



*HILLSDALE COMMUNITY SCHOOLS  
ANNUAL REPORT  
2007-2008*

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**Stephanie Russell**  
**Co-Salutatorian**



**Chelsea Shearman**  
**Co-Salutatorian**

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MESSAGE FROM  
THE  
SUPERINTENDENT



Richard M. Ames  
*Superintendent*

Dear District Residents:

Each year, an annual report is published summarizing the accomplishments of our students and the status of the school district as a public educational institution. The report is prepared with the sole intent of clearly communicating both to you through statistics and narratives.

Annual reports are filled with data. Used properly, data can be a valuable tool in evaluation. Appropriate use of data directed toward continuous improvement district-wide and to attain greater achievement for all students is the primary focus for Hillsdale Community Schools. As such, data and its use are prominent in the Board of Education's Strategic Plan.

Decisions made by the Board, administration and building staff members on a daily basis are guided by these principles. Our focus continues to be on differentiated or individual instruction, K-12.

Now more than ever, frequent assessment, enhancements and interventions must occur district-wide. While the primary focus at the early elementary is for mastery of basic skills like reading and mathematics, timely interventions and enhancements must occur right through a student's last day of high school. By doing so, students maximize their K-12 experience.

This seems like an appropriate time to make clear that the current status of Hillsdale Community Schools is satisfactory. K-12 curricular and co-curricular opportunities afford all students a comprehensive education in this community. The recent and long standing legacy of individual and group excellence makes that statement a matter of fact, rather than opinion.

The point of the matter is this school district is capable of greater achievements by all students. That sounds simple enough but requires a completely different mind-set for all concerned, including parents and the community.

For instance, to properly individualize, traditional learning tools such as textbooks may not hold the same significance as known by previous generations. In fact, the district has challenged the faculty to become less dependent on "canned" programming and focus on access to resources which make direct correlations to individual learning styles and identified student outcomes.

The term "process" has become more and more frequently used throughout the district in the past few years. Part of our continuous growth and development involves the establishment and almost constant refinement of process. The steps we take and how we get there are critical elements to making the systemic change required by 21<sup>st</sup> Century expectations.

Education in general and Hillsdale Community Schools in particular is evolving, recreating itself. Rest assured, we are not changing for change sake. With the Board's leadership, and appropriate support from administration, change is well thought out and intentional.

These are both exciting and challenging times to be associated with this district. There is reassurance in the form of underlying community support, leadership from the Board of Education, as well as the dedication, commitment and skill that members of the school family bring to this very noble and humbling profession.

What we have accomplished to date is a direct result of a unified effort by all concerned. Where we are at this point and more importantly where we will go from here provides great hope and anticipation for the future. It is in that spirit that this annual report is provided to our internal and external stakeholders.

Respectfully yours,

Richard Ames  
Superintendent

**2007-2008 Hillsdale Board of Education**



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*President*



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*Vice President*



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*Secretary*  
*Resigned 3-17-08*



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*Trustee*



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Ron Scholl  
*Trustee*  
*4-21-08*

Historical Snapshot

The first “Hillsdale” school was started in 1838, when a log house was erected on the north side of State Street near Wolcott Street. The first high school class graduated in 1875.

Hillsdale City Schools were organized in 1941 in the village of Hillsdale, Fayette Township. When the city was incorporated as a fourth class city, the district thus known as District #3 became known as School District #1 of the City of Hillsdale. The name was later changed to Hillsdale Community Schools.

Hillsdale School Buildings

Davis Middle School	1929
Bailey Elementary	1936
Mauck Elementary	1939
Gier Elementary	1953
Hillsdale High School	1960
Adult/Community Education - Midtown	1983-1996, 1999-2007

VISION STATEMENT

MISSION STATEMENT

District  
Long & Short Term Goals



*Audrey Pastula  
Co-Valedictorian*



*Roni Jo Roth  
Co-Valedictorian*

The Hillsdale Community School District is committed to opportunities for students to learn, mature and develop into well educated self-sufficient, strong contributors to society.

Provide comprehensive academic and co-curricular opportunities in a climate of mutual respect, enthusiastically challenging all students to achieve their full potential, now and in the future.

