

# School Improvement Plan

School Year: 2009

School District: Chippewa Valley Schools

Intermediate School District: Macomb ISD

School Name: Chippewa Valley High School

Grades Served: 9,10,11,12

Principal: Dr. Jerry Davisson

Building Code: 00679

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 Michigan Department of Education, Office of School Improvement has developed a series of documents and tools that are designed to assist schools in the creation and use of an **Action Portfolio** that will guide and inform the school's Continuous School Improvement Planning Process.

The **Action Portfolio** begins with the **Michigan School Improvement Framework (MSIF)**. The Framework was designed to:

- Provide schools and districts with a comprehensive framework that describes the elements of effective schools.
- Provide schools and districts in our state with a common way of describing the processes and protocols of practice of effective schools.
- Give direction to, support, and enhance the school improvement planning process.

The School Improvement Framework **Rubrics** assess the framework at the benchmark level, and provide a continuum of practice that allows buildings to identify gaps that exist between where they are in their current practice and where they want to be. The rubrics also include the EdYES! Performance Indicators that schools must use for their annual self-assessment.

The **Comprehensive Needs Assessment (CNA)** is another tool that has been developed as a part of the **Action Portfolio**. This process examines building demographics, system processes and protocols of practices, instructional program, and disaggregated student academic achievement data, so that the following questions can be answered:

- Who do we serve?
- How do we do business?
- Where are we now?
- Where do we want to be?
- What and where are the gaps?
- What is/are the root cause(s) for the gaps?
- How will we get to where we want to be?
- How will we evaluate our efforts and progress?

The CNA will help a school align these system challenges with the student achievement goals the school will establish. Ensuring that your systems are aligned with the elements of effective schools, to support your instructional program goals and objectives, is the first step to establishing the continuous school improvement process.

The **School Improvement Plan template (SIP)** has been designed to provide schools and districts with a common planning template that addresses student learning and system needs that have been identified through the schools' Comprehensive Needs Assessment. It has also been designed to address any federal, state and locally required elements that must be contained in a School Improvement Plan.

The School Improvement Framework, Rubrics, CNA, and the School Improvement Planning template were developed as a comprehensive and continuous process that can provide schools and districts with a way to look at and discuss internal systems and assess where the school is, in relationship to these elements of effective schools.

Copies of these documents can be obtained on the web at: [www.mi.gov/schoolimprovement](http://www.mi.gov/schoolimprovement)

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## School Information

School:	Chippewa Valley High School
District:	Chippewa Valley Schools
Public/Non-Public:	Public
Grades:	9,10,11,12
School Code Number:	00679
City:	Clinton Township
State/Province:	Michigan
Country:	United States

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# Vision

## Vision Statement

*A statement that describes what the institution hopes to be doing in the future. A vision statement is a clear description of the components and characteristics of the system that will be needed to deliver the mission of the organization.*

Our school is a home for learning. Students are eager to enter its doors each day and motivated to move from class to class each hour. They trust that their welfare is of paramount importance and their presence is valued, their learning crucial, and their ideas and voices respected. Here, students are excited to work alongside teachers who lead and encourage them to develop the practical skills and attitudes necessary to become valued contributors to our community. Above all, students understand that they must be accountable and invested in their own learning and personal growth. Together, academic strengths are celebrated and weaknesses addressed. The school community recognizes and embraces the diversity and complexity of the world we all share. By opening our doors to students from all districts, counties, and countries, our school becomes a diverse, vibrant community of its own.

Teachers are essential for student growth. Through rigor, carefully structured and varied lessons, and the belief that all students can learn, they challenge and guide their students in the process. As leaders, teachers nurture a love of and enthusiasm for learning by modeling these very traits. Active participation, curiosity and creativity, and empathy are fostered as students are empowered in a safe and supportive environment. Teachers understand not all students progress at the same rate or in the same manner, and that learning is a life-long endeavor. They allow students to take academic risks and recognize the value of both the setbacks and successes involved in true education. They see the merit of student effort and work diligently to realize the full potential of all who enter their classrooms. Discipline and order are virtually transparent; they do not intrude upon or interfere with learning, but are in fact instilled and maintained.

