
<td>2</td>
<td>To improve English Language Arts achievement for all students.</td>
<td>Objectives: 2 Strategies: 2 Activities: 4</td>
<td>Academic</td>
<td>$0</td>
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<tr>
<td>3</td>
<td>Develop and Fully Implement a Guaranteed and Viable Curriculum</td>
<td>Objectives: 1 Strategies: 1 Activities: 3</td>
<td>Academic</td>
<td>$0</td>
</tr>
<tr>
<td>4</td>
<td>To improve Science achievement for all students.</td>
<td>Objectives: 1 Strategies: 1 Activities: 2</td>
<td>Academic</td>
<td>$0</td>
</tr>
<tr>
<td>5</td>
<td>To improve Social Studies achievement for all students.</td>
<td>Objectives: 1 Strategies: 1 Activities: 2</td>
<td>Academic</td>
<td>$0</td>
</tr>
<tr>
<td>6</td>
<td>Improve Climate and Culture for all Students</td>
<td>Objectives: 2 Strategies: 2 Activities: 5</td>
<td>Organizational</td>
<td>$0</td>
</tr>
</tbody>
</table>
Goal 1: To improve Math achievement for all students.

Measurable Objective 1:
90% of All Students will demonstrate student proficiency (pass rate) by completing one credit per year in Mathematics by 06/05/2019 as measured by the number of math courses completed when compared to 85% of students who met this benchmark in 17-18.

Strategy 1:
One-on-One Instruction on Odysseyware - Staff will provide direct instruction to address specific deficit areas based on learning objectives identified on each section on OW. Staff will provide students with immediate feedback during each one-on-one instructional period.

Category:
Research Cited: Hattie’s Effect Size for feedback

<table>
<thead>
<tr>
<th>Tier</th>
<th>Activity - Goal Setting</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tier 1</td>
<td>Staff will participate with students in a monitoring process weekly which will include feedback, goal setting and dialogue with students about their progress on with OW Math courses.</td>
<td>Academic Support Program</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/23/2018</td>
<td>06/05/2019</td>
<td>$0</td>
<td>No Funding Required</td>
<td>All Staff</td>
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</table>

<table>
<thead>
<tr>
<th>Tier</th>
<th>Activity - Focused Academic Support</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tier 1</td>
<td>Staff will assist in addressing student questions about OW Math courses as needed.</td>
<td>Academic Support Program</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/23/2018</td>
<td>06/05/2019</td>
<td>$0</td>
<td>No Funding Required</td>
<td>All Staff</td>
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</table>

<table>
<thead>
<tr>
<th>Tier</th>
<th>Activity - Mastery Learning</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tier 3</td>
<td>Staff will monitor student grades on assessments and provide feedback, reteach and retest.</td>
<td>Academic Support Program</td>
<td>Tier 3</td>
<td>Implement</td>
<td>08/23/2018</td>
<td>06/05/2019</td>
<td>$0</td>
<td>No Funding Required</td>
<td>All Staff</td>
</tr>
</tbody>
</table>

Measurable Objective 2:
100% of Students with Disabilities students will demonstrate a proficiency by completing one credit per year in Mathematics by 06/05/2019 as measured by the number of math courses completed when compared to 100% who met this goal in 17-18.

Strategy 1:
Structured Workshop Time - All SWD will receive individualized math support which will include self-regulation, remediation, and immediate feedback for at least 1
Goal 2: To improve English Language Arts achievement for all students.

Measurable Objective 1:
90% of All Students will demonstrate student proficiency (pass rate) by completing 1 credit in English Language Arts by 06/05/2019 as measured by the number of ELA courses completed when compared to 85% of students who met this benchmark in 17-18.

Strategy 1:
One-on-One Instruction on Odysseyware - Staff will provide direct instruction to address specific deficit areas based on learning objectives identified on each section on OW. Staff will provide students with immediate feedback during each one-on-one instructional period.

Category:
Research Cited: Hattie’s Effect Size for feedback
## School Improvement Plan

### Holland Virtual Tech High School

### Activity - Goal Setting

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Support Program</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/23/2018</td>
<td>06/05/2019</td>
<td>$0</td>
<td>No Funding Required</td>
<td>All Staff</td>
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</tbody>
</table>

Staff will participate with students in a monitoring process weekly which will include: feedback, goal setting and dialogue with students about their progress on with OW ELA courses.

