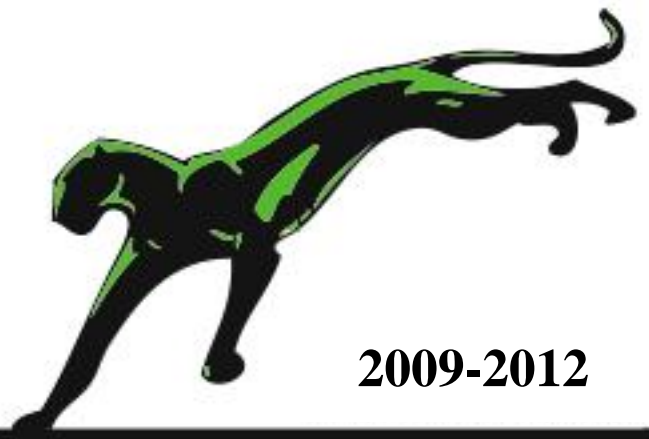


Hesperia

Middle School



2009-2012

Schoolwide Program Plan

“Better Schools
Build Better
Communities.”

The mission of Hesperia Community Schools is to provide quality educational opportunities that empower all students to become responsible, enlightened and productive citizens today and in the future.

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Schoolwide Program Components

1. Comprehensive Needs Assessment Summary

Description of process for Needs Assessment and Data Collection: The school conducted the following needs assessment with a Schoolwide Planning Team that consisted of teachers from each grade level and content area, the principal, paraprofessionals, a community representative and parents. Data was taken from the MDE – OEAA website, School Matters, Kids Count in Michigan Data Book, CIMS, 2005 Census Poverty data by LEA, the school student achievement data base that includes multiple sources of assessment data, and a parent and teacher survey. The Schoolwide Planning Team met for five, 3-hour sessions to conduct a needs assessment and create a 3 year Schoolwide Plan. In 2009, the School Improvement team met for 2 ½ sessions to review and revise the plan.

District Demographic Summary

Hesperia Middle School is located in a quiet community in Western Michigan located on the White River. The school is the hub of the community, focusing on academic excellence. Hesperia Middle School staff strives to provide challenging educational opportunities that allow all students to become life long learners in our community and beyond. Hesperia Middle School students are offered many learning opportunities, in and out of the classroom setting. Hesperia’s students are involved in programs that focus on team building, mentoring, creativity, and higher order thinking.

Some of these programs are:

- | | |
|--|--|
| <ul style="list-style-type: none"> • Art • Foreign Language • Physical Education • Computers/Keyboarding • Health • Performing Arts • Seminar • Intermurals • Peer Mentoring • Teacher Mentoring | <p>Extra Curricular</p> <ul style="list-style-type: none"> • Chess Club • Book Club • Homework Club • Rocketry • Athletics • MDOT Highway Clean Up |
|--|--|

<i>Hesperia Community Schools – At Risk Population 2008-2009</i>		
<i>Total Head Count</i>	<i>School</i>	<i>% Total At-Risk</i>
413	St Clair Elementary	66.59%
350	Hesperia Middle School	63.43%
329	Hesperia High School	46.20%
67	Alt/Adult Education	86.57%
1159	District Total	61.00%

The district's current student enrollment is 1159 students. The Hesperia Middle School serves students grades 5-8 with a current enrollment of 350. The community is made up of 10.0% Single Parent Households. 8.5% of the adults in the community have a Bachelor's Degree. 79.6% of the adults in the community have a high school diploma. 25.43% of the district's families live at the poverty level. The state poverty rate is 16.59%.

Family Survey (parent and student perception)The results of the parent survey showed that the majority of the parents (85%) are satisfied with the curriculum and instruction delivered at the middle school. The parent survey showed that 53% of the parents would like to see more parent and family involvement in the academic setting of the school and are not completely satisfied with the school leadership format. Comments stated that, "Teachers care about the students and encourage parent participation. Teachers really know their students individual differences." Parent comments summarized the opinion that another principal is needed at the Middle School level, rather than having one principal supervise both elementary and middle school. Parents commented that there needs to be better communication between the school and home. Parents also commented that there needed to be more community involvement.

Hesperia Middle School Grades 6-8
FALL 2008 MEAP results

Gap Analysis

A significant gap is 10% or more and bolded in green

% Proficient	<u>3 year trends</u>	<u>Gender</u>	<u>ED/Non ED</u>	<u>SE/NonSE</u>
<u>6th grade</u>	No significant change	Males 67% Females 82%	69% / 84%	blank / 79%
Reading 2007 -79% 2008-74%				
Writing 2007- 62% 2008-74%	12 pt gain	Males 67% Females 80%	68% / 81%	blank / 78%
Math 2007- 60% 2008-73%	13 pt gain	Males 67% Females 78%	68% / 79%	blank / 76%
Social Studies 2007-65% 2008-71%	6 pt gain	Males 71% Females 72%	65% / 81%	blank / 75%
<u>7th grade</u>				
Reading – 68% 74%	11 pt gain	Males 72% Females 77%	68% / 82%	25% / 82%
Writing – 69% 70%	No significant change	Males 58% Females 79%	68% / 76%	8% / 81%
Math – 70% 76%	26 pt gain	Males 65% Females 59%	57% / 69%	8% / 88%
<u>8th grade</u>	10 pt drop	Males 61% Females 79%	62% / 79%	Blank / 82%
Reading – 79% 69%				
Writing – 64% 67%	3 pt gain	Males 63% Females 64%	60% / 78%	Blank / 70%
Math – 74% 62%	12 pt drop	Males – 58% Females – 79%	68% / 79%	Blank / 82%
Science – 87% 82%	No significant change	Males – 75% Females – 89%	78% / 87%	Blank / 89%
<u>9th grade</u>				
Social Studies – 79% 70%	No significant change	Male – 71% Female – 68%	74% / 74%	40% / 74%

Analysis of Challenges in Systems and Practices that are contributing to the gaps in student achievement Ed Yes Report 2008

Strengths

- The school is in the process of aligning all curriculum to the state standards
- Staff members frequently update knowledge through ongoing professional development
- There is a teacher mentor program in place for coaching new teachers
- Professional Development opportunities are varied and are based on student achievement information and the school improvement goals and strategies
- The curriculum and instruction is developmentally appropriate to learning styles and learner abilities
- The school has established partnerships with community agencies to provide comprehensive services for students and their families

Areas for improvement

- Teachers have time built into their schedule to collaborate periodically
- The school uses data regularly to inform instruction
- The effectiveness of systems and programs are evaluated regularly based on data analysis

2. Schoolwide Reform Strategies/School Improvement Plan

Schoolwide reform strategies are designed to help all students meet the State Proficient and Advanced levels of Student Academic Achievement in State Content Standards.