Teachers, of course, cannot do their job alone, and committed parents are an irreplaceable component in a complete education. Parents recognize the effort devoted to helping their sons and daughters grow as students and people, and they provide their children with all the necessary tools, both material and emotional, to ensure success. They keep in contact with teachers about their child's progress, but most importantly they monitor the effort and preparation of their child on a consistent basis. By showing a genuine interest in what their child learns, parents reinforce the efforts of teachers and thus work in collaboration with their child's teachers. They are the primary role models for their children. They volunteer when needed and help create a sense of family and unity within the learning community.

Likewise, administrators provide another crucial layer of support needed so that every student has the opportunity to succeed. Rather than mere disciplinary figures, administrators are pillars of order, fairness, and compassion. Ideally, their authority is virtually unseen. They instill discipline and safety through the respect they earn by sincere interaction with students of all backgrounds, interests, and abilities. Not only do they intervene when problems arise, but they act as a steady, reliable presence during the school day and at extracurricular events. Their positive leadership provides a vivid example of the behavior expected of students.

Finally, the physical building itself is a home where all members of the community find common ground to pursue their dreams. It is clean, well kept, and inviting, both shaping and reflecting the talents and potentials of the community. From sports to the arts, clubs and volunteer groups to student government, everyone is given appropriate space and time to exercise their gifts and passions. The building radiates a sense of welcome and inclusiveness, and no one group or interest dominates the physical space or facilities meant for all. From cafeteria to gymnasium, science lab to career center, counseling office to computer lab, auto shop to stage,

students find a haven where mind and body are nourished.

Ultimately, students come to see connections and personal relevance in what they learn, and through this discover their own role as they pursue higher education, careers, and a place in society at large. They experience a vast array of learning opportunities, such as Honors, Advanced Placement, and dual college enrollment. Likewise, through vocational training and specialized programs they are allowed to assume ownership of their education and individualize their curriculum. Through the mastery of the newest technology, they develop an awareness of the rich possibilities and potentials that education creates for them. They grow in competence and confidence as they become proud, productive, and responsible citizens in the next stage of their lives.

### **Mission Statement**

*A statement developed in concert with all stakeholders that creates a clear and focused statement of purpose and function. The mission statement identifies the priorities and educational beliefs of the institution with regard to what is to be developed within its students. The mission statement provides direction for the staff and the parameters for decision-making.*

Chippewa Valley High School serves the greater community by offering a comprehensive education that prepares students to excel in our ever-changing world.

### **Beliefs Statement**

*Beliefs are core values or guiding principles that drive an institution's every day actions. They are powerful determinants of the quality of an institution. State fundamental bedrock convictions, values of the institution, guide the fundamental decision-making.*

1. We believe all students learn best under the leadership of passionate, empathetic, and prepared teachers.
2. We believe all students deserve respect, rigor, safety, and opportunity.
3. We believe all students thrive if given the academic freedom and encouragement to pursue their individual interests, passions, gifts, and potentials.
4. We believe all students benefit when challenged in ways commensurate with their personal skills and abilities.
5. We believe all students are capable of making a contribution to our academic community through rich classroom and extracurricular activities.
6. We believe all students enjoy a wide variety of choice and opportunity in academics, athletics, clubs, and activities.
7. We believe all students excel when given individual instruction and attention.
8. We believe all students should be recognized as individuals with unique gifts, needs, and potentials.
9. We believe all students should be provided with support programs dedicated to their welfare and success.

## Goals

ID	Name	Development Status	Progress Status
4053	Written Expression	Approved	Open
4054	Critical Thinking	Approved	Open
6014	Reading Comprehension	Approved	Open

### Goal 1: Written Expression

**Content Area :** Other

**Goal Source :** Continuous Improvement

**Development Status :** Approved

**Student Goal Statement :** All students will show improvement in their written expression across the curriculum.

**Gap Statement :** Improved written expression has always been a goal for our school; however, based on a review of MME and ACT data, it was determined that this goal needed more attention.