**I. Student Achievement**

Short-term goals:

1. All students will read at grade level at the end of 3<sup>rd</sup> and 8<sup>th</sup> grades.
2. Develop a five-year plan to increase advanced academic opportunities at elementary, middle and high schools.
3. Students will achieve grade level content expectations as established by the MDE for K-8 and Michigan Merit Standards for 9-12.

**II. External Collaboration**

Short-term goals:

1. Collaborate with other districts in the County, including HCISD with respect to services and educational opportunities.
2. Enhance communications and mutual support with the local community.
3. Evaluate the strengths and limitations of County schools.
4. Strengthen relationships with local government (City and Townships) and County agencies

**III. Marketing & Promotion**

Short-term goals:

1. Increase enrollment through promoting Hillsdale Community Schools.
2. Enhance technology to promote Hillsdale Community Schools.

District  
Long & Short-Term Goals  
(Cont.)



*Leland Snooks  
Co-Valedictorian*

VALUE  
STATEMENT

#### **IV. Physical Infrastructure**

Short-term goals:

1. Implement Three (3) Year Facility Development Plan.
2. Increase efficiency of facilities.

#### **V. Finance**

Short-term goals:

1. Increase Fund Balance one percent (1%) each year.

#### **VI. Administrative**

Short-term goals:

1. Pursue interest based bargaining with employee units.
2. Improve internal communication.
3. Enhance staff performance.
4. Administrative workload and transition planning.

The District believes that the purpose of education is to facilitate the development of the potential of each student. We believe:

**Education is a Shared Responsibility** – maximum achievement requires the commitment and participation of staff, students, family and community.

**All Students Have Unique Skills and Talents** – individual ability must be identified, developed and nurtured.

**Learning Styles Vary** – instructional methods should be utilized accordingly to the degree possible.

**High Self-Esteem Enhances Success** – people develop best through honest praise and validation.

**School Climate Contributes to Achievement** – learning occurs best in a safe, respectful and welcoming environment.

STUDENT  
OUTCOMES –  
Abbreviated  
Version  
(WRPCCC)

**Expectations for Success Must be High** –students need to be consistently challenged to pursue increased levels of achievement.

**Trust is Vital** – trust bonds staff, students, family and community.

**Cooperation is Critical** – learning, experiences must encourage and teach skills, which develop a cooperative attitude.

**Optimism is Essential** – sincere belief in people, education and the future best serves society.

One of the goals of education is to provide all learners with a solid foundation of skills, knowledge and understandings that are necessary for their continual growth and success as students within the school setting and as adults in society. As a result of sound K-12 education a Hillsdale student will be a person who:

- A. Uses effective communication skills: speaking, reading, writing, and listening
- B. Demonstrates command of basic mathematical and scientific problem-solving skills
- C. Shows growing appreciation of the humanities
- D. Demonstrates an understanding of, and is developing a sense of responsibility for, the world community
- E. Demonstrates positive character qualities, including self-esteem as a learner and as a person, and extends respect to others.
- F. Works well with others while contributing one's own ideas, view and standards yet can also learn independently.
- G. Demonstrates problem-solving skills including recognition of logical and illogical thinking in an effort to reach reasonable conclusions
- H. Takes responsibility for personal fitness including physical, mental and social fitness.

EDUCATIONAL  
OUTCOMES FOR  
STUDENTS

- A. Wellness – Conscious – Student possesses self-esteem; values physical, mental and social fitness
- B. Responsible – Student is a self-directed learner; exhibits concern for civic and environmental issues; behaves ethically; successfully demonstrates life management skills
- C. Problem-Solver – Student applies mathematical and scientific problem-solving skills; uses logical thinking, seeks reasonable conclusions
- D. Culturally Literate – Student appreciates, understands and is knowledgeable about social sciences and the fine arts
- E. Cooperative – Student respects others, contributes ideas, views and standards
- F. Skillful Communicator – Student demonstrates mastery of language arts: reading, writing, speaking and sensory communications

## **SCHOOL PROGRAMS**

### **School Improvement – NCA-CASI**

Hillsdale Community Schools - Mauck, Bailey, Gier, Davis Middle School, and Hillsdale High School are all accredited for the 2007-2008 school year through the North Central Association. This action was taken at the Board of Trustees meeting of the North Central Association Commission on Accreditation and School Improvement (NCA CASI) held in Chicago on April 1, 2008.