- 1. Inclusion/Performance Enhancement: Provide opportunities for all students to meet the state proficient and advance levels of student academic achievement.*

Hesperia Middle School is currently a Title 1 Targeted Assistance Program with 56% of their students identified as at-risk. After completing the Comprehensive Needs Assessment and plans for improvement, the Schoolwide Planning Team came to the consensus that a Schoolwide model would better meet the needs of the student population, allowing for supplemental services to any child who requires them and allowing for the staff to continually assess and monitor the progress of their students. A Schoolwide plan affords for them to focus on the delivery of the 4 Tiered Response to Intervention Model designed to meet the needs of all students, increasing student achievement through research based, differentiated instruction that includes universal screening and continuous progress monitoring of interventions. (Model is more clearly defined in section 8/9 of this plan.)

- 2. Effective Methods and Instructional Strategies: Use effective methods and instructional strategies that are based on scientifically based research that strengthen the core academic program in the school. Strategies include the needs of all children and particularly those that are at-risk for meeting the State Standards for student achievement.*

The following school reform initiatives will occur in order for all students to reach the state standards: (These methods and strategies are also embedded in the School Improvement plans below that show the connection to the needs assessment, goals and objectives)

1. A gap was identified in all subject areas for Economically Disadvantaged students. Staff will participate in professional development on Understanding the Framework for Poverty and Learning Structures for changing the cognitive structures of the economically disadvantaged student. (Ruby Payne Aha Process) Staff will discuss the strategies for Learning Structures monthly at staff meetings and department meetings and utilize these strategies in their classrooms as evidenced by the principal walk through observations and weekly lesson plans. These research based instructional strategies will assist all students in accessing the curriculum and increasing their retention. (see page 8-17 for detailed action plans) This occurred in 2008-2009. For 2009-2010 Staff will participate in PEAK learning systems professional development where they will learn strategies for increasing student motivation and achievement. Strategies will be implemented in the classrooms.

2. A gap was identified in all subject areas for Special Education students. Staff will participate in professional development for Co – Teaching. Special Education students will participate in general education classrooms that are Co- taught by general education and special education teachers. Teachers will utilize strategies from the Co-Teaching seminar daily in their classrooms. Evidence of this will occur in their lesson plans and will be observed through principal walk-through. (see page 8-17 for detailed action plans)

Teachers will utilize the student intervention data base highlighted in section nine of this document quarterly, the outcome based common assessments, and the student intervention team process to determine if the needs of these subgroups are met quarterly.

School: Hesperia Middle School

Year: 2009-2010

Section I – Comprehensive Analysis Report on Student Achievement – Content Area: Writing

(X) New Goal

Student Goal Statement: All students at Hesperia Middle School will increase their proficiency in writing as evidenced on the State MEAP assessment, increasing the overall proficiency score (Level 1 and 2) each year by 5%.

Statement of gap in Student Achievement: Based on the State MEAP assessments, 65% of the middle school students demonstrate proficiency in writing.

Contributing cause for the gap in student achievement:

On the MEAP test, Females outperformed Males by 22 percentage points. Non-economically Disadvantaged students outperformed Economically Disadvantaged students by 17 percentage points. General Education students outperformed Special Education students by 57% percentage points in 6th and 7th grade. Further analysis shows that writing scores are low because student writing lacks grammar usage, correct spelling, and the use of a common writing process.

List the sources of data used to identify this gap:

State MEAP Writing assessment, analysis of student written work using common rubric.

Section II: Plan to Accomplish Student Achievement Goals and Objectives:

Measurable Objective Statement to Support Goal:

By 2012, both subgroups of Economically Disadvantaged and Special Education will increase their proficiency on the MEAP writing assessment by 5%, and the male/female gender gap will reduce by 10 percentage points.

Strategy Statement:

1. Teachers will implement a common writing process, and differentiate instruction that addresses male gender discrepancies.
2. Teachers will implement the student resource notebook grades 5-8 that includes a common writing process and tools.
3. Provide parent education programs for improving literacy skills.
4. Provide after school support program to provide supplemental support for writing across the curriculum.

<u>Activities/Action steps to implement the strategy</u>	<u>Staff responsible for implementing activity</u>	<u>Timeline for activity (Beginning and end)</u>	<u>Resources needed for activity (Resource/Source/Amount)</u>	<u>Monitoring Plan for Activity</u>	<u>Evidence of Success</u>
1. Develop common student resources for grades 5-8.	School Improvement team, principal and NCRESA staff	2009-2010	Release time for staff – costs of subs	Grade level meeting agenda	Completed resource notebook
2. Develop common teacher resources for grades 5-8.	School improvement team, principal and NC RESA staff	2009-2010	Release time for staff – costs of subs	Grade level meeting agenda	Completed resource notebook

3. Review MEAP test item analysis report to identify challenges. Review and revise curriculum maps based on data review.	Classroom teachers, Principal, NC RESA staff	2nd semester 2010 school year	Sub release time for teachers	Principal	Completed curriculum maps by June 2009
4. Collaborative planning time to review Writing Resource materials including a common rubric and incorporate into curriculum maps.	Classroom teachers and principal and NC RESA staff	2009-2010		Grade level meeting agenda	Updated curriculum maps
5. ELA consultant from MAISD will model writing instructional practices in classroom for ELA teachers.	ELA teachers And Principal and MAISD ELA consultant	2009-2010	ELA consultant fee and subs	Roster for training	Updated curriculum maps
6. After school program for at-risk students to support ELA, Math, Science and Social Studies.	Administration, Social Worker and after school staff	2009-2010		Principal and supervisor walk through	Increased student mastery on GLCEs (CMS reports)
7. Special Education Teachers will co-teach with ELA teachers to increase access to the general curriculum for writing.	Special education teachers and ELA and teachers	2009-2010		Principal	Student achievement data shows improvement
8. Staff will review the MDE document for writing across the curriculum and develop a plan to implement in all core subjects.	ELA teachers and principal	2009-2010	MDE writing across the curriculum document	Written plan	Student achievement data shows improvement

School: Hesperia Middle School

Year: 2009-2010

Section I – Comprehensive Analysis Report on Student Achievement – Content Area: Reading

(X) Maintenance Goal

Student Goal Statement: All students at Hesperia Middle School will increase their proficiency in reading as evidenced on the State MEAP assessment, increasing the overall proficiency score (Level 1 and 2) each year by 2%.

