

School Improvement Plan

School Year: 2011 - 2012

School District: Beal City Public Schools

ISD/RESA: Gratiot-Isabella RESD

School Name: Beal City High School

Grades Served: 7,8,9,10,11,12

Principal: Mr. Jeffrey Jackson

Building Code: 00235

District Approval of Plan:

Authorized Official Signature and Date

Board of Education Approval of Plan:

Authorized Official Signature and Date

School Improvement Plan

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Introduction

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

School Information

| | |
|---------------------|---------------------------------|
| School: | Beal City High School |
| District: | Beal City Public Schools |
| Public/Non-Public: | Public |
| Grades: | 7,8,9,10,11,12 |
| School Code Number: | 00235 |
| City: | Mount Pleasant |
| State/Province: | Michigan |
| Country: | United States |

Vision, Mission and Beliefs

Vision Statement

Beal City High School will provide an educational environment in which each student will receive the opportunity and encouragement to enhance their intellectual potential, creative abilities, skills, and social growth, in and out of the classroom. The opportunity will be provided by building self-esteem and developing respect for others. With help of the community we will enable students to become competitive, compassionate, and responsible citizens. Our future depends on students achievements through various experiences and positive role models.

Mission Statement

Beal City Schools, in harmony with home and community, will educate our children in a positive learning environment that meets individual needs and goals in order that all students successfully function in an ever-changing global society.

Beliefs Statement

- * We believe all children can learn
- * We believe in creating independent, life-long learners
- * We believe all children deserve equal opportunities and treatment
- * We believe in promoting a positive self-concept
- * We believe it takes a whole community to educate a child, and encourage parental involvement and participation
- * We believe in building respectful, responsible citizens
- * We believe in ensuring a safe, positive learning environment
- * We believe in encouraging the acceptance of diversity

Goals

| Name | Development Status | Progress Status |
|---|--------------------|-----------------|
| Improve Mathematics Success for 2011/2012 | Complete | Open |
| Improve Writing Skills for 2011/2012 | Complete | Open |
| Science Goal 2011/2012 | Complete | Open |
| Social Studies Goal 2011/2012 | Complete | Open |

Goal 1: Improve Mathematics Success for 2011/2012

Content Area: Math

Development Status: Complete

Student Goal Statement: Provide on-going intervention for at-risk 8th grade math students by providing an enrichment program during the regular scheduled school day.

Gap Statement: Students who have scored a 3 or below on the 7th grade MEAP and/or have scored below a C- the prior year may be targeted for ongoing intervention.

Cause for Gap: We have found that more than 20% of our 8th-10th grade math students earned below a C- for their first semester grade. We would like to target students in junior high who are at-risk to improve math success in the high school grades. Specifically, we would target the 10-12 7th grade students who scored a 3 or below on the 7th grade MEAP and/or earned below a C- for their first semester math grade.

Multiple measures/sources of data you used to identify this gap in student achievement: Semester grades, MEAP scores and teacher recommendation were used to identify struggling math students.

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? Math grades at end of each 9 weeks along with MEAP scores.

Goal Progress Update:

| Date | User | Progress Status | Explanation of Progress Status |
|------------|-----------------|-----------------|--|
| 06/15/2010 | Jeffrey Jackson | In Progress | Progress Status changed from Open to In Progress |

Contact Name: Jeff Jackson

List of Objectives:

| Name | Objective |
|--|--|
| Math Intervention for At-risk Students | 80% of the students will score in the proficient category on the Math portion of the MEAP. |

1.1. Objective: Math Intervention for At-risk Students

Measurable Objective Statement to Support Goal: 80% of the students will score in the proficient category on the Math portion of the MEAP.

Objective Progress Update:

| Date | User | Progress Status | Explanation of Progress Status |
|------------|-----------------|-----------------|--|
| 06/15/2010 | Jeffrey Jackson | In Progress | Progress Status changed from Open to In Progress |

List of Strategies:

| Name | Strategy |
|---------------------|--|
| Improve Math Skills | Staff will evaluate the effectiveness of the materials and resources for 7-12 Math programs and implement the Math curriculum based on the Grade Level Content Expectations, High School Content Expectations, Common Core State Standards as well as ACT standards. |

1.1.1. Strategy: Improve Math Skills

Strategy Statement: Staff will evaluate the effectiveness of the materials and resources for 7-12 Math programs and implement the Math curriculum based on the Grade Level Content Expectations, High School Content Expectations, Common Core State Standards as well as ACT standards.