### Activity - Monitoring

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Support Program</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/23/2018</td>
<td>06/05/2019</td>
<td>$0</td>
<td>No Funding Required</td>
<td>All Staff</td>
</tr>
</tbody>
</table>

Use Odysseyware reports and monitoring features to track student activity completion.

### Activity - Focused Academic Support

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Support Program</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/23/2018</td>
<td>06/05/2019</td>
<td>$0</td>
<td>No Funding Required</td>
<td>All Staff</td>
</tr>
</tbody>
</table>

All staff will support students in ELA through small group reteach and addressing individual questions.

### Measurable Objective 2:

70% of English Learners students will increase student growth as evidenced by at least 35 SGP in Reading by 06/05/2019 as measured by Star Reading Assessment.

#### Strategy 1:

EL Mentor - EL mentor will work directly with students in their progress toward course completion.

Category: Learning Support Systems

Research Cited:
- SIOP - Echevarria, Vogt, & Short, 2004; Echevarria & Short, 2011

Tier: Tier 2

### Activity - SIOP Teaching Strategies

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
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<td>Academic Support Program</td>
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<td>Implement</td>
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<td>06/05/2019</td>
<td>$0</td>
<td>Section 31a</td>
<td>EL Mentor</td>
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</table>

Students who receive EL support will improve acquisition of content vocabulary and comprehension by engaging in SIOP strategies of comprehensible input, building background knowledge, and teaching vocabulary.
Goal 3: Develop and Fully Implement a Guaranteed and Viable Curriculum

Measurable Objective 1:
85% of All Students will achieve college and career readiness by completing all required course work as established by MMC in Career & Technical by 06/05/2019 as measured by Odysseyware course completion reports when compared to 80% on students who met this benchmark in 2017-2018.

Strategy 1:
Online Learning - Staff will fully implement the Odysseyware learning platform and assure horizontal and vertical alignment.

Category: Career and College Ready
Research Cited: ASCD, Marzano, Robert. What Works in Schools, p. 19, 72-75. The first school-level factor is a “guaranteed and viable curriculum.” This is ranked as having the most impact on student achievement. As indicated in the book and numerous other sources, a guaranteed and viable curriculum is primarily a combination of my “opportunity to learn” and “time” according to Marzano.

Tier: Tier 1

<table>
<thead>
<tr>
<th>Activity - Odysseyware Training</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff will participate in ongoing Odysseyware training in order to examine and implement best practices for self-paced online learning.</td>
<td>Policy and Process, Professional Learning</td>
<td>Tier 1</td>
<td>Monitor</td>
<td>08/23/2018</td>
<td>06/05/2019</td>
<td>$0</td>
<td>General Fund</td>
<td>All Staff</td>
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<table>
<thead>
<tr>
<th>Activity - Ongoing Support</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
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</thead>
<tbody>
<tr>
<td>Staff will utilize supplemental resources and differentiation techniques in order to meet students' individual learning needs.</td>
<td>Academic Support Program, Professional Learning</td>
<td>Tier 1</td>
<td>Monitor</td>
<td>08/23/2018</td>
<td>06/05/2019</td>
<td>$0</td>
<td>General Fund</td>
<td>All Staff</td>
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<table>
<thead>
<tr>
<th>Activity - Full Implementation</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff will fully implement Odysseyware with state and district aligned standards for all students.</td>
<td>Policy and Process, Curriculum Development</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/23/2018</td>
<td>06/05/2019</td>
<td>$0</td>
<td>General Fund</td>
<td>Certified Staff, Counselor, Program Coordinator</td>
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</table>
Goal 4: To improve Science achievement for all students.

Measurable Objective 1:
90% of All Students will demonstrate student proficiency (pass rate) by completing at least 1 credit (if applicable) in Science by 06/05/2019 as measured by courses completed on Odysseyware when compared to 84% of students who met this benchmark in 17-18.

Strategy 1:
Tiered Resources - Staff will identify supplemental text and resources in order to provide students with resources that meet students' needs at their appropriate lexile reading levels in order to increase students' ability to comprehend the content presented on Odysseyware Courses.