Our MME scores for writing in 2006-2007 reflected that 88% of our students were not proficient. In 2007-2008, our writing scores showed that our students were still not proficient (60%).

The ACT/MEAP Writing Report for 2006 indicated that 57% of our students did not reach a 1 or 2 performance level. The same test in 2008 reflected a 33% deficiency in our students' written expression.

An exit survey given to the Senior Class of 2008 showed that 32% of those students did not feel that our staff had any impact on their ability to write effectively.

**Cause for Gap :** Lack of comprehension and literacy skills and few opportunities to write in all content areas.

**Multiple measures/sources of data you used to identify this gap in student achievement :** MEAP Writing  
ACT Writing  
MME Writing  
Senior Exit Survey (2008)

**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?** Increased success on standardized tests combined with more opportunities for content area writing

**Contact Name :** Jessica Bright

#### List of Objectives:

ID	Objective
4068	Performance levels on all standardized tests will increase 3% for all students.

ci Challenges : None

## 1.1. Objective: Written Expression

**Measurable Objective Statement to Support Goal :** Performance levels on all standardized tests will increase 3% for all students.

### List of Strategies:

ID	Strategy	Locked By
0	Teachers in all subject areas will use writing activities to improve student learning.	

### 1.1.1. Strategy: Writing for Learning

**Strategy Statement:** Teachers in all subject areas will use writing activities to improve student learning.

#### Selected Target Areas

SAR 2.5 Fosters a learning community
SAR 3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills
SAR 3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning
SAR 3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
SAR 3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity
SAR 3.8 Implements interventions to help students meet expectations for student learning
SAR 5.3 Ensures that all staff participate in a continuous program of professional development

#### Other Required Information for Strategy

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

Standardized test scores reflected the need of teachers to ensure student understanding of course material.

#### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
At the end of class, students will write 2-3 sentences explaining what	4/1/2009	6/18/2010	All teachers

they did, what they learned, and/or what they still don't know. These slips will be reviewed by teachers and used to evaluate and adjust teaching strategies and course material as needed.			
Students take notes before, during, and after reading.	5/1/2009	6/18/2010	All teachers
Students paraphrase lessons, readings, etc.	10/1/2009	6/18/2010	All teachers
Students answer teacher-generated questions based on information that will be presented in class. Guide should be limited to 10 T/F questions .	11/1/2009	6/18/2010	All teachers
Generating Interactions between Schemata and Texts - Write a summary of each paragraph in an expository piece in 15 words or less. This helps to organize notes for class discussions, research, essay writing, and exam preparation.	1/1/2010	6/18/2010	All teachers
Read the text; jot down the title and author Encode the text by writing the gist of what is read Annotate by writing down the main ideas and the author's message Ponder what you read by thinking and talking with others to make personal connections, develop questions, and connect the reading to other readings	2/1/2010	6/18/2010	All teachers
This strategy developed by Kelly Gallagher helps students to reflect on the main idea of a text.	3/1/2010	6/18/2010	All staff
Strategies and assessments of various types of persuasive writing	9/1/2008	6/18/2010	All teachers

### 1.1.1.1. Activity: Exit Slips

**Activity Description:** At the end of class, students will write 2-3 sentences explaining what they did, what they learned, and/or what they still don't know. These slips will be reviewed by teachers and used to evaluate and adjust teaching strategies and course material as needed.

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** All teachers

**Actual staff responsible for implementing activity:** All teachers

**Planned Timeline:** Begin Date - 4/1/2009, End Date - 6/18/2010

**Actual Timeline:** Begin Date - 4/1/2009, End Date - N/A

**Fiscal Resources Needed for Activity:**

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

### 1.1.1.2. Activity: Summary Notes

**Activity Description:** Students take notes before, during, and after reading.

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** All teachers

**Actual staff responsible for implementing activity:** All teachers

**Planned Timeline:** Begin Date - 5/1/2009, End Date - 6/18/2010

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

**Fiscal Resources Needed for Activity:**

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

### 1.1.1.3. Activity: Paraphrasing

**Activity Description:** Students paraphrase lessons, readings, etc.

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** All teachers

**Actual staff responsible for implementing activity:** TBD

**Planned Timeline:** Begin Date - 10/1/2009, End Date - 6/18/2010

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

**Fiscal Resources Needed for Activity:**

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

### 1.1.1.4. Activity: Anticipation Guides

**Activity Description:** Students answer teacher-generated questions based on information that will be presented in class. Guide should be limited to 10 T/F questions .