Statement of gap in Student Achievement: Based on the State MEAP assessment 75% of the middle students demonstrates proficiency in reading.

Contributing cause for the gap in student achievement:

On the MEAP test, Females outperformed Males by 12 percentage points. Non-economically Disadvantaged students outperformed Economically Disadvantaged students by 20 percentage points. General Education students outperformed Special Education students by 58% percentage points in 6th and 7th grade. Further analysis shows that reading scores were low in the area of narrative text and comprehension.

List the sources of data used to identify this gap:

State MEAP Reading assessment, STAR Reading Assessment

Section II: Plan to Accomplish Student Achievement Goals and Objectives:

Measurable Objective Statement to Support Goal:

The Economically Disadvantaged and the Special Education subgroups will increase their proficiency in reading by 5% on the MEAP test and the STAR reading test, and 10% more of the sub groups will master the curriculum content expectations in the areas of comprehension and narrative text.

Strategy Statement:

1. Implement Lexia software and Accelerated Reader Fluency program to increase student achievement in basic reading and comprehension for the economically disadvantaged and underachieving student.
2. Implement Paraprofessionals to support self-selected reading and the Accelerated Reading program in classrooms.
3. Implement instructional seminars to increase reading proficiency grades 5-8.
4. Provide parent education programs to teach strategies for improving literacy skills.
5. Provide after school support program to provide supplemental support for reading.
6. Implement Co-teaching model for SE/GE ELA teachers 5-8.
7. Implement Student Intervention teams for underachieving students.

<u>Activities/Action steps to implement the strategy</u>	<u>Staff responsible for implementing activity</u>	<u>Timeline for activity (Beginning and end)</u>	<u>Resources needed for activity (Resource/Source/Amount)</u>	<u>Monitoring Plan for Activity</u>	<u>Evidence of Success</u>
1. Purchase Accelerated Reader books for grades 5-8 to update the library. Purchase new and revised assessments for existing books. Reinstate AR program in seminars.	Principal, parapro, ELA teachers, Media Center assistant	By Fall of 2008	\$6,000 (1,400 for test and quizzes)	Principal needs to communicate this expectation to the entire staff.	STAR report for each grade level. AR report that show student participation at 80%
2. Training on how to use Renaissance Place programs and Lexia program.	Technology Department	Fall 2009		Principal	Roster of participants
3. Review MEAP test item analysis report to identify challenges. Review and revise curriculum maps based on data review. (Complete common assessments and teaching resources)	Classroom teachers, Principal, NC RESA staff	2nd semester 2009 school year	Sub release time for teachers	Principal	Completed curriculum maps by June 2009
4. Seminar read aloud time for all grade levels using classroom novels that teaches comprehension strategies. Focus is on narrative text.	Classroom teachers and principals	2009-2010 School year	Existing resources	Principal	Improved MEAP scores in narrative text by 10%
5. Special Education Teachers will co-teach with ELA teachers to increase access to the general curriculum for reading.	Special education teachers and ELA and Math teachers	2009-2010		Principal	Student achievement data shows improvement
6. Use Lexia software during academic support time for Special Education students to improve basic reading skills.	Special education teachers and ELA teachers	2009-2010	Lexia software	Principal	Student achievement data shows improvement
7. Attend PEAK Learning Systems training in fall 2009 and implement strategies in classrooms.	Teachers	2009-2010	Professional Development with NC RESA	Lesson plans and principal walk throughs	Increase in MEAP scores

School: Hesperia Middle School

Year: 2009-2010

Section I – Comprehensive Analysis Report on Student Achievement – Content Area: Math

(X) Maintenance goal

Student Goal Statement: All students at Hesperia Middle School will increase their proficiency in math as evidenced on the State MEAP assessment, increasing the overall proficiency score (Level 1 and 2) each year by 5%.

Statement of gap in Student Achievement: Based on the State MEAP assessment, 70% of the middle school students demonstrate proficiency in math.

Contributing cause for the gap in student achievement:

On the MEAP test, Non-economically Disadvantaged students outperformed Economically Disadvantaged students by 11 percentage points. General Education students outperformed Special Education students by 80% percentage points. Further analysis shows that math scores are low because students need further work in number relationships, measurement units and techniques, geometric shapes, and representation and analysis of data.

List the sources of data used to identify this gap:

State MEAP Math assessment, curriculum outcomes, common assessments

Section II – Plan to Accomplish Student Achievement Goals and Objectives:

Measurable Objective Statement to Support Goal: By June 2010, the proficiency level of the Special Education and Economically Disadvantaged subgroups in the area of math will increase by 8% as measured on the MEAP, and the percentage of both subgroups that will master the grade level content expectations will increase by 10%.

Strategy Statement:

1. Implement grade level shift in math curriculum
2. Teachers implement Math Facts at a Flash program with focus on number fluency grades 5- 8 including Special Ed classrooms.
3. Teachers assess and record mastery of the Curriculum Content Expectations in the Curriculum Management System (CMS). This information will be utilized for reteaching in the after school program.
4. Implement instructional seminars to increase math proficiency grades 5-8.
5. Provide parent education programs to teach strategies for improving math skills.
6. Provide after school support program to provide supplemental support for math.
7. Continue to implement Co- teaching model for Special education and general education Math teachers, grades 5 - 8.

<u>Activities/Action steps to implement the strategy</u>	<u>Staff responsible for implementing activity</u>	<u>Timeline for activity (Beginning and end)</u>	<u>Resources needed for activity (Resource/ Source/ Amount)</u>	<u>Monitoring Plan for Activity</u>	<u>Evidence of Success</u>
1. Develop new common assessments that correlate with the new CMP II and the GLCEs.	Math teachers, NC RESA consultant, principal	2009-2010	Sub release time for 1 day to complete assessments	Work schedule for completed assessments at grade level meetings	Completed assessments

2. Implement Math Facts at a Flash remedial program for students not mastering basic math skills. Coordinate with after school program for full implementation	Math teachers and after school staff	2009-2010	Math facts at a flash program	Principal walk-throughs	Computerized student reports
3. Improve parent communication and understanding of new program with parent handouts and training at open house.	Math teachers	2009-2010	Parent handouts from CMP II		Parent satisfaction on survey
4. Use St. Clair NC RESA Math Toolbox for MEAP review and addressing teaching the GLCEs	Admin office and Math teachers	2009-2010	St Clair Tool boxes \$150.00	Lesson plans	Kit's available for teacher
5. Common planning time to share and model instructional practices for GLCEs that are difficult to teach.	Math teachers and principal	2009-2010		Schedule for grade level meetings	Best Practices in CMS
6. Implement after school program for at-risk students to support in math instruction	Administration, social worker and after school staff	2009-2010		Principal walk-through	Improved MEAP scores for at-risk students

School: Hesperia – Hesperia Middle School

Year: 2009-2010

Section I – Comprehensive Analysis Report on Student Achievement – Content Area: Social Studies

(X) New Goal

Student Goal Statement: All students at Hesperia Middle School will increase their proficiency in Social Studies as evidenced on the State MEAP assessment, increasing the overall proficiency score (Level 1 and 2) each year by 3%.