Category: Science

Tier: Tier 1

<table>
<thead>
<tr>
<th>Activity - Research Resources</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff will research supplemental grade level reading materials based that are lexile referenced in order to build a multi-tiered supplement library for struggling learners.</td>
<td>Academic Support Program, Professional Learning</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/23/2018</td>
<td>06/05/2019</td>
<td>$0</td>
<td>General Fund</td>
<td>School Improvement Chair, Admin</td>
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<table>
<thead>
<tr>
<th>Activity - Tiered Supplemental Resources</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff will supplement projects, texts, essays, etc. with differentiated text and activities based on student's lexile score on RL.</td>
<td>Academic Support Program</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/23/2018</td>
<td>06/05/2019</td>
<td>$0</td>
<td>General Fund</td>
<td>All staff</td>
</tr>
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</table>

Goal 5: To improve Social Studies achievement for all students.

Measurable Objective 1:
90% of All Students will demonstrate a proficiency by completing at least 1 credit (if applicable) in Social Studies by 06/05/2019 as measured by the number of courses completed on Odysseyware when compared to 84% of students who met this benchmark in 17-18.

Strategy 1:
Tiered Resources - Staff will identify supplemental text and resources in order to provide students with resources that meet students' needs at their appropriate lexile reading levels in order to increase students' ability to comprehend the content presented on Odysseyware Social Studies Courses.
School Improvement Plan
Holland Virtual Tech High School

Category: Social Studies

Tier: Tier 1

<table>
<thead>
<tr>
<th>Activity - Research Resources</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
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<tbody>
<tr>
<td>Staff will research supplemental grade level reading materials based that are lexile referenced in order to build a multi-tiered supplement library for struggling learners.</td>
<td>Academic Support Program, Professional Learning</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/23/2018</td>
<td>06/05/2019</td>
<td>$0</td>
<td>General Fund</td>
<td>School Improvement Chair, Admin</td>
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</table>

<table>
<thead>
<tr>
<th>Activity - Tiered Supplemental Resources</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff will supplement projects, texts, essays, etc. with differentiated text and activities based on student's lexile score on RI.</td>
<td>Academic Support Program</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/23/2018</td>
<td>06/05/2019</td>
<td>$0</td>
<td>General Fund</td>
<td>All staff</td>
</tr>
</tbody>
</table>

Goal 6: Improve Climate and Culture for all Students

Measurable Objective 1:
collaborate to demonstrate 80% implementation fidelity of SWPBIS by 06/05/2019 as measured by the Tiered Fidelity Inventory on Tier 1.

Strategy 1:
Multi-tiered Systems of Behavior Support - Multi-tiered Systems of Behavior Support – All staff will continue to implement building level and classroom level positive behavior intervention and support strategies to improve behavior in the classroom and building.

Category: Other - Climate and Culture

Tier: Tier 1

<table>
<thead>
<tr>
<th>Activity - Promoting Positive School Climate: Leadership Implementation Team and School Leadership Teams</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
</table>

SY 2018-2019
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### Team(s) will continue to meet monthly to review building and district behavior related data and to help buildings address barriers. (The LIT’s primary function is to engage in leadership and coordination functions which support and sustain implementation of a continuum of evidence-based School-Wide PBIS practices. The School Team is to follow common protocols, review and use TFI and SWIS/IC data monthly and communicate with district team)

<table>
<thead>
<tr>
<th>Activity - Trauma Informed Classrooms</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>All HPS staff will continue to discuss, learn and share best practices on teaching students in trauma and work to implement practices that support students.</td>
<td>Behavioral Support Program</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/23/2018</td>
<td>06/05/2019</td>
<td>$0</td>
<td>General Fund</td>
<td>All staff</td>
</tr>
</tbody>
</table>

**Measurable Objective 2:**

Collaborate to demonstrate improved culture and climate by implementing a district behavior support model to reduce the average referral per day per month to fewer than 1.0 by 06/05/2019 as measured by reduced behavior referrals and staff survey data.

**Strategy 1:**

Tier 2 – District Behavior Support Model - Through the support and leadership of the Assistant Director of Student Services, and identified behavior staff at each building, teachers in all buildings will implement the essential components of the district’s behavior support model.