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** All teachers

**Actual staff responsible for implementing activity:** TBD

**Planned Timeline:** Begin Date - 11/1/2009, End Date - 6/18/2010

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

**Fiscal Resources Needed for Activity:**

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

### 1.1.1.5. Activity: GIST\*

**Activity Description:** Generating Interactions between Schemata and Texts - Write a summary of each paragraph in an expository piece in 15 words or less. This helps to organize notes for class discussions, research, essay writing, and exam preparation.

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** All teachers

**Actual staff responsible for implementing activity:** TBD

**Planned Timeline:** Begin Date - 1/1/2010, End Date - 6/18/2010

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

**Fiscal Resources Needed for Activity:**

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

### 1.1.1.6. Activity: REAP\*

**Activity Description:** Read the text; jot down the title and author  
 Encode the text by writing the gist of what is read  
 Annotate by writing down the main ideas and the author's message  
 Ponder what you read by thinking and talking with others to make personal connections, develop questions, and connect the reading to other readings

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** All teachers

**Actual staff responsible for implementing activity:** TBD

**Planned Timeline:** Begin Date - 2/1/2010, End Date - 6/18/2010

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

**Fiscal Resources Needed for Activity:**

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

### 1.1.1.7. Activity: Reading the World

**Activity Description:** This strategy developed by Kelly Gallagher helps students to reflect on the main idea of a text.

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** All staff

**Actual staff responsible for implementing activity:** TBD

**Planned Timeline:** Begin Date - 3/1/2010, End Date - 6/18/2010

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

**Fiscal Resources Needed for Activity:**

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

### 1.1.1.8. Activity: Persuasive Writing

**Activity Description:** Strategies and assessments of various types of persuasive writing

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** All teachers

**Actual staff responsible for implementing activity:** This strategy was implemented school-wide; however, it is mainly a staple of the English curriculum.

**Planned Timeline:** Begin Date - 9/1/2008, End Date - 6/18/2010

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

**Fiscal Resources Needed for Activity:**

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

## Goal 2: Critical Thinking

**Content Area :** Other

**Goal Source :** Continuous Improvement

**Development Status :** Approved

**Student Goal Statement :** All students will show improvement in their reasoning skills by analyzing, evaluating, and solving problems across the curriculum.

**Gap Statement :** Improved critical thinking has always been important for our school; however, based on a review of our standardized test scores, it was determined that this was an area of definite concern.

Our MME-Math proficiency scores decreased 3.84% from 2006-2007 to 2007-2008 while our MME-Science scores showed only slight improvement (0.97%) in the same years.

Our ACT/MEAP Mathematics scores for 2008 indicated that 63% of our students did not reach a 1 or 2 performance level. The same test reflected that, despite the minor improvement, 46% of our students were deficient in Science.

In addition, the 2008 Senior Exit Survey revealed that 51% of the students did not feel that our staff had any impact on their ability to think deeply and critically.

**Cause for Gap :** Lack of analytical and problem solving skills and failure in recognizing application of critical thinking skills in all content areas.

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

ACT

MME

**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?** Increased success on standardized tests combined with more opportunities for recognition, development, and application of critical thinking skills.

**Contact Name :** Beth Vredevelde

**List of Objectives:**

ID	Objective
4077	Performance levels on all standardized tests will increase 3% for all students.

**ci Challenges :** None

## 2.1. Objective: Critical Thinking and Reasoning

**Measurable Objective Statement to Support Goal :** Performance levels on all standardized tests will increase 3% for all students.