Statement of Gap in Student Achievement: Based on the State MEAP assessment, 72% of the students are proficient.

Contributing cause for the gap in student achievement: Non-economically Disadvantaged students outperformed Economically Disadvantaged students by 9 percentage points. General Ed. Students outperformed Special Ed. Students by 34 percentage points.

List the sources of data used to identify this gap: State MEAP Social Studies assessment, Social Studies Objective common assessments.

Section II: Plan to Accomplish Student Achievement Goals and Objectives:

Measurable Objective Statement to Support Goal:

Economically Disadvantaged and Special Education students will increase their proficiency on the state MEAP test by 8% and 10% more will master the Grade Level Content Expectations by the end of 2010.

Strategy Statement:

1. Teachers will review the new GLCEs for Social Studies and align the curriculum maps for each grade level.
2. Teachers will meet at grade levels with curriculum consultants to identify best practices for teaching the new GLCEs to all students through differentiated practices and accommodating for the individual needs of the Special Education students.
3. Teachers will implement strategies for at-risk students from PEAK learning systems.
4. Utilize student achievement data base to identify students that have not met standards on the MEAP and are failing classes. Utilize differentiated practices and a student success plan to improve achievement.
5. Implement instructional seminars to increase social studies proficiency grades 5-8

<u>Activities/Action steps to implement the strategy</u>	<u>Staff responsible for implementing activity</u>	<u>Timeline for activity (Beginning and end)</u>	<u>Resources needed for activity (Resource/Source/Amount)</u>	<u>Monitoring Plan for Activity</u>	<u>Evidence of Success</u>
1. Complete test item analysis and review and revise social studies maps and common curriculum assessments	Classroom teachers and NC RESA curriculum consultant	2009-2010	Curriculum maps , test item analysis	Principal will develop timeline with staff for activities	Completed revised curriculum maps
2. Professional Development for strategies and instructional methods with NC RESA curriculum consultant.	Classroom teachers and NC RESA curriculum consultant	2009-2010	Sub release time 2 times a year	Teacher sign in sheets	Teacher training evaluations
3. Attend professional development on PEAK learning systems for strategies for At-Risk students and implement in classrooms.	All staff	2009-2010	NC RESA Professional Development	Sign in rosters And lesson plans	Teacher evaluations

4. Utilize student achievement data base to identify students that have not met standards on the MEAP are failing classes. Utilize differentiated practices and a student success plan to improve achievement.	Teachers and principal and NC RESA consultant	2009-2010	Student data base	Lesson plans reflect differentiated practices	Improved grades and mastery of GLCEs.
5. Implement Teacher/Student Monitoring program	All MS staff and principal	2009-2010	Record contact time	Information from students, teachers and report card	Improved grades

School: Hesperia Middle School

Year: 2009-2010

Section I – Comprehension Analysis Report on Student Achievement – Content Area: Science

Student Goal Statement: All students at Hesperia Middle School will increase their proficiency in science as evidenced on the State MEAP assessment, increasing the overall proficiency score (Level 1 and 2) each year by 2%.

Statement of Gap in Student Achievement: Based on the State MEAP assessment, and Science Outcome common assessments, 82% of the students are proficient.

Contributing cause for the gap in student achievement:

There are no significant economically disadvantaged gaps in science. There was no Special Education subgroup to report on the MEAP for science.

List the sources of data used to identify this gap:

State MEAP Science assessment, Science Objective common assessments

Section II: Plan to Accomplish Student Achievement Goals and Objectives:

Measurable Objective Statement to Support Goal:

Hesperia Middle School students will increase their proficiency on the state MEAP test by 2% and 10% more will master the grade level content expectations by the end of 2010.

Strategy Statement:

1. Teachers will continue review the Science GLCEs and revise curriculum maps for the electronic Curriculum Management system.(CMS)
2. Teachers will meet at grade level with curriculum consultants to identify and model instructional practices for teaching the GLCEs to all students through differentiated practices and accommodating for individual needs of the Special Education students.
3. Teachers will implement strategies for changing the cognitive structures of the economically disadvantaged student.
4. Teachers will utilize the student achievement data base to identify students that have not met standards on the MEAP and are failing classes. Utilize differentiated practices and a student success plan to improve achievement.
5. Implement instructional seminars to increase science proficiency grades 5-8.

<u>Activities/Action steps to implement the strategy</u>	<u>Staff responsible for implementing activity</u>	<u>Timeline for activity (Beginning and end)</u>	<u>Resources needed for activity (Resource/ Source/</u>	<u>Monitoring Plan for Activity</u>	<u>Evidence of Success</u>
1. Review and revise science curriculum maps and common assessments based on test item analysis.	Classroom teachers, principal and NC RESA curriculum consultant	2009-2010	Curriculum maps and new GLCEs and release time with subs	Principal will develop timeline with staff for activities	Completed revised curriculum maps
2. Develop common planning time calendar and agenda for staff to meet at department level and building level with administration.	Classroom teachers and principal	2009-2010	Release time with subs	Principal will develop timeline with staff for activities	Completed calendar and agenda
3. Professional Development for strategies and instructional methods for teaching the GLCEs with NC RESA curriculum consultant.	Classroom teachers and NC RESA curriculum consultant	2009-2010	Release time with subs	Teacher sign in sheets	Teacher training evaluations
4. Utilize student achievement data base to identify students that have not met standards on the MEAP are failing classes. Utilize differentiated practices and a student success plan to improve achievement.	Teachers and principal and NC RESA consultant	2009-2010	Student data base	Lesson plans reflect differentiated practices	Improved grades and mastery of GLCEs.