During the 2007-2008 school year, each building completed their documentation report and peer visit for Performance Accreditation. An NCA peer review was conducted to complete the process. Hillsdale High School successfully accomplished the current five year review cycle with full accreditation. This marks 100 years of continuous accreditation for Hillsdale High School.

NCA schools are accredited on the basis of an annual report on conditions in the school and on such supplementary information as the Commission on Accreditation and School Improvement requests. Continued accreditation means that the conditions for effective education exist in the school. NCA membership assures the public at large that the school has met standards which high quality schools in the NCA region consider to be imperative for effective education and that it is working to improve performance for all students.

### **Safe and Drug Free Schools**

Hillsdale Community Schools continues to support its comprehensive K-12 health program through a variety of sources. Our schools continue to serve as an active member of the Jackson-Hillsdale Safe and Drug Free Schools consortium. As a result of this association, we have continued to utilize the “Families and Children Together” (FACT) parent involvement program. This program known for its Fact Backpack approach provides information to children and their families between Kindergarten and 5<sup>th</sup> grade about healthy choices and attitudes.

Hillsdale Schools have also been involved in the training of our health and life skills teachers in secondary modules such as: Character Education, Violence, ATOD, and Tobacco and service learning. This is all a part of the Michigan Model Health Program.

The Jackson-Hillsdale Consortium also provided opportunities for our staff to coordinate and collaborate with community agencies to provide research-based strategies and programs which build youth assets, and reduce violence and drug use. Members of the Hillsdale staff attended professional development training for the “Why Try?” program that is designed to offer effective solutions for truancy, behavioral, and academic problems.

Additional assets include the Davis Middle School Advisor/Advisee program that provides strong supportive activities to encourage students to form positive, healthy lifestyles. Davis Middle School also participated in Red Ribbon Week to emphasize drug awareness. This year also found Davis developing a strong wellness program that emphasized both proper nutrition and fitness, including a morning fitness walk for staff and students.

Hillsdale High School has a heavy emphasis on the dangers of drinking and smoking. The two existing programs are SADD (Students Against Drunk Driving), and Reducing Underage Drinking and Driving (RUDD). Domestic Harmony also offers a program that focuses on increasing violence awareness.

The Michigan Profile for Healthy Youth (MiPHY) is a new web based survey that will help schools and communities learn what kids need to make healthy choices and experience success. It is a questionnaire designed to gather data that will create an accurate picture of risk behaviors, risk factors, and protective factors associated with alcohol, tobacco, and other drug use, violence, sexual behavior, physical activity, and nutrition.

The District has also utilized the Mid-South Substance Abuse Commission Prevention Needs Assessment Survey for the past few years, but this may become obsolete due to the MiPHY.

### Wellness

The District has made a commitment to improving the health and wellness of our district staff and students in accordance with directives from the State Board of Education. A Coordinated School Health Team was trained and activated in order to promote the **eight interactive components of the program** including the following:

1. A comprehensive School Health Education curriculum; addresses the physical, mental, emotional, and social dimensions of health.
2. Physical Education: A planned K-12 curriculum of quality physical activities that promote optimum physical, mental, emotional, and social development through sports and activities that all students can enjoy throughout their lives.
3. Counseling, Psychological, and Social Services: This includes services that should improve students' mental, emotional, and social health.
4. Family and Community Involvement: An integrated school, parent, and community approach for enhancing the health and well being of students.
5. Nutrition Services: A variety of nutritious meals and snacks that accommodate the health and nutrition needs of all students are made available.
6. School Health Services: Preventive services that are designed to include a coordinated system that ensures a continuum of care from school to home to community health care provider and back.

7. Healthy School Environment: This includes all of the factors within the school structures that affect the well-being of students and staff.
8. School-site Health promotion for Staff: This component suggests the importance of opportunities for the staff to pursue a healthy lifestyle and improve their health status so that they can make a greater personal commitment to the school's overall coordinated school health program.

The Coordinated School Health Team contributed a significant professional development component to our system and has begun to initiate programs to promote student and staff wellness and fitness.