**List of Strategies:**

ID	Strategy	Locked By
0	Teachers in all subject areas will use critical thinking activities to improve student learning.	

### 2.1.1. Strategy: Critical Thinking

**Strategy Statement:** Teachers in all subject areas will use critical thinking activities to improve student learning.

**Selected Target Areas**

SAR 2.5 Fosters a learning community
SAR 3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills
SAR 3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning
SAR 3.3 Ensures that system-wide curricular and instructional decisions are based on data and research at all levels
SAR 3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
SAR 3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity
SAR 3.8 Implements interventions to help students meet expectations for student learning
SAR 5.3 Ensures that all staff participate in a continuous program of professional development

**Other Required Information for Strategy**

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

Standardized test scores reflected the need of teachers to ensure student understanding of course material. There was a recognizable gap in students' ability to use higher-level thinking skills and transfer information into real-life applications.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Students will utilize content specific information to demonstrate cause and effect relationships.	4/1/2009	6/18/2010	All teachers
Having a clear purpose, students will gather factual information to implement logical reasoning which will result in the extraction of a meaningful conclusion.	5/1/2009	6/18/2010	All teachers
Students will use content specific graphs and/or charts to initially identify its purpose, visualize and interpret relationships, and construct possible inferences.	9/15/2009	6/18/2010	All teachers
Students will use organizational strategies (graphic organizers, Venn diagrams, KWLs, lists, etc.) to document prior knowledge and facilitate a connection to new information.	9/18/2009	6/18/2010	All teachers
In response to a premise, students will differentiate essential from non-essential information leading to an informed outcome. This includes using active reading strategies - highlighting, listing, underlining, margin notes, etc. - while reading a content-based paragraph.	11/1/2009	6/18/2010	All teachers

**2.1.1.1. Activity: Cause and Effect**

**Activity Description:** Students will utilize content specific information to demonstrate cause and effect relationships.

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** All teachers

**Actual staff responsible for implementing activity:** All teachers

**Planned Timeline:** Begin Date - 4/1/2009, End Date - 6/18/2010

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

**Fiscal Resources Needed for Activity:**

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

**2.1.1.2. Activity: Logical Reasoning**

**Activity Description:** Having a clear purpose, students will gather factual information to implement logical reasoning which will result in the extraction of a meaningful conclusion.

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** All teachers

**Actual staff responsible for implementing activity:** All teachers

**Planned Timeline:** Begin Date - 5/1/2009, End Date - 6/18/2010

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

**Fiscal Resources Needed for Activity:**

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

**2.1.1.3. Activity: Analysis of Graphs and Charts**

**Activity Description:** Students will use content specific graphs and/or charts to initially identify its purpose, visualize and interpret relationships, and construct possible inferences.

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** All teachers

**Actual staff responsible for implementing activity:** TBD

**Planned Timeline:** Begin Date - 9/15/2009, End Date - 6/18/2010

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

**Fiscal Resources Needed for Activity:**

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

**2.1.1.4. Activity: Linking prior knowledge to new information**

**Activity Description:** Students will use organizational strategies (graphic organizers, Venn diagrams, KWLs, lists, etc.) to document prior knowledge and facilitate a connection to new information.

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** All teachers

**Actual staff responsible for implementing activity:** TBD

**Planned Timeline:** Begin Date - 9/18/2009, End Date - 6/18/2010

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

**Fiscal Resources Needed for Activity:**

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

**2.1.1.5. Activity: Essential versus Non-Essential Information**

**Activity Description:** In response to a premise, students will differentiate essential from non-essential information leading to an informed outcome. This includes using active reading strategies - highlighting, listing, underlining, margin notes, etc. - while reading a content-based paragraph.

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** All teachers

**Actual staff responsible for implementing activity:** TBD

**Planned Timeline:** Begin Date - 11/1/2009, End Date - 6/18/2010

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

**Fiscal Resources Needed for Activity:**

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

**Goal 3: Reading Comprehension****Content Area :** Other**Goal Source :** Continuous Improvement**Development Status :** Approved

**Student Goal Statement :** All students will show improvement in their reading comprehension across the curriculum.

**Gap Statement :** Reading comprehension has been a school-wide goal for a number of years, and based on a review of MME and ACT data, it was determined that this goal still required attention.