3. Instruction by Highly Qualified Professional Staff

Hesperia Community Schools assures that all teachers and paraprofessionals employed in any schoolwide program meet the federal definition of Highly Qualified teachers and paraprofessionals. The Superintendent has submitted the Michigan Local Education Agency (LEA) Highly Qualified form to MDE and received approval through an audit conducted August 2009. The Michigan Highly Qualified teacher report form is completed by each staff member and on file in the Central Office. The district requires that all paraprofessionals hold a 2-year college degree or have successfully completed the WorkKeys or the ETS Parapro assessment. Staff is assigned to particular grade level and content areas by their training and expertise within the framework of the HCEA contract.

4. Attract and Retain Highly Qualified Teachers And 5. High-Quality and Ongoing Professional Development

Due to reduction in student enrollment in the last 3 years at Hesperia Community Schools, there has been no turnover in teaching staff. Teachers that have recall rights have filled any vacant positions.

STUDENT ENROLLMENT 2005-2008

<i>SCHOOL YEAR</i>	<i>FALL COUNT</i>	<i>SPRING COUNT</i>
<i>2005-2006</i>	1139.27	1120.04
<i>2006-2007</i>	1097.01	1109.8
<i>2007-2008</i>	1084.7	1112.63
<i>2008-2009</i>	1121	1136

The district recruits highly qualified teachers by posting new job position on the MASB website as well as the major colleges and universities in the State of Michigan. The district has a standardized interviewing procedure that is overseen by the superintendent. Below is the district's Mentoring and Induction plan for retaining teachers.

Mentoring and Induction Plan

<i>Purposes/goals</i>	<ul style="list-style-type: none"> • Increased student learning • Enhance teacher quality • Assisting probationary teachers with professional support and instructional skill guidance • Ensure successful transfer of teacher learning into instructional practices in the classroom • Retain teachers entering the profession
<i>Key Features</i>	<ul style="list-style-type: none"> • All probationary teachers are assigned a mentor teacher for all 3 years of their probationary experience • Mentor teachers must be a master teacher • Program is multi-year – sustaining a continuum of learning • Mentors and Probationary teacher have common planning time • Mentoring is non-evaluative and not linked to the evaluation process • Written records are kept confidential
<i>Roles and Responsibilities</i>	<p>Beginning teachers:</p> <ul style="list-style-type: none"> • Participate in classroom observations, review lesson plans, strategies, and instructional materials with mentor • Work with mentor on self-identified areas for growth • Analyze written feedback from observation <p>Mentors:</p> <ul style="list-style-type: none"> • Provide peer consultation and coaching to beginning teachers • Guide new teachers in reflective dialogue • Conduct observation, conferences, and demonstration lessons as requested by teacher • Facilitate professional development sessions for program participants • Continually evaluate and revise mentor program
<i>Mentor selection</i>	<ul style="list-style-type: none"> • Mentors are selected from a list of teacher volunteers • Mentor teachers are assigned to teachers new to a grade level/subject if requested by the teacher. • Mentors are matched in same building, grade level or subject area when available
<i>Professional Development Provided</i>	<ul style="list-style-type: none"> • Peer coaching • Demonstration lessons by curriculum consultants or mentors • Examining student work • Curriculum development and implementation strategies • Analyzing student achievement data, developing curriculum maps and common assessments with grade level team
<i>Time provided</i>	<ul style="list-style-type: none"> • Weekly/Monthly meetings with mentor • After school seminars • In-school professional development days
<i>Program Evaluation</i>	<ul style="list-style-type: none"> • Evaluation of professional development sessions to determine participant satisfaction • Individual Professional Development plan • Staff survey of mentoring process
<i>Teacher retention</i>	<ul style="list-style-type: none"> • Course reimbursement • Professional development plan with administrator for personal growth • Reimbursement for participation on school improvement team • Involvement with curriculum development and implementation

Professional Development plans are embedded in the School Improvement plans that are in Section 2 of this document. Professional Development plans are determined from the comprehensive needs assessments and focused on improving student achievement in a specific content area or demographic subgroup. Areas identified:

- Improvement in writing instruction for all grade levels
- Academic improvement in reading and math for the economically disadvantaged subgroup and special education sub group
- Technology training for computerized intervention programs – LEXIA, Math Facts at a Flash, Accelerated Reader
- Instruction in how to use data to differentiate instruction
- Instruction in how to develop instructional practices to align with the state GLCEs for Science and Social Studies
- PEAK strategies for improving student achievement

6. Strategies to Increase Parent Involvement

Parent representatives were part of the Schoolwide planning team and participated in the design of the school improvement plan. These representatives will continue on the team to help with implementation and evaluation of the plan.

Strategies to increase parent involvement include:

- 2-way communication with parents encouraged through publication of the teacher phone extensions and email addresses in the handbook and on the district website, parent teacher conferences, and Child Study/Student Intervention meetings.
- School and district news is communicated through the website, district, building and classroom newsletters.
- Open House is held within the first 6 weeks of school.
- Curriculum expectations for each subject grade level are available at Parent/Teacher conferences, Open Houses and on the District web-site.
- Individual student curriculum outcomes are reported through the Curriculum Management System (CMS) reports quarterly and given to parents with the report card. Individual MEAP reports are given to parents annually. These results are provided in a language that the parent can understand, and staff makes themselves available to interpret the reports as requested by parents.
- Electronic system – Skyward – allows parents to look up student grades, missing assignments, attendance and behavioral records
- Parents are notified and invited to individual student planning team meetings such as: Student Intervention meetings, 504 planning meetings, and IEP team meetings.
- Parent volunteer plan provides for school staff to identify potential volunteer tasks needed and to recruit volunteers to perform the tasks. Utilize school newsletters, web page and personal contacts to recruit volunteers.
- Parent education programs held 2 times a year in the evening that covers topics focused on improving student achievement: Homework and study skills tips, and how to use the Skyward website to monitor student grades.
- Parent involvement policy is included below (to be adopted at July board meeting). Parent involvement policy meets No Child Left Behind requirements of Section 1118. (see policy below)
- School/Parent contracts that describe the partnership for learning between the home and school, are sent home for parents and students to review, sign and return to school. This contract is reviewed at the first parent teacher conferences. (see contract below policy)

PARENT INVOLVEMENT IN THE SCHOOL PROGRAM POLICY

The Board of Education believes that durable and significant learning by a student is more likely to occur when there is an effective partnership between the school and the student's parents. Such a partnership means a mutual belief in and commitment to significant educational goals for a student, a plan for the means for accomplishing those goals, cooperation on developing and implementing solutions to problems that may be encountered, and continuing communication regarding the progress in accomplishing the goal(s) of:

- A. Developing and implementing appropriate strategies for helping their child achieve the learning objectives that lead to accomplishing the learning outcomes;
- B. Providing a school and home environment that encourages learning supports the learning experiences provided by the school;
- C. Establishing the learning outcomes for their child with the goal of developing a responsible, adult member of society;
- D. Establishing and supporting a consistent and shared approach to child guidance and discipline;
- E. Providing for the proper health, safety, and well-being of their child.