### **Status of the Core Curriculum Program**

Hillsdale Community Schools has a curriculum review and revision process in place. Every teacher is required to serve on at least one of the committees. Each grade level assures representation on all committees to facilitate communication.

### **Curriculum Rotation Schedule**

Language Arts  
Math  
Science  
Social Studies  
Special Subjects & Technology

During curriculum review and recommendation the district's curriculum is aligned with the state curriculum. Gaps are identified through MEAP data analysis, quarterly assessments, and additional standardized test results. Grade and course curriculums are revised to reflect changes. Recommendations for materials to support the curriculum are also made. The committee presents their revisions and recommendations to the district Curriculum Council and the Board Curriculum Committee for approval. It is then presented to the Board of Education for approval.

# Hillsdale Community Schools

## Title I Annual Report

*(This report applies to the 2007-2008 school year.)*

**Purpose:** Title I is a federal program designed to improve the academic achievement of students who are disadvantaged. Schools that choose to participate in this program receive formula grant funds to provide extra services and materials to students. All three elementary schools participate in a school-wide program. This means that Title I funds are used in the schools to provide additional personnel, materials, staff training, and parent involvement. Title I funds may not be used to provide the regular and necessary components of an educational program. This grant money must provide extra things with the purpose of all students meeting academic standards.

**Allocation:** The district received \$334,208 in Title I grant money for the current year of 2007-2008. There was a carryover allocation from the previous year of \$37,225. The total amount of money available was \$371,433. Title I is a formula grant. A state mandated calculation is used to determine each school's annual allocation.

**Planning:** Our district chooses to use this money at the three elementary schools. Each school creates a plan to help students that are struggling in academic subjects. School improvement plans must be approved at the district level and then approved at the state level by the Michigan Department of Education.

### **Implementation:**

#### Gier Elementary School:

- Educational Assistants in each classroom for 45 minutes per day
- Before school tutoring program for students
- Sub costs to release teachers to work on curriculum alignment and unit planning
- Mathematics professional development opportunities for teachers
- Funds to purchase professional texts for study groups
- Parent/Family Development Nights
- Elementary Success Worker (Counseling)
- Summer School