Selected Target Areas

| |
|--|
| I.1.A.2 The school's curriculum framework is based upon and organized around the adopted state and local curriculum documents. |
| I.1.B.1 Communication and articulation about the curriculum is a high priority for the entire staff. A dialog is promoted between and across grade levels and content areas. Particular emphasis is paid to the curriculum dialog of teachers from one instructional level to another. |
| I.1.B.2 The school makes a concerted effort to ensure that all students have a clear understanding of what they are studying and why they are studying it. |

Other Required Information for Strategy

MEAP Scores and 7th -10th Grade students who had a D- or below in area of Math.

Strategy Progress Update:

| Date | User | Progress Status | Explanation of Progress Status |
|------------|-----------------|-----------------|--|
| 06/15/2010 | Jeffrey Jackson | In Progress | Progress Status changed from Open to In Progress |

List of Activities:

| Activity | Begin Date | End Date | Staff Responsible |
|---------------------|------------|------------|-------------------|
| Improve Math Skills | 2011-09-06 | 2012-06-07 | Math staff |

1.1.1.1. Activity: Improve Math Skills

Activity Description: Staff will continue with curriculum implementation efforts in Math and develop Pre-Post assessments to evaluate the decrease in student failures.

Planned staff responsible for implementing activity: Math staff

Actual staff responsible for implementing activity: All Staff

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-07

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

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|--|----------------|----------------|---------------|
| Staff will continue using Best Practices with struggling Math students | General Funds | 250.00 | 0.00 |

Activity Progress Update:

| Date | User | Progress Status | Explanation of Progress Status |
|------------|-----------------|-----------------|--|
| 06/15/2010 | Jeffrey Jackson | In Progress | Progress Status changed from Open to In Progress |

Goal 2: Improve Writing Skills for 2011/2012

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: All students at Beal City M.S./H.S. will become proficient writers.

Gap Statement: Based on the review of different assessment data (MEAP / ACT / MME / Mi-Access and Study Island) over 30% of our students continue to perform below the proficient level with writing.

Cause for Gap: The contributing cause for the gap in writing is due in part to the lack of detail. Another contributing factor for the gap is the males continue to score at least 10% to 12% lower than the females on writing assessments.

Multiple measures/sources of data you used to identify this gap in student achievement: Study Island / Classroom Assessments / MEAP / ACT /MME and MI-Access data was used to identify the gap.

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? 70% of our students will score in the proficient category in writing on the MEAP / ACT / MME and MI-Access. Including decreasing the gap by 5% between the males and females.

Goal Progress Update:

| Date | User | Progress Status | Explanation of Progress Status |
|------------|-----------------|-----------------|--|
| 06/15/2010 | Jeffrey Jackson | In Progress | Progress Status changed from Open to In Progress |

Contact Name: Jeff Jackson

List of Objectives:

| Name | Objective |
|--|---|
| Improve Writing Proficiency for All Students | 70% of our students will score in the proficient category in writing on the MEAP / MME and MI-Access. |

2.1. Objective: Improve Writing Proficiency for All Students

Measurable Objective Statement to Support Goal: 70% of our students will score in the proficient category in writing on the MEAP / MME and MI-Access.

Objective Progress Update:

| Date | User | Progress Status | Explanation of Progress Status |
|------------|-----------------|-----------------|--|
| 06/15/2010 | Jeffrey Jackson | In Progress | Progress Status changed from Open to In Progress |

List of Strategies:

| Name | Strategy |
|---|--|
| Improve Writing by using Best Practices | Staff will research Best Practices involving writing instruction which focuses on including details while differentiating instruction for the targeted group especially the males. Collaboration will be incorporated among grade level and content area teachers while sharing strategies and results with the use of technology. |

2.1.1. Strategy: Improve Writing by using Best Practices

Strategy Statement: Staff will research Best Practices involving writing instruction which focuses on including details while differentiating instruction for the targeted group especially the males. Collaboration will be incorporated among grade level and content area teachers while sharing strategies and results with the use of technology.