The Board through this policy directs the establishment of a parent involvement plan by which a school-parent partnership can be established and provided to the parent or guardian of each child in the District. The plan must encompass parent participation, through meetings and other forms of communication. The Superintendent shall direct the development of a parental involvement plan that may include the following strategies.

- A. Provide child's individual assessment results, reading results, progress reports, report cards, parent conferences.
- B. Provide a description and explanation of the curriculum in use at the District, the form of assessment used to measure student progress and the proficiency levels students are expected to meet. The District will also provide each School's discipline plan along with a tardy plan upon request.
- C. Arrange scheduled parent/teacher conferences and parent-requested conferences.
- D. Publish District and School Newsletter(s) informing parents about the parent involvement plan and other events at the school(s). This newsletter will also send a positive invitation to parents to participate in various activities while providing information at a glance about scheduled District and School meetings and activities.
- E. Maintain a consistent District wide effort to communicate regularly with parents.
- F. Distribute periodic newsletters from teachers informing parents of upcoming District events and curriculum being taught.
- G. Parents will be mailed quarterly progress reports at the middle of each marking period. Teachers will make calls, send emails, and mail letters as needed to parents.

- H. Parents will be mailed report cards at the end of each marking period.
- I. Community involvement in the District is encouraged by continued positive partnership throughout the community.
- J. After school academic programs have been established to provide students additional opportunities to develop skills.
- K. The students perform at various functions throughout the community.
- L. Parents are encouraged to serve as chaperones for class field trips and other activities.
- M. School administration will provide test data and will invite parents to schedule interpretation meetings that allow parents to ask questions.
- N. Opportunity is provided through Student Intervention teams for discussion consisting of parents, administration, and staff meetings to discuss problems and find solutions for students having difficulties.
- O. Current and accurate announcements are placed on the schools marquis throughout the District.

Relations with Parents

The Board feels that it is the parents who have the ultimate responsibility for their children's behavior, including the behavior of students who have reached the legal age of majority, but are still, for all practical purposes, under parental authority. During school hours, the Board, through its designated administrators, recognizes the responsibility to monitor student's behavior and, as with academic matters, the importance of cooperation between the school and the parents in matters relating to conduct.

For the benefit of the child, the Board believes that parents have a responsibility to encourage their child's career in school by:

- A. Supporting the schools in requiring their child observe all school rules and regulations, and by accepting their own responsibility for their child's willful in-school behavior. Parents and students will read and sign the Middle School Handbook.
- B. Sending their children to school with proper attention to his/her health, personal cleanliness, and dress;
- C. Maintaining an active interest in their child's daily work and making it possible for him/her to complete assigned homework by providing a quiet place and suitable conditions for study;
- D. Reading all communications from the school, signing, and returning them promptly when required;
- E. Cooperating with the school in attending conferences set up for the exchange of information of their child's progress in school.

HESPERIA MIDDLE SCHOOL STUDENT/TEACHER/PARENT CONTRACT

STUDENT AGREEMENT

It is important that I work to the best of my ability. Therefore, I **shall strive** to do the following:

- Come to school ready to learn.
- Finish my school work and participate in class activities.
- Use technology in an appropriate manner.
- Follow all school rules.
- Respect others and their belongings.
- Do my part in keeping my school clean and safe.
- Set aside a regular time and place each night to complete homework.

Signature _____

TEACHER AGREEMENT

It is important that students achieve. Therefore, I **shall strive** to do the following:

- Provide teaching and leadership.
- Demonstrate care and concern for each student.
- Make efficient use of academic learning time.
- Use special activities in the classroom to make learning enjoyable.
- Provide an environment that allows for positive communication between parents, student, and myself.
- Encourage students and parents by providing information about student progress.
- Give students strategies to increase competence.

Signature _____

PARENT/GUARDIAN AGREEMENT

I want _____ to achieve. Therefore, I will encourage him/her by doing the following:

- See that my child is punctual and attends school regularly.
- Support the school in its efforts to maintain proper discipline.
- Encourage my child's efforts to do his/her best.
- Establish a consistent time for completing homework.
- Attend parent-teacher conferences and other school activities.
- Communicate with teachers and/or school officials.
- Establish a time for sharing daily school experiences.
- Encourage daily reading at home.

Signature _____

Evaluation: The Parent Involvement Plan is evaluated with a parent survey collected at Open House and/or Parent Teacher conferences. Data from parent/teacher conferences and Open House is also collected for evaluation of parent involvement. Results of this evaluation are used for the revision of the school improvement plan.

7. Transition Plan for Students going from Elementary to Middle School, Middle School to High School

Students moving from one building to the next are given the opportunity to visit the new school by taking a tour of the facility. Open House is held for parents and students to meet the new teachers and visit the classrooms. The student handbook and classroom expectations are reviewed with students by teachers in the individual classrooms. The student achievement data base is given to the principal, counselor and teachers to review before school starts and at each marking period. This allows them to give timely assistance to the academically and behaviorally at-risk students as soon as school starts.

8. Teacher Participation in Making Assessment Decisions And

9. Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

Teachers, School administrators, and NC RESA Learning Services staff have participated in a planning process to identify and develop district common outcome based assessments. This process is ongoing with review and revision of the plan annually. Teachers utilize these grade level common assessments each marking period and ongoing during the instructional week for assessing student progress in mastering the general curriculum and providing timely assistance to students for intervention and informing parents of their progress. These assessments allow teachers to plan their differentiated instruction in each subject.