Our MME scores for reading in 2007 reflected that 37% of our students were not proficient. In 2008, our scores showed that 32% of our students still were not proficient in reading.

**Cause for Gap :** Lack of comprehension and literacy skills

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

**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?** Increased success on standardized tests combined with more instruction in content-area reading skills

**Contact Name :** Jessica Bright

**List of Objectives:**

ID	Objective
6757	Performance levels on all standardized tests will increase 3% for all students. This increase will be effected through use of technology and in-class strategies.

**ci Challenges :** None

**3.1. Objective: Reading Comprehension**

**Measurable Objective Statement to Support Goal :** Performance levels on all standardized tests will increase 3% for all students. This increase will be effected through use of technology and in-class strategies.

**List of Strategies:**

ID	Strategy	Locked By
0	Teachers in all subject areas will use technology and other strategies to improve student comprehension of content area material.	

**3.1.1. Strategy: Reading Comprehension**

**Strategy Statement:** Teachers in all subject areas will use technology and other strategies to improve student comprehension of content area material.

**Selected Target Areas**

SAR 2.5 Fosters a learning community
SAR 3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills
SAR 3.10 Ensures that curriculum is reviewed and revised at regular intervals
SAR 3.11 Ensures that all students and staff members have regular and ready access to instructional technology and a comprehensive materials collection that supports the curricular and instructional program
SAR 3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning
SAR 3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
SAR 3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
SAR 3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity
SAR 3.8 Implements interventions to help students meet expectations for student learning
SAR 3.9 Maintains a system-wide climate that supports student learning
SAR 4.3 Uses student assessment data for making decisions for continuous improvement of teaching and learning processes
SAR 4.5 Uses comparison and trend data from comparable school systems to evaluate student performance and system effectiveness
SAR 5.3 Ensures that all staff participate in a continuous program of professional development

**Other Required Information for Strategy**

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

Standardized test scores reflected the need of teachers to ensure student understanding of course material.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
This is a reading program that requires the use of technology along with direct instruction from the teacher. It is a 2-hour block class that provides comprehensive reading help to a select group of students.	9/2/2008	6/18/2010	Brian Hayes and Carrie Wagner of the English department
This comprehension strategy requires student note-taking in the margins of text. Students are taught to make connections, determine importance, synthesize information, infer the author's intent, and write questions about the reading.	9/2/2008	6/18/2010	All teachers
As students read a text, they underline key words and main ideas. Using these underlined words and phrases, they summarize the text they have read. The key to this strategy is for students to be able to refine their summaries until only the most essential and relevant information remains.	10/1/2008	6/18/2010	All teachers

**3.1.1.1. Activity: READ 180**

**Activity Description:** This is a reading program that requires the use of technology along with direct instruction from the teacher. It is a 2-hour block class that provides comprehensive reading help to a select group of students.

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** Brian Hayes and Carrie Wagner of the English department

**Actual staff responsible for implementing activity:** Brian Hayes and Carrie Wagner of the English department

**Planned Timeline:** Begin Date - 9/2/2008, End Date - 6/18/2010

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

**Fiscal Resources Needed for Activity:**

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

**3.1.1.2. Activity: Marginalia**

**Activity Description:** This comprehension strategy requires student note-taking in the margins of text. Students are taught to make connections, determine importance, synthesize information, infer the author's intent, and write questions about the reading.

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** All teachers

**Actual staff responsible for implementing activity:** All teachers

**Planned Timeline:** Begin Date - 9/2/2008, End Date - 6/18/2010

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

**Fiscal Resources Needed for Activity:**

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

### 3.1.1.3. Activity: Sum It Up

**Activity Description:** As students read a text, they underline key words and main ideas. Using these underlined words and phrases, they summarize the text they have read. The key to this strategy is for students to be able to refine their summaries until only the most essential and relevant information remains.