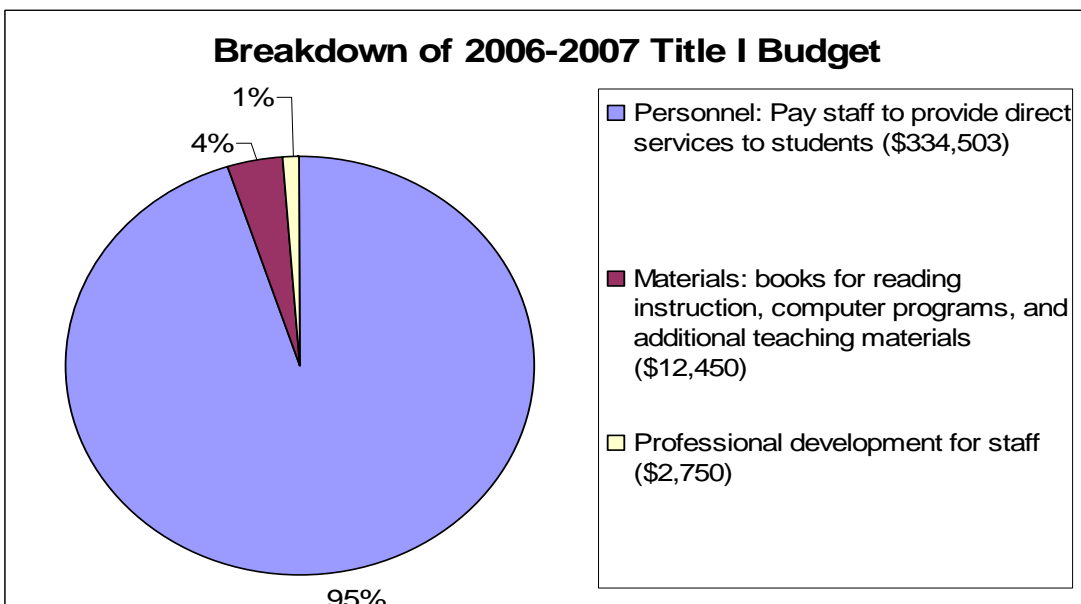
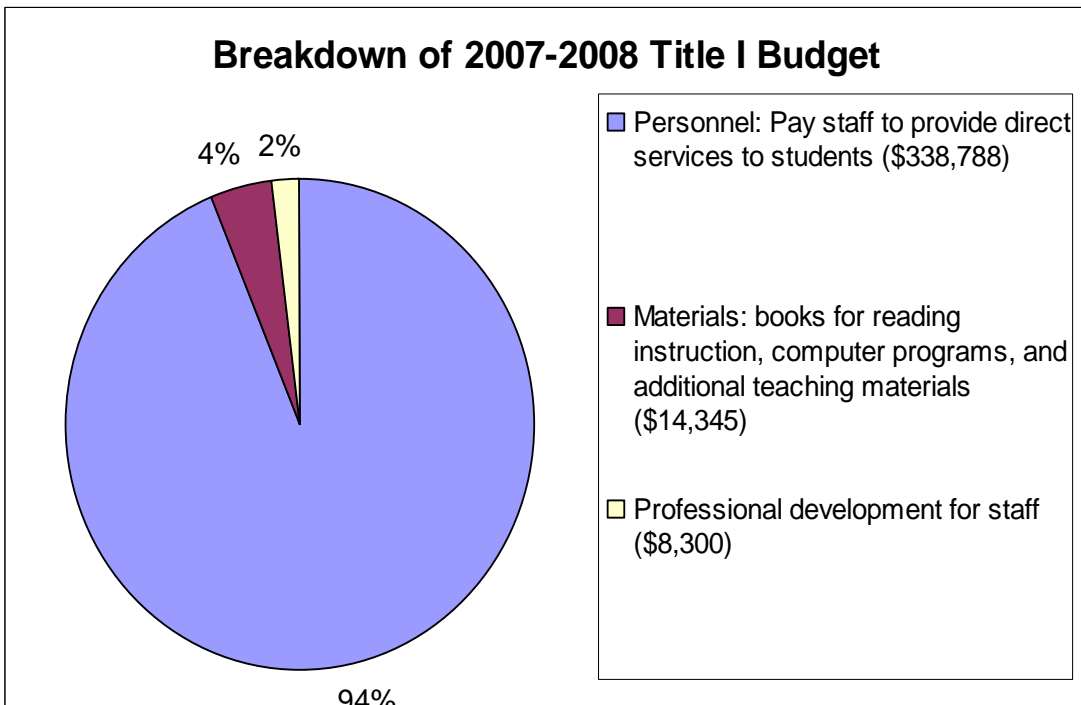
#### Bailey Elementary School:

- Educational Assistants in classrooms for 1 hour per day.
- Reading Recovery for 1st grade students
- Funds to purchase professional texts for study groups
- Mathematics professional development opportunities for teachers
- Parent/Family Development Nights
- Summer School

#### Mauck Elementary School:

- Educational Assistants in each classroom for 2 hours per day
- Provide a Literacy Leader for staff development
- Sub costs to release teachers to work on curriculum alignment and unit planning
- Funds to purchase professional texts for study groups
- Mathematics professional development opportunities for teachers
- Parent/Family Development Nights

**Title I Evaluation:** The Title I program has a financial audit and program compliance audit completed every year. This is done by an external accounting firm and reports are provided directly to the Michigan Department of Education and the Hillsdale Community Schools Board of Education. We operate a school-wide Title I program. That allows our school to use the grant money to assist the entire school rather than only specific students. Our schools qualify for school-wide programming because of the high number of students with academic risk factors. It is the goal for all students to perform at grade level. Students that came to our schools below grade level should demonstrate they are catching up because of the interventions provided. The Title I resources must be used to help these children.



## ADEQUATE YEARLY PROGRESS

### *Description of Michigan's AYP Formula*

The *No Child Left Behind Act of 2001* provides specific requirements for Adequate Yearly Progress formulas that are used by individual states. The legislation gives Title I schools and districts the two methods described below to determine whether or not they have made Adequate Yearly Progress. For districts, the methods are applied to the Title I schools in the district as a group.