1. Data collection and review:

Teachers record mastery of the common assessments for grade level content expectations in the CMS (Curriculum Management System) and report to parents through a student achievement report quarterly

Student Achievement Science: Middle School Constructing/Reflecting

Report Date:	7/2/2008	Instructor:	Carolyn Hummel
School:	Fremont Middle School	Student:	BURT, ERIC

Status	Date Recorded	NCO#	Crit	Description/Comment
Mastered	03/17/08	SC-MSCR-407	ESS	<u>Generate questions about the world based on observation.</u>
Mastered	03/17/08	SC-MSCR-408	ESS	<u>Design and conduct simple investigations.</u>
Mastered	03/17/08	SC-MSCR-409	ESS	<u>Investigate simple appliances & explain how they work</u>
Mastered	03/17/08	SC-MSCR-410	ESS	<u>Use measurement devices to provide consistency</u>
Mastered	03/17/08	SC-MSCR-411	ESS	<u>Use sources of information to help solve problems</u>
Mastered	03/17/08	SC-MSCR-412	ESS	<u>Write and follow procedures</u>
Mastered	03/17/08	SC-MSCR-506	ESS	<u>Evaluate strengths/weaknesses of data</u>
Mastered	03/17/08	SC-MSCR-507	ESS	<u>Describe limitations in personal knowledge</u>
Mastered	03/17/08	SC-MSCR-508	ESS	<u>Show how common themes apply in Real-world context</u>
Mastered	03/17/08	SC-MSCR-509	ESS	<u>Describe advantages and risks of new technologies</u>
Mastered	03/17/08	SC-MSCR-510	ESS	<u>Recognize contributions made in science</u>

11 Essentials Mastered/11 Total Essentials Assessed

Summary Comments:

1st QTR/TRI:
2nd QTR/TRI:
3rd QTR/TRI:
4th QTR:

Teachers are provided with the student achievement benchmark database at the beginning of the year and then quarterly to plan for differentiated instruction, and various instructional groups ongoing through out the year. Teachers record their classroom outcome mastery each quarter in CMS and can print classroom reports as

needed for instruction. These reports that show mastery by outcome are distributed to parents, support staff, Title 1 teachers, after-school program staff for reteaching for mastery learning.

Student by Outcome

LA-01-001: Read With Developing Fluency (GLCE)

Students who have Mastered this Outcome

Students who are In Progress for this Outcome

Students who have Not Mastered this Outcome

Students who were Not Assessed on this Outcome

<i>Report Summary</i>		
<i>Students Mastering the Outcome:</i>	2	50%
<i>Students In Progress:</i>	2	50%
<i>Students Not Mastering the Outcome:</i>	0	0%
<i>Students Not Yet Assessed:</i>	0	0%
<i>Total Students Reported:</i>	4	±.01% Margin of

2. Timely, effective, additional assistance: An instructional management team comprised of teachers, special education staff, principal, Student Intervention coordinator, NC RESA Learning Support Services staff, and NC RESA ancillary staff (school psychologist, speech therapist and OT) meets quarterly to review all of the student achievement data identified in part 1 of this plan, and make determinations about appropriate interventions needed.

Example of data base:

6 STAR F	6 STAR W	6 STAR S	MEAP 06-07 DATA	5-MathPL	5-SciencePL	5-ReadingPL	5-WritingPL	5-ELAPL	MEAP 07-08 DATA	6-MathPL	6-SocialStudiesPL	6-ReadingPL	6-WritingPL	6-ELAPL	GRADES Spring 2008	LA	Math	Science	Social Studies
5.2	5.1	4.6		1	1	2	3	2		1	2	2	2	2		C+	F	F	F
4.8	5.4	2.4		2	2	2	3	3		2	3	2	3	3		B-	A-	D+	B-
3.1	3.4	3.6		3	3	4	3	3		3	4	4	4	4		C	B-	D	C+

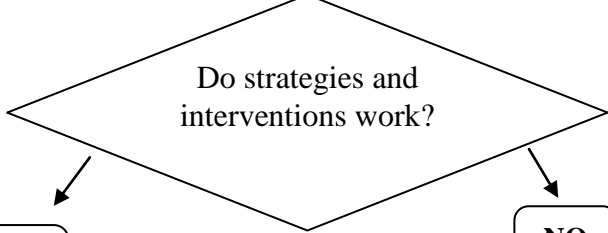
From this instructional management team meeting, the Student intervention team meeting schedule is also determined for each marking period. Students that are identified as high risk are selected for the Student Intervention process at the beginning of the school year, where all intervention staff and parents meet to develop a plan that is monitored regularly by the Student Intervention team until the student is no longer identified as at-risk.



Student Intervention Team Process

Level 2

- Teacher/Parent identifies concern.
- Teacher consults with the reading specialist, principal, or counselor as appropriate.
- Teacher/staff implements strategies and interventions and documents results.



YES

NO

Level 3

Continue with strategies and interventions document in the student file (progress report, conference notes etc.) and inform parents

- *Teacher refers student to the Student Intervention coordinator.*
- *Student Intervention Coordinator gathers data from teacher including: current assessments, CMS outcome reports, the IDEAS form, CA-60 etc.*
- *Student Intervention Coordinator meets 1-2 times a month with the staff to review SIT cases, set up SIT meetings, and identify SIT team members. A case manager is assigned.*
- *SIT coordinator schedules a Student Intervention meeting. Teacher notifies parents by phone. Student Intervention Coordinator follows up with SIT parent letter.*

Student Intervention team reviews student profile, brainstorms strategies and interventions, puts together an action plan, and sets timeline. Teacher or other designated staff implement plan. Curriculum probes are given at checkpoints determined in the

Student Intervention team holds a follow-up meeting 6-8 weeks after implementation of interventions. Strategies are reviewed to decide if they should be discontinued, continued, modified or new ones developed.