Category: Other - Climate and Culture

Research Cited: www.pbis.org

### Tier: Tier 2

<table>
<thead>
<tr>
<th>Activity - Restorative Practices</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff will be offered restorative practices training throughout the school year and summer as an additional training/support.</td>
<td>Professional Learning</td>
<td>Tier 2</td>
<td>Implement</td>
<td>08/23/2018</td>
<td>06/05/2019</td>
<td>$0</td>
<td>General Fund</td>
<td>Building Admin</td>
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<table>
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<tr>
<th>Activity - Equity</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
</table>
All staff will participate in ongoing training and embedded professional development focused on bringing equity to all classrooms through a greater understanding of student needs.

<table>
<thead>
<tr>
<th>Activity - Fully Implement the review, development and use of 504 Plans</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>All buildings will implement a system of having a key contact person who has been trained, be able to review and ensure implementation of 504 Plans.</td>
<td>Academic Support Program</td>
<td>Tier 2</td>
<td>Monitor</td>
<td>08/23/2018</td>
<td>06/05/2019</td>
<td>$0</td>
<td>General Fund</td>
<td>All Staff</td>
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</table>
## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Activity Description</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monitoring</td>
<td>Use Odysseyware reports and monitoring features to track student activity completion.</td>
<td>Academic Support Program</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/23/2018</td>
<td>06/05/2019</td>
<td>$0</td>
<td>All Staff</td>
</tr>
<tr>
<td>Goal Setting</td>
<td>Staff will participate with students in a monitoring process weekly which will include: feedback, goal setting and dialogue with students about their progress on with OW ELA courses.</td>
<td>Academic Support Program</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/23/2018</td>
<td>06/05/2019</td>
<td>$0</td>
<td>All Staff</td>
</tr>
<tr>
<td>Focused Academic Support</td>
<td>All staff will support students in ELA through small group reteach and addressing individual questions.</td>
<td>Academic Support Program</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/23/2018</td>
<td>06/05/2019</td>
<td>$0</td>
<td>All Staff</td>
</tr>
<tr>
<td>Mastery Learning</td>
<td>Staff will monitor student grades on assessments and provide feedback, reteach and retest.</td>
<td>Academic Support Program</td>
<td>Tier 3</td>
<td>Implement</td>
<td>08/23/2018</td>
<td>06/05/2019</td>
<td>$0</td>
<td>All Staff</td>
</tr>
<tr>
<td>Focused Academic Support</td>
<td>Staff will assist in addressing student questions about OW Math courses as needed.</td>
<td>Academic Support Program</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/23/2018</td>
<td>06/05/2019</td>
<td>$0</td>
<td>All Staff</td>
</tr>
<tr>
<td>Goal Setting</td>
<td>Staff will participate with students in a monitoring process weekly which will include: feedback, goal setting and dialogue with students about their progress on with OW Math courses.</td>
<td>Academic Support Program</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/23/2018</td>
<td>06/05/2019</td>
<td>$0</td>
<td>All Staff</td>
</tr>
<tr>
<td>Differentiated Instruction</td>
<td>Staff will provide SWD with explicit instruction on deficit basic math concepts specific to their area of disability as well as receive direct instruction in needed math skills and support in completing math courses.</td>
<td>Academic Support Program</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/23/2018</td>
<td>06/05/2019</td>
<td>$0</td>
<td>All Staff</td>
</tr>
<tr>
<td>Self Regulation</td>
<td>Staff will assist SWD in setting progress and academic weekly goals and self monitor these goals.</td>
<td>Academic Support Program</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/23/2018</td>
<td>06/05/2019</td>
<td>$0</td>
<td>Special Education Teacher</td>
</tr>
</tbody>
</table>

### Section 31a

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Activity Description</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsible</th>
</tr>
</thead>
</table>

SY 2018-2019

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### School Improvement Plan

**Holland Virtual Tech High School**

**SIOP Teaching Strategies**

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Activity Description</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students who receive EL support will improve acquisition of content vocabulary and comprehension by engaging in SIOP strategies of comprehensible input, building background knowledge, and teaching vocabulary.</td>
<td>Academic Support Program</td>
<td>Tier 2</td>
<td>Implement</td>
<td>08/23/2018</td>
<td>06/05/2019</td>
<td>$0</td>
<td>EL Mentor</td>
<td></td>
</tr>
</tbody>
</table>