#### **AYP Based on Achievement**

A Title I school or district makes AYP for a particular year based on achievement if at least a certain percentage of students meets or exceeds state standards on the Michigan Educational Assessment Program tests, at least 95 percent of the students participated in state assessments, and the school or district has an acceptable attendance or graduation rate. For tests with four achievement levels, students must score in one of the top two achievement levels (Levels 1 and 2) in order to meet state standards. For the older tests with only three achievement levels, students must score in the top level to meet state standards. The required percentage is the same for all schools and districts in the state and is known as the “annual state objective.” The percentages are different for each subject, however, as well as each grade level tested, because they depend on the starting points established in 2002. The annual state objective for each subject and grade level will increase as shown below until it reaches 100 percent for all subjects and grade levels in 2014.

Year	English Language Arts		Mathematics	
	Elem. High	Middle	Elem. High	Middle
2002	38% 42%	31%	47% 33%	31%
2003	38% 42%	31%	47% 33%	31%
2004	38% 42%	31%	47% 33%	31%
2005	49% 52%	43%	56% 44%	43%
2006	49% 52%	43%	56% 44%	43%
2007	49% 52%	43%	56% 44%	43%
2008	59% 61%	54%	64% 56%	54%
2009	59% 61%	54%	64% 56%	54%
2010	59% 61%	54%	64% 56%	54%

2011	69% 71%	66%	73% 67%	66%
2012	79% 81%	77%	82% 78%	77%
2013	90% 90%	89%	91% 89%	89%
2014	100% 100%	100%	100% 100%	100%

Hillsdale Community Schools AYP Status

	Made AYP	Identified for Improvement
High School	No	Yes
Davis	Yes	No
Gier	Yes	No
Bailey	Yes	No
Mauck	Yes	No
Horizon Alt	N/A	N/A

**AYP Reporting for Hillsdale High School  
2008**

Student Group	Reporting Year	Reading						Mathematics						Additional Academic Indicator		
		Percent Tested Goal: 100%			Percent Proficient & Advanced Goal: 100%			Percent Tested Goal 100%			Percent Proficient & Advanced Goal: 100%			Graduation Rate Goal: 80%		
		School	District	State	School	District	State	School	District	State	School	District	State	School	District	State
All Students	2007	100%	100%	N/A	52%	52%	60%	100%	100%	N/A	34%	34%	47%	76%	76%	75%
	2008	100%	100%	N/A	64%	61%	62%	100%	100%	N/A	50%	48%	46%	N/A	N/A	N/A
Students with Disabilities	2007	100%	100%	N/A	17%	17%	N/A	100%	100%	N/A	0%	0%	N/A	N/A	N/A	N/A
	2008	100%	100%	N/A	0%	0%	19%	100%	100%	N/A	0%	0%	8%	N/A	N/A	N/A
Economically Disadvantaged	2007	100%	100%	N/A	31%	31%	N/A	100%	100%	N/A	37%	37%	N/A	N/A	N/A	N/A
	2008	100%	100%	N/A	43%	41%	43%	100%	100%	N/A	40%	38%	25%	N/A	N/A	N/A

**PROFESSIONAL  
QUALIFICATIONS OF  
TEACHERS IN THE  
DISTRICT**

The district employs a highly educated professional staff made up of 105 full-time certified personnel and 76 support personnel.

	B.A.	B.A. + 20 Credit Hours	M.A.	M.A. + 15 Credit Hours
Professional Qualifications of All Elementary and Secondary School Teachers in the District	26	23	40	16

**Percentage of Teachers Teaching with Emergency or Provisional Credentials**

During the 2007-2008 school year the Hillsdale Community Schools did not have any teachers who were teaching with temporary or emergency authorization to teach.

**Annual Progress toward meeting state objectives for percentage of highly qualified teachers for both the district and each individual school building**

District-wide all teachers have met qualifications for NCLB.