Selected Target Areas

| |
|--|
| I.1.A.5 The curriculum is sufficiently flexible to allow for adaptation and modification to meet the wide range of needs and abilities of all students. |
| I.1.B.1 Communication and articulation about the curriculum is a high priority for the entire staff. A dialog is promoted between and across grade levels and content areas. Particular emphasis is paid to the curriculum dialog of teachers from one instructional level to another. |
| I.2.A.1 The content of the curriculum is directly aligned and consistent with the district's curriculum framework. Processes used to develop cohesive and essential content require articulation within and across grade levels and content areas. |

Other Required Information for Strategy

Creating a Culture of Literacy: A guide for Middle Schools and High Schools, The Literacy Coach: A Key to Improving Teaching and Learning in Secondary Schools.

Strategy Progress Update:

| Date | User | Progress Status | Explanation of Progress Status |
|------------|-----------------|-----------------|--|
| 06/15/2010 | Jeffrey Jackson | In Progress | Progress Status changed from Open to In Progress |

List of Activities:

| Activity | Begin Date | End Date | Staff Responsible |
|------------------------|------------|------------|-------------------|
| Improve Writing Skills | 2011-09-06 | 2012-06-07 | All staff |

2.1.1.1. Activity: Improve Writing Skills

Activity Description: Collaboration among staff will focus on writing instruction using Best Practices.

Planned staff responsible for implementing activity: All staff

Actual staff responsible for implementing activity: All Staff

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-07

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

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|--------------------------------|----------------|----------------|---------------|
| Use Best Practices for Writing | General Funds | 250.00 | |

Activity Progress Update:

| Date | User | Progress Status | Explanation of Progress Status |
|------------|-----------------|-----------------|--|
| 06/15/2010 | Jeffrey Jackson | In Progress | Progress Status changed from Open to In Progress |

Goal 3: Science Goal 2011/2012

Content Area: Science

Development Status: Complete

Student Goal Statement: All students will comprehend and apply science vocabulary used in MEAP / ACT / MME and MI-Access.

Gap Statement: Based on the review of three different assessment data above 80% of our students are performing at the proficient category. However, students still struggle with science vocabulary. Therefore, vocabulary will be our focus of improvement for the 2011/2012 school year.

Cause for Gap: The cause for the gap is due in part to lack of direct focus on specific vocabulary presented in the MEAP / ACT / MME and MI-Access.

Multiple measures/sources of data you used to identify this gap in student achievement: The MEAP / ACT / MME / MI-Access and classroom assessment data was used to identify gap.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? All students will show yearly increase in MEAP / MME and MI-Access proficiency or exceed state averages.

Goal Progress Update:

| Date | User | Progress Status | Explanation of Progress Status |
|------------|-----------------|-----------------|--|
| 06/15/2010 | Jeffrey Jackson | In Progress | Progress Status changed from Open to In Progress |

Contact Name: Jeff Jackson

List of Objectives:

| Name | Objective |
|----------------------------|---|
| Improve Science Vocabulary | 85% of the students will score in the proficient category in Science on the MEAP / MME and MI-Access. |

3.1. Objective: Improve Science Vocabulary

Measurable Objective Statement to Support Goal: 85% of the students will score in the proficient category in Science on the MEAP / MME and MI-Access.

Objective Progress Update:

| Date | User | Progress Status | Explanation of Progress Status |
|------------|-----------------|-----------------|--|
| 06/15/2010 | Jeffrey Jackson | In Progress | Progress Status changed from Open to In Progress |

List of Strategies:

| Name | Strategy |
|-----------------|--|
| Improve Science | Staff will expand vocabulary skills by creating a comprehensive vocabulary exam for every science class. A Vocabulary Mid-Term will be considered. Keep updated on Michigan's move |

| | |
|------------|---|
| Vocabulary | towards National Science standards. Staff will evaluate the effectiveness of the materials and resources for 7-12 Science programs and implement the Science curriculum based on the Grade Level Content Expectations, High School Content Expectations and ACT Standards. Science teachers will research suggested science vocabulary for the MME. |
|------------|---|

3.1.1. Strategy: Improve Science Vocabulary

Strategy Statement: Staff will expand vocabulary skills by creating a comprehensive vocabulary exam for every science class. A Vocabulary Mid-Term will be considered. Keep updated on Michigan's move towards National Science standards. Staff will evaluate the effectiveness of the materials and resources for 7-12 Science programs and implement the Science curriculum based on the Grade Level Content Expectations, High School Content Expectations and ACT Standards. Science teachers will research suggested science vocabulary for the MME.