### Title II Part A

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Activity Description</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equity</td>
<td>All staff will participate in ongoing training and embedded professional development focused on bringing equity to all classrooms through a greater understanding of student needs.</td>
<td>Behavioral Support Program</td>
<td>Tier 2</td>
<td>Implement</td>
<td>08/23/2018</td>
<td>06/05/2019</td>
<td>$0</td>
<td>Building Principal and Behavior Support Staff</td>
</tr>
</tbody>
</table>

### General Fund

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Activity Description</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fully Implement the review, development and use of 504 Plans</td>
<td>All buildings will implement a system of having a key contact person who has been trained, be able to review and ensure implementation of 504 Plans.</td>
<td>Academic Support Program</td>
<td>Tier 2</td>
<td>Monitor</td>
<td>08/23/2018</td>
<td>06/05/2019</td>
<td>$0</td>
<td>All Staff</td>
</tr>
<tr>
<td>Research Resources</td>
<td>Staff will research supplemental grade level reading materials based that are lexile referenced in order to build a multi-tiered supplement library for struggling learners.</td>
<td>Academic Support Program, Professional Learning</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/23/2018</td>
<td>06/05/2019</td>
<td>$0</td>
<td>School Improvement Chair, Admin</td>
</tr>
<tr>
<td>Full Implementation</td>
<td>Staff will fully implement Odysseyware with state and district aligned standards for all students.</td>
<td>Policy and Process, Curriculum Development</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/23/2018</td>
<td>06/05/2019</td>
<td>$0</td>
<td>Certified Staff, Counselor, Program Coordinator</td>
</tr>
<tr>
<td>Promoting Positive School Climate: Leadership Implementation Team and School Leadership Teams</td>
<td>Team(s) will continue to meet monthly to review building and district behavior related data and to help buildings address barriers. (The LIT’s primary function is to engage in leadership and coordination functions which support and sustain implementation of a continuum of evidence-based School-Wide PBIS practices. The School Team is to follow common protocols, review and use TFI and SWIS/IC data monthly and communicate with district team)</td>
<td>Behavioral Support Program, Professional Learning</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/23/2018</td>
<td>06/05/2019</td>
<td>$0</td>
<td>Director of Student Services, Director of School Improvement, Assistant Director of Student Services, 8-12 Building Administration</td>
</tr>
<tr>
<td>---</td>
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<td>---</td>
</tr>
<tr>
<td>Odysseyware Training</td>
<td>Staff will participate in ongoing Odysseyware training in order to examine and implement best practices for self-paced online learning.</td>
<td>Policy and Process, Professional Learning</td>
<td>Tier 1</td>
<td>Monitor</td>
<td>08/23/2018</td>
<td>06/05/2019</td>
<td>$0</td>
<td>All Staff</td>
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<td>Tier 1</td>
<td>Implement</td>
<td>08/23/2018</td>
<td>06/05/2019</td>
<td>$0</td>
<td>School Improvement Chair, Admin</td>
</tr>
<tr>
<td>Tiered Supplemental Resources</td>
<td>Staff will supplement projects, texts, essays, etc. with differentiated text and activities based on student’s lexile score on RI.</td>
<td>Academic Support Program</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/23/2018</td>
<td>06/05/2019</td>
<td>$0</td>
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<td>Implement</td>
<td>08/23/2018</td>
<td>06/05/2019</td>
<td>$0</td>
<td>All Staff</td>
</tr>
<tr>
<td>Trauma Informed Classrooms</td>
<td>All HPS staff will continue to discuss, learn and share best practices on teaching students in trauma and work to implement practices that support students.</td>
<td>Behavioral Support Program</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/23/2018</td>
<td>06/05/2019</td>
<td>$0</td>
<td>All Staff</td>
</tr>
<tr>
<td>Ongoing Support</td>
<td>Staff will utilize supplemental resources and differentiation techniques in order to meet students’ individual learning needs.</td>
<td>Academic Support Program, Professional Learning</td>
<td>Tier 1</td>
<td>Monitor</td>
<td>08/23/2018</td>
<td>06/05/2019</td>
<td>$0</td>
<td>All Staff</td>
</tr>
<tr>
<td>Restorative Practices</td>
<td>Staff will be offered restorative practices training throughout the school year and summer as an additional training/support.</td>
<td>Professional Learning</td>
<td>Tier 2</td>
<td>Implement</td>
<td>08/23/2018</td>
<td>06/05/2019</td>
<td>$0</td>
<td>Building Admin</td>
</tr>
</tbody>
</table>