## PARENT PARTICIPATION

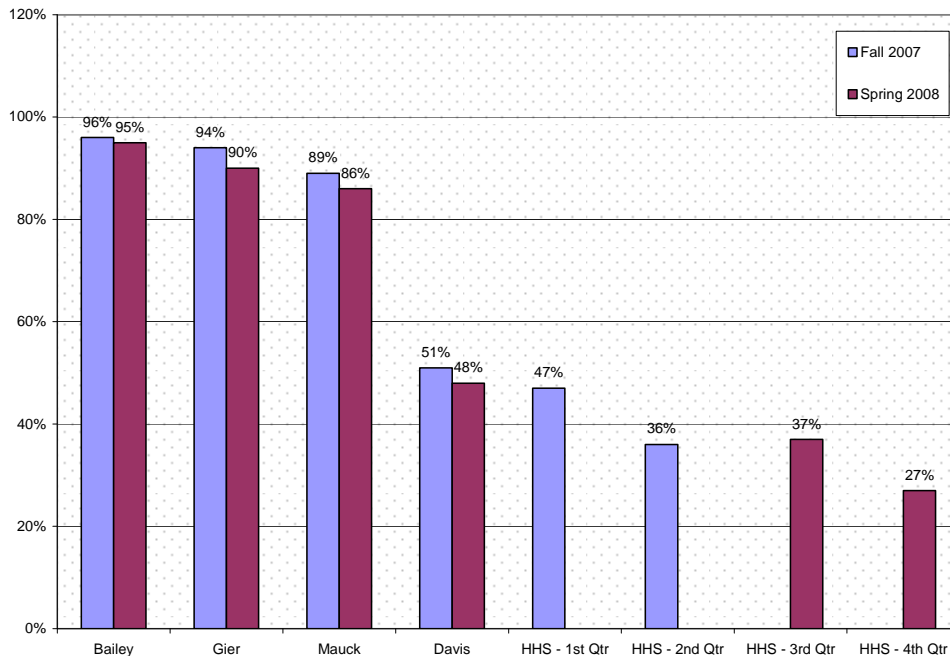
It cannot be stressed enough how important parent or guardian involvement is in a student's education. It is of the utmost importance for parents, students, and teachers to communicate with one another on a regular basis. All high school teachers kept a personal contact log to document each phone call or conversation with parents.

Realizing this importance, we hold parent/teacher conferences on a regular basis, throughout the school year. In addition, various activities take place in the different buildings such as: orientations, open houses, musical programs, drama productions, PTO activities, booster clubs, sports, sub-sandwich sales, Santa's Secret Shop and a spaghetti dinner, to name a few.

We welcome and encourage parent participation in the education process in all of its many and varied facets.

## PARENT/TEACHER CONFERENCES 2007-2008

HILLSDALE COMMUNITY SCHOOLS PARENT TEACHER CONFERENCE ATTENDANCE



COMMUNITY  
RESOURCES AND  
VOLUNTEERS

Parents and community members are encouraged to participate in the school community. Examples include:

- Working as volunteers in classrooms
- PTO and its fundraisers
- Parent-teacher conferences
- District and building committees, such as the school improvement committees, athletic committees, wellness committees, etc.
- Booster groups (band, athletics)
- Open House in the fall
- Orientation meetings for students new to a building
- Big Brothers/Big Sisters – K-5<sup>th</sup> grades
- Teach after-school offerings in the elementary enrichment program
- Support of all extra-curricular activities
- Guest speakers on topics of interest
- Junior Achievement Program – 3<sup>rd</sup>-8<sup>th</sup> grades
- Middle School Career Day Speakers
- Davis Closet
- Middle School Health Fair
- Salvation Army fund raising
- I CARE community assistance programs

The district newsletter, mailed throughout the district, informs parents and other community members of the many opportunities they have for involvement. When appropriate, specific parents are solicited to ensure balanced parent and community representation or to fill a specific need on a committee (e.g. a knowledgeable parent or community member in the area of technology to serve on the district technology committee).

As we encourage parent and community involvement in all areas of our school, we also connect with the many resources available to us in our community, such as:

- Partnership with Hillsdale College in many areas
  - Education Department for student teacher placement
  - One-to-one mentoring by college students
  - Student activities such as lock-ins for elementary or middle school students sponsored by a college group
  - Partnership with Hillsdale ISD for housebuilding, allied health, manufacturing technology, and student teaching programs

- Dual-enrollment through the local campus of Jackson Community College and Hillsdale College
- Placements for our students who do community service (NHS, Student council, American History classes)
- Hillsdale Community Foundation for financial support of programs
- Wal-Mart grants to education and the community
- Big Brothers/Big Sisters
- Blue Cross/Blue Shield Wellness Grant (DMS)

We strive to continually communicate to our constituents all the many good things going on in our schools. We publish a newsletter quarterly, inform the local newspaper of events worthy of coverage, and broadcast a weekly radio program called "Hillsdale Highlights". We also have a school website which is very informative and has links to specific teachers and their classes ([www.hillsdaleschools.org](http://www.hillsdaleschools.org)). These are also vehicles we use to encourage involvement by them in our school.