Selected Target Areas

I.1.B.2 The school makes a concerted effort to ensure that all students have a clear understanding of what they are studying and why they are studying it.

Other Required Information for Strategy

Review of the MEAP / MME and MI-Access results as it pertains to vocabulary based on curriculum for each of the four Science areas.

Strategy Progress Update:

| Date | User | Progress Status | Explanation of Progress Status |
|------------|-----------------|-----------------|--|
| 06/15/2010 | Jeffrey Jackson | In Progress | Progress Status changed from Open to In Progress |

List of Activities:

| Activity | Begin Date | End Date | Staff Responsible |
|----------------------------|------------|------------|-----------------------|
| Improve Science Vocabulary | 2011-09-06 | 2012-06-07 | Science staff members |

3.1.1.1. Activity: Improve Science Vocabulary

Activity Description: In order to keep students engaged, ensure student mastery and most efficiently help students learn, the science department will:

- * Expand students science vocabulary skills by creating a comprehensive vocabulary exam for all science classes.
- * Consider the value of a vocabulary mid-term exam
- * Science teachers will research suggested science vocabulary for the MME
- * Staff will continue with curriculum implementation efforts in Science and develop pre-and-post assessments to evaluate the increase and knowledge of science vocabulary

Planned staff responsible for implementing activity: Science staff members

Actual staff responsible for implementing activity: All Staff

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-07

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

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|----------------------------------|----------------|----------------|---------------|
| The use of a pre-post assessment | General Funds | 250.00 | |

Activity Progress Update:

| Date | User | Progress Status | Explanation of Progress Status |
|------------|-----------------|-----------------|--|
| 06/15/2010 | Jeffrey Jackson | In Progress | Progress Status changed from Open to In Progress |

Goal 4: Social Studies Goal 2011/2012

Content Area: Social Studies

Development Status: Complete

Student Goal Statement: All students will write effectively on current Social Studies concepts and issues.

Gap Statement: Based on the review of three different sources of assessment data 90% of our students score in the proficient category. However, we still continue to struggle with the writing portion. Therefore, our improvement efforts will be to work towards improving writing skills in social studies.

Cause for Gap: Our writing scores on assessments show we are less than 65% proficient with the writing portions of the assessments, and students lack details in their writing across the curriculum.

Multiple measures/sources of data you used to identify this gap in student achievement: We used the MEAP, ACT, MME and classroom assessment data to determine gap.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? All students will show growth in MEAP , ACT and MME proficiency or

exceed state averages.

Goal Progress Update:

| Date | User | Progress Status | Explanation of Progress Status |
|------------|-----------------|-----------------|--|
| 06/15/2010 | Jeffrey Jackson | In Progress | Progress Status changed from Open to In Progress |

Contact Name: Jeff Jackson

List of Objectives:

| Name | Objective |
|---------------------------------------|---|
| Improve Social Studies Writing Skills | 80% of the students will score in the proficiency category in Social Studies through improved writing skills. |

4.1. Objective: Improve Social Studies Writing Skills

Measurable Objective Statement to Support Goal: 80% of the students will score in the proficiency category in Social Studies through improved writing skills.

Objective Progress Update:

| Date | User | Progress Status | Explanation of Progress Status |
|------------|-----------------|-----------------|--|
| 06/15/2010 | Jeffrey Jackson | In Progress | Progress Status changed from Open to In Progress |

List of Strategies:

| Name | Strategy |
|--|---|
| Improve Writing Skills in Social Studies | Staff will evaluate the effectiveness of the materials and resources for the 7-12 Social Studies, and continue curriculum implementation in Social Studies based on the Grade Level content Expectations along with the High School Content Expectations. |

4.1.1. Strategy: Improve Writing Skills in Social Studies

Strategy Statement: Staff will evaluate the effectiveness of the materials and resources for the 7-12 Social

Studies, and continue curriculum implementation in Social Studies based on the Grade Level content Expectations along with the High School Content Expectations.