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** All teachers

**Actual staff responsible for implementing activity:** All teachers

**Planned Timeline:** Begin Date - 10/1/2008, End Date - 6/18/2010

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

**Fiscal Resources Needed for Activity:**

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

## Resource Profile

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

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## 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
	Jerry	Davisson	Principal	JDavisson@cvs.k12.mi.us
	Angela	Manzella	Assistant Principal	AManzella@cvs.k12.mi.us
	Cara	Konicek	Teacher	CKonicek@cvs.k12.mi.us
	Mary Lou	Weitzel	Teacher	MWeitzel@cvs.k12.mi.us
	Tom	Barnes	Teacher	TBarnes@cvs.k12.mi.us
	Richard	Greenway	Teacher	RGreenway@cvs.k12.mi.us
	Jessica	Bright	Teacher	JBright@cvs.k12.mi.us
	Beth	Vredeveld	Teacher	BVredeveld@cvs.k12.mi.us
	Diane	Zatkoff	Principal	DZatkoff@cvs.k12.mi.us
	Megan	McBain	Student	student1@cvhs.com
	Demetrius	McCloud	Student	student2@cvhs.com
	Tyler	Danna	Student	student3@cvhs.com
	Simon	Micakovic	Student	student4@cvhs.com
	John	Makowski	Student	student5@cvhs.com
	John	Dodson	Parent	parent1@cvhs.com
	Lynn	Carollo	Parent	parent2@cvhs.com
	Joyce	Aufmuth-Lovell	Grandparent	parent3@cvhs.com
	Lisa	Aufmuth-Lovell	Parent	lisamarielovell@yahoo.com
	Jim	Miller	Head Custodian	JMiller@cvs.k12.mi.us
	Ryan	Redlawski	Head of Security	RRedlawski@cvs.k12.mi.us
	Laura	Urbini	Hall Monitor - NGC	LUrbini@cvs.k12.mi.us
	Kay	Smith	Media Specialist	KSmith@cvs.k12.mi.us
	Nick	Mixon	Police Liaison Officer	NMixon@cvs.k12.mi.us
	Kari	Drogosh	Athletic Director	KDrogosh@cvs.k12.mi.us
	Pam	Ruppel	Secretary	PRuppel@cvs.k12.mi.us
	Denise	Verner	Guidance Counselor	DVerner@cvs.k12.mi.us

### ***1. Describe how all stakeholders are involved in the planning, design, monitoring and evaluation of this institution improvement plan.***

The stakeholders are involved in a variety of ways; for instance, Parent/Student Dialogue Nights, Parent Forums, Booster Club meetings, Leadership Class meetings, 8th and 9th Grade Transition meetings, surveys - parents, students, and staff, college and curriculum fairs, and Advanced Placement forum.

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

Curriculum Councils - curriculum and textbook adoption process - School Improvement Team - Faculty Advisory Committee and Freshmen Issues Team - Early Release days for professional development - CTE Advisory Boards - PLCs for grade level, curriculum

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

Newsletters - PA25 Report - Open House - website postings - staff meetings - Coffee with the Principal meetings - emails to parents, students, staff - mailings, parent forums

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# Statement of Non-Discrimination

## 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.

Position of Contact:

Jerry Davisson

Address:

18300 Nineteen Mile Road Clinton Township, MI  
48038

Telephone Number:

586-723-2300

### 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

## Conclusion

***1. What Professional Learning activities will you need to provide to support the successful implementation of this school improvement plan?***

Staff will be involved with reviewing curriculum regularly to apply best practices to their content areas.

***2. How has the institution integrated its available fiscal resources to support this school improvement plan?***

Resources were used to fund staff training through seminars, workshops, and training sessions. The information learned was then disseminated to other staff through various professional development activities.

***3. How has the institution assessed the need for and integrated the use of technology to support this school improvement plan?***

In order to increase teacher awareness of student needs, the school has begun implementing Data Director so that teachers will have valuable information about test scores and academic history of their students. This is a valuable tool in determining curricular needs.

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