Strategies are effective

Strategies are not working

or

Refer for Section 504 evaluation

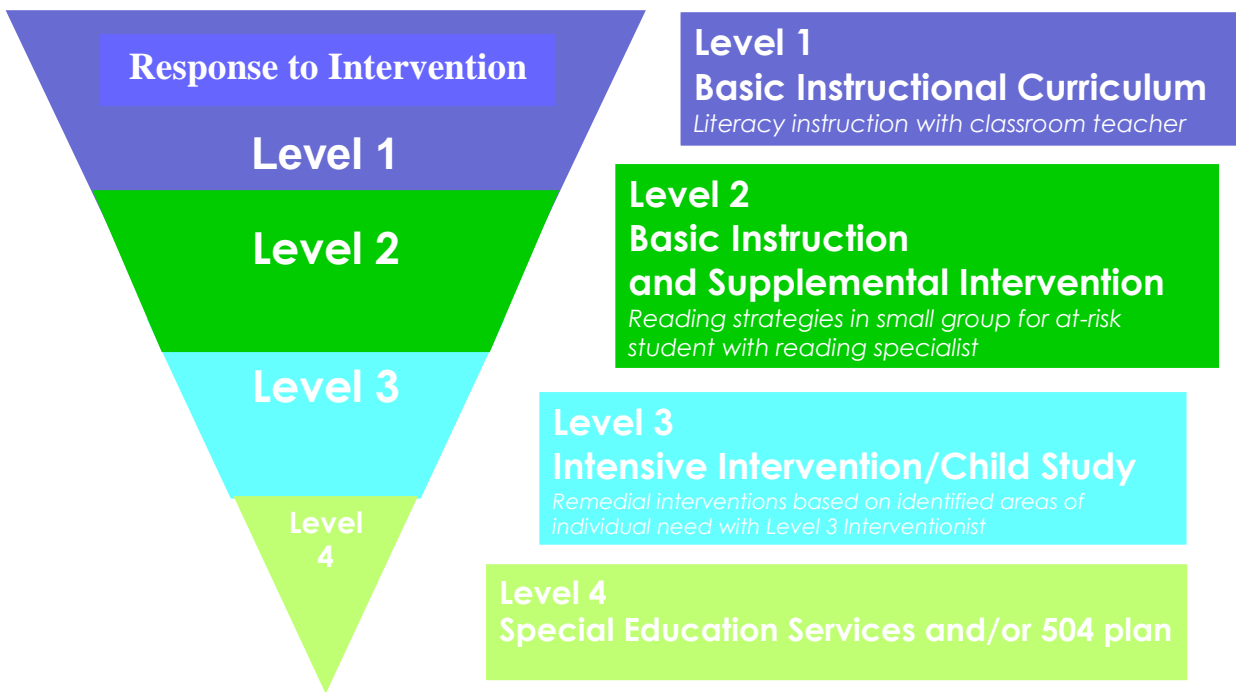
Level 4

Document in the student file and inform parents

Implement new interventions/plan

Refer for Special Education evaluation

Response to Intervention Model that provides timely assistance to students



Level 1

General Education Teachers are provided with the student achievement data at the beginning of the year and then quarterly to plan for differentiated instruction, and various instructional groups ongoing through out the year.

Teachers utilize pre- and post-outcome testing, coaching for students, and computerized programs that support math instruction for students needing more direct instruction and practice, and peer coaching, to differentiate instruction for students. All students are provided a seminar period for additional reading fluency and strategy instruction.

Level 2 and 3

Students not mastering curriculum outcomes as evidenced on the mastery reports can attend a remedial class for ELA to participate in a reteaching module for that particular unit/subject. LEXIA software is used with students who need reteaching in basic reading skills. Math Facts at a Flash is used for math.

After school programs also support the students in reteaching the outcomes that have not been mastered during the instructional day and providing experiential learning to support and enhance the general curriculum 5-8. Homework support is given to students needing extra support to complete their assignments. Staff facilitates communication between school and home for those students who struggle with organization.

Professional development for teachers and paraprofessionals utilizing the data occurs regularly at grade level and staff meetings. Staff is initially trained by NC RESA staff in how to interpret the data for instructional purposes in the classroom at the beginning of the school year. NC RESA staff, principals and lead teachers follow up with this training by utilizing data at staff and grade level meetings for job-embedded professional development. They lead discussions and model ways to use the data for classroom instruction.

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

Building representatives attend Newaygo County’s Multi-Agency Consortium Meetings regularly to coordinate and consolidate programs and services for students. One of the programs that stems from this consortium is the Families Together program. Staff from Newaygo County Mental Health, the Michigan Health Department, and Department of Health and Human Services meets with the school team to discuss individual student needs and create a support plan for them. There is grant money attached to this program to help with financial needs of families that are impacting student learning.

The Parents as Teachers program coordinates needs of students with the school staff in providing ongoing academic support in the home.

The Drug Prevention program specialist provides classroom instructional programs, materials and support for students K-12 that is aligned with the Michigan Health Model and state outcomes for health education.

The Career-Tech Center partners with the school staff to provide Career Awareness education for elementary students.

Transition planning occurs for all special education students through a coordination of community services. Great Start Collaborative partners with early educators to provide support for students birth to 5. Parents are provided with educational ready-kits from birth to age 5.

Title 1, Title II Part A, Title VI, At-Risk Section 31(A) monies are utilized in this Schoolwide plan as follows:

	<i>Direct Services for students</i>	<i>Professional Development for Staff</i>	<i>Support services</i>	<i>Parent Involvement</i>	<i>Innovative program plans and supplemental materials</i>
<i>Title I</i>	Reading teacher for grades 5-8 to increase reading proficiency		Paraprofessionals in classrooms and providing supplemental support grades 5-8. Remedial program for ELA a grades 5-8 Title 1 Director	Parent education program 3 times a year to reinforce student learning in the home. Parent intervention strategies/homework strategies guidebook Parent/community survey for needs assessment	Student Resource Notebooks for writing and fine motor intervention materials Accelerated Reader books to enhance reading fluency Reading Naturally Software and computers

	<i>Direct Services for students</i>	<i>Professional Development for Staff</i>	<i>Support services</i>	<i>Parent Involvement</i>	<i>Innovative program plans and supplemental materials</i>
<i>Title II Part A</i>		Professional Development for teachers in: How to interpret and use data for instructional purposes, how to develop instructional methods for science and social studies in the area of weakness, and how to implement writing workshop. Professional development in PEAK learning strategies			
<i>Title II Part D</i>		Job embedded professional development in how to use the Lexia software, Math Facts in a Flash and Student Achievement data base. MACUL conference for integrating technology into teaching			Assistive technology tools to support students in writing and reading in the general classroom.
<i>Title VI</i>	After school remedial program for ELA and math grades 5-8	Job embedded professional development in how to use the Lexia software, Math Facts in a Flash and Student Achievement data base Teachers will meet at grade levels to identify best practices for teaching the GLCE's through differentiated practices			Computers for after school remedial program to support new Math Facts in a Flash and Lexia program Updated materials for Accelerated Reader program. St Clair ISD toolkits for ELA and Math RTI classroom intervention strategies for teachers' notebooks.
<i>At-Risk Section 31A</i>			Responsible Thinking Process – staff to implement School Social Worker Counselor Nurse		

11. Evaluation Plan

The Schoolwide planning team will use the MEAP Summary report, Demographic report, Test Item Analysis report, STAR reports and Curriculum Outcome Mastery reports to evaluate the goals, objectives and strategies from the Schoolwide plan for 2009-2010. They will conduct a needs assessment utilizing this data and a review of their systems and practices (Ed Yes rubrics and parent/teacher and community survey results).

The School wide team will review and revise their plans based on the needs assessment and current research for instructional practices that impact student achievement, to ensure continuous improvement of student in; the schoolwide program. Revised plan will be submitted to MDE at the end of the School year.

The team will meet 5-6 times during the school year to complete this task.