Selected Target Areas

| |
|--|
| I.1.A.5 The curriculum is sufficiently flexible to allow for adaptation and modification to meet the wide range of needs and abilities of all students. |
| I.1.B.1 Communication and articulation about the curriculum is a high priority for the entire staff. A dialog is promoted between and across grade levels and content areas. Particular emphasis is paid to the curriculum dialog of teachers from one instructional level to another. |
| I.1.B.2 The school makes a concerted effort to ensure that all students have a clear understanding of what they are studying and why they are studying it. |

Other Required Information for Strategy

MEAP and MME vocabulary was closely monitored and assessed with input from the English department staff. Social Studies writing samples were also explored to determine this specific goal to ensure more success on state and classroom assessments.

Strategy Progress Update:

| Date | User | Progress Status | Explanation of Progress Status |
|------------|-----------------|-----------------|--|
| 06/15/2010 | Jeffrey Jackson | In Progress | Progress Status changed from Open to In Progress |

List of Activities:

| Activity | Begin Date | End Date | Staff Responsible |
|--|------------|------------|--|
| Improve Writing Skills in Social Studies | 2011-09-06 | 2012-06-07 | Social Studies department staff along with the ELA staff |

4.1.1.1. Activity: Improve Writing Skills in Social Studies

Activity Description: Staff will develop a Social Studies curriculum aligned with the Grade Level Content Expectations along with the High School Content Expectations, and work closely with the English department to integrate writing into the Social Studies curriculum.

Planned staff responsible for implementing activity: Social Studies department staff along with the ELA staff

Actual staff responsible for implementing activity: All Staff

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-07

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

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|---|----------------|----------------|---------------|
| Provide Best Practices for writing to staff | General Funds | 250.00 | |

Activity Progress Update:

| Date | User | Progress Status | Explanation of Progress Status |
|------------|-----------------|-----------------|--|
| 06/15/2010 | Jeffrey Jackson | In Progress | Progress Status changed from Open to In Progress |

Resource Profile

| Funding Source | Planned Amount | Actual Amount |
|----------------|----------------|---------------|
| General Funds | \$1,000.00 | \$0.00 |

Additional Requirements

Comprehensive Needs Assessment

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

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

1. How was the comprehensive needs assessment conducted?

We completed the school data profile, and used information gathered to modify and complete the school improvement plan

Curriculum Alignment that Corresponds to the Goals

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

Each content area staff collaborate to make sure the curriculum is aligned with the GLCE's , HSCE'S and the new Common Core State Standards, as well as some of the ACT Standards. The staff review existing curriculum and make adjustments accordingly.

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

Decisions about curriculum, instruction, and assessment are made at Beal City's secondary school by stakeholders, through the following process:

Curriculum- All secondary staff members use and monitor grade level content expectations and high school content expectations to help develop an aligned curriculum which meets the Michigan Merit Curriculum standards.

Instruction- Secondary staff members use the curriculum to drive instruction and develop lessons. Instruction is delivered to help improve student achievement. This is a teacher led process through collaboration and professional development to enhance the delivery of the curriculum to help ensure student success.

Assessments- Our assessments are aligned with the Michigan Merit Curriculum, Grade Level Content Expectations, and High School Content Expectations. Staff developed assessments such as: end of unit

tests/quizzes, mid-term exams, as well as end of course assessments.

Staff Development

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

Alternative Measures of Assessment

1. Describe the process for developing, or the alternative measures of assessment used, that will provide authentic assessment of pupils' achievements, skills, and competencies.

We use Study Island for our alternative assessment tool. Staff also administer quarterly Math Assessments provided through Data Director. Other measures used are, mid-term and comprehensive final exams aligned with GLCE'S and HSCE'S.

Effective Use of Technology

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

All staff are trained and will continue to be trained in the application of software, and how to implement with students. Our technology plan assist our efforts towards continued school improvement.

Evaluation of the School Improvement Plan

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

We have staff periodically look at achievement data to drive instruction and make modifications to the school improvement plan as needed. We use part of our monthly staff meetings to look at school and student data.

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

*Student information and progress is shared through:
Parent/Teacher Conferences
Bi-weekly Progress Reports
Aggie Express Articles
Annual Report*

School Web Page
School Board Presentations
Staff Meetings
TEMPO Club
Beal City Athletic Association
Media Outlets
Secondary School Improvement Team Meetings
District School Improvement Team Meetings
Report Cards
Mailings from office and school

Building Level Decision-Making

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

The secondary school improvement stakeholders are involved in the planning, design, monitoring, and evaluation of Beal City's secondary school improvement plan through the following measures:

Planning and Design- Staff led initiatives for school improvement are brought to the secondary school improvement team for consideration. From the secondary school improvement team the initiative is taken to the district school improvement team and then to the Board of Education for final approval.

Monitoring and Evaluation- Each of the core areas evaluate and monitor progress through data analysis using MEAP, MME, ACT, end of course assessments, and classroom observations.

Other factors involved in the school improvement process include:

Staff Collaboration
Professional Development
Staff Meetings
Data Analysis
Department Meetings
Conferences and Workshops

Assurances

EdYES!

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

Educational Development Plan (EDP)

1. Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

Health and Safety (HSAT)

The following assurances come directly from the Healthy School Action Tool (HSAT) Assessment (<http://www.mihealthtools.org/hsat>), an online tool for school buildings to assess their school health environments. If your school completed the HSAT in the past year, you may refer back to your report to answer the following assurances. Responses to these assurances are necessary - whether you've completed the HSAT or not. These assurances are designed to help school improvement teams think about conditions for learning in their school, specifically related to student health and safety, and develop strategies in their school improvement plan to address any identified needs.

1. Our School has a written policy on school safety that supports proactive, preventative approaches to ensure a safe school environment.

Response: *Written policy, fully implemented*

Comments:

2. All teachers in our school have received professional development in management techniques to create calm, orderly classrooms.

Response: *No*

Comments:

3. Our school communicates all of our health and safety policies to students, staff, substitute teachers, parents and visitors through the parent handbook or newsletter at least once a year.

Response: *Yes*

Comments:

4. Our school has used data from a student health/safety assessment at least once in the past two years to assist in planning actions that will improve our school's environment and/or to determine the impact of changes that we have made on student attitudes and behaviors.

Response: *Yes*

Comments:

5. Our school has taken action on the Michigan State Board of Education Policy on Comprehensive School Health Education.

Response: *Adopted policy, but not fully implemented*

Comments:

6. All teachers who provide health education instruction received annual professional development/continuing education specifically related to health education.

Response: *Yes*

Comments:

7. The health education curriculum used in our school is the Michigan Model for Health® Curriculum.

Response: *Yes*

Comments:

8. The health education curriculum used in our school involves student interaction with their families and their community.

Response: *Yes*

Comments:

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

Response: *Adopted policy, but not fully implemented*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Other curriculum*

Comments:

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

Response: *Yes*

Comments:

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

Response: *150 minutes or more at elementary level, 225 minutes or more at middle/high level*

Comments:

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

Response: *Adopted policy, but not fully implemented*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes, we have a health services provider or school nurse for every 650 students*

Comments:

20. Our school has a written policy on school safety that involves parents, and broader community, in collaborative efforts to help ensure a safe school environment.

Response: *Written policy, fully implemented*

Comments:

21. Our school has a system in place for collecting relevant student medical information.

Response: *Yes*

Comments:

22. Our school has taken action on the Michigan State Board of Education Positive Behavior Support Policy.

Response: *Reviewed policy, but not yet adopted*

Comments:

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

Response: *Yes*

Comments:

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

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *No*

Comments:

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

Response: *No*

Comments:

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

Response: *No*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Written Policy, but not fully implemented*

Comments:

31. Our school has a parent education program.

Response: *No*

Comments:

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

Response: *No*

Comments:

33. During non school hours the community has access to indoor facilities for physical activity (such as gym, weight room, hallway for walking, pool, basketball court).

Response: *Access to all indoor facilities*

Comments:

Stakeholders

List of names, positions and e-mail addresses of the stakeholders (staff, parents, community/business members and, as appropriate, students) who were involved in the planning, design, monitoring, and evaluation of this plan.

| Title | First Name | Last Name | Position | E-mail |
|-------|------------|----------------|---------------------------|--------------------------------|
| Mr. | Jeff | Jackson | Principal | jjackson@edzone.net |
| Mrs. | Jennifer | Butkovich | Teacher/Parent | jbutkovi@edzone.net |
| Ms. | Jessi | Spry | Teacher | spryjess@msu.edu |
| Mr. | Bill | Chilman | Superintendent/Parent | wchilman@edzone.net |
| Mrs. | Diane | Saltarelli | Elementary Principal | saltarel@edzone.net |
| Mrs. | Julie | Christensen | Teacher/Parent | julianne_christensen@yahoo.com |
| Mr. | Aarron | Butkovich | Athletic Director/Teacher | abutkovi@edzone.net |
| Mr. | Jason | Lowe | Teacher | jason@lowe-net.us |
| Mr. | Joe | Judge | Technology Director | judge@edzone.net |
| Mrs. | Cindi | Gigowski | Teacher | cgigowski@hotmail.com |
| Mr. | Mark | Pittsley | Teacher | mpittsle@edzone.net |
| Mrs. | Sara | Doyle | Teacher/Parent | skdoyle@edzone.net |
| Mrs. | Jennifer | Marshall-Gross | Teacher | jmgross@edzone.net |
| Mrs. | Deb | Martin | Teacher | dkmartin@edzone.net |
| Mr. | Scott | Leppert | Teacher | sleppert@edzone.net |
| Mrs. | Angie | Henry | Teacher | x96myers1@yahoo.com |
| Mrs. | Sara | Millerov | Counselor | smillero@edzone.net |

Statement of Non-Discrimination

Federal Office for Civil Rights

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

Contact Information

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

| | |
|-------------------|--|
| Name/Position: | William Chilman/Superintendent |
| Address: | 3180 W. Beal City Rd. Mt. Pleasant, MI 48858 |
| Telephone Number: | (989) 644-3901 |

References

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

Supporting Documentation

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

- Beal City H.S. Professional Development Plan

BEAL CITY M.S. /H.S. SCHOOL
PROFESSIONAL DEVELOPMENT PLAN

2011-2012

The following professional development plan was created to:

- **Encourage Best Practices and promote student success in a positive learning environment**
- **Ensure compliance with state and federal requirements regarding professional development with staff**

INTRODUCTION:

Professional development is a crucial part for having an effective curriculum as well as instruction and assessments. Combining all three highly effective components has a direct impact on student achievement. Beal City M.S. /H.S. take great pride in the importance of professional development for all school staff. We take every opportunity to provide meaningful professional development to assist staff with appropriate strategies to assist students with their achievement.

Our professional development plan is based on the needs presented from the school data profile. All school participants will be involved with the activities and strategies to assist with the implementation of the plan. The school will communicate the plan to all stakeholders by way of hard copy and by posting on the district web site.

FOCUS:

Our focus for this professional development plan will be:

- Aligned to state standards
- Based on School Data Profile
- Based on School Improvement Goals
- To increase student achievement
- To enable staff to use best practices to assist with content and drive the delivery of instruction

PROFESSIONAL DEVELOPMENT:

We will use the results of the school data profile to identify ongoing, sustained professional development that is aligned to the Goals, Objectives and Strategies. These specific professional development activities will be included as Activities under the Goals section. Our district professional development activities that align to the school's data profile will also be included in the school-level Activities section.

The professional development of Beal City M.S. /H.S. will be interactive, sustained and pertain to the schools specific needs. Our professional development opportunities will include, but not limited to:

MATH:

- Staff will continue with curriculum implementation efforts in Math and develop Pre-Post assessments to evaluate the decrease in student failures.

WRITING:

- Collaboration among staff will focus on writing instruction using Best Practices.

SCIENCE: In order to keep students engaged, ensure student mastery and most efficiently help students learn, the science department will:

- Expand student's science vocabulary skills by creating a comprehensive vocabulary exam for all science classes.
- Consider the value of a vocabulary mid-term exam
- Science teachers will research suggested science vocabulary for the MME
- Staff will continue with curriculum implementation efforts in Science and develop pre-and-post assessments to evaluate the increase and knowledge of science vocabulary

SOCIAL STUDIES:

- Staff will develop a Social Studies curriculum aligned with the Grade Level Content Expectations along with the High School Content Expectations, and work closely with the English department to integrate writing into the Social Studies curriculum.

IMPLEMENTATION:

For the 2011-2012 school year our professional development was based on needs presented from the school data profile and the goals established in our school improvement plan as listed in the Professional Development section of this plan. Other professional development may be added based on further needs as they may present themselves.

EVALUATION:

Evaluation of the plan will be discussed before and after each activity established in our school improvement plan. School and district improvement teams along with administration will observe and analyze the impact on the effectiveness towards student achievement. During and after the evaluation process the plan may be continued or subject to change depending on needs presented.

**A copy of this plan is kept on file at:*

Beal City High School

3180 W. Beal City Rd.

Mt. Pleasant, MI. 48858