Hillsdale High School and Davis Middle School now provide immediate on-line access for parents and students to grades, attendance, assignments, high school calendar, and more. Teachers at Hillsdale High School and Davis Middle School use electronic grade books, which allow them to post student grades online. For the 2006-2007 school year the High School and Davis Middle School used a program called parent connection linked through [www.hillsdaleschools.org](http://www.hillsdaleschools.org).

PARENT  
ORGANIZATIONS

The following are Parent Involvement Policies adopted by the Hillsdale Community Schools Board of Education and may be accessed on the following website:

[www.neola.com/hillsdalecomm-mi/](http://www.neola.com/hillsdalecomm-mi/)

Board Policy #9210

The Board of Education supports all organizations of parents whose objectives are to promote the educational experiences of District students. However, in using the name of the District or its schools and in organizing a group whose identity derives from a school(s) of this District, the parental organization thereby shares responsibility with this Board for the welfare of participating students.

Any new parent organization desiring to use the name or good offices of the District must obtain the approval of the Superintendent as a prerequisite to organizing.

Representatives and members of approved school-related organizations shall in all circumstances be treated by District employees as interested friends of the schools and as supporters of public Education in the School District.

Staff members are encouraged to join such organization(s) in their related area(s) of specialization or interest.

The Board relies upon approved organizations to operate in a manner consistent with public expectations for the schools and reserves the right to withdraw sponsorship from organizations which violate the bounds of community taste.

RELATIONS WITH  
PARENTS

Board Policy #9250

The Board of Education believes that the education of children is a joint responsibility, one it shares with the parents of the school community. To ensure that the best interests of the child are served in this process, a strong program of communication between home and school must be maintained.

The parents have the right to participate in the education of their children as well as the ultimate responsibility for their children's in-school behavior, including the behavior of students who have reached the legal age of majority, but are still, for all practical purposes, under parental authority.

In accordance with Board policies and administrative guidelines 2240 (Opt-Out), 2413/14 (Health/Sex Education), and 9150 (School Visitors), the District shall provide the opportunity for parents to review curriculum and instructional materials and to visit the school to observe the instructional process.

With regard to student behavior, during school hours, the Board, through its designated administrators, acts in loco parentis or in place of the parents.

The Board recommends that the following activities be implemented to encourage parent-school cooperation:

- A. Parent-teacher conferences to permit two-way communication between home and school
- B. Meetings of staff members and groups of parents of those students having special abilities, disabilities, needs, or problems
- C. Special events of a cultural, ethnic, or topical nature which are initiated by parent groups, involve the cooperative effort of students and parents, and are of general interest to the schools or community
- D. Open houses in District schools to provide parents with the opportunity to see the school facilities, meet the faculty, and sample the program on a first hand basis

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

- A. Supporting the schools in requiring that the children observe all school rules and regulations, and by accepting their own responsibility for children's willful in-school behavior;
- B. Sending children to school with proper attention to their health, personal cleanliness, and dress;
- C. Maintaining an active interest in the student's daily work and making it possible for the student 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 the child's progress in school.

TIPS FOR PARENTS

Board Policy #8410H

- A. Discuss the school's discipline policy with your child. Show your support for the rules, and help your child understand the reasons for them.
- B. Involve your child in setting rules for appropriate behavior at home.
- C. Talk with your child about the violence she/he sees on television, in video games, and possibly in the neighborhood. Help your child understand the consequences of violence.
- D. Teach your child how to solve problems. Praise your child when she/he follows through.
- E. Help your child find ways to show anger that do not involve verbally or physically hurting others. When you get angry, use it as an opportunity to model these appropriate responses for your child – and talk about it.
- F. Help your child understand the value of accepting individual differences.
- G. Note any disturbing behaviors in your child. For example, frequent angry outbursts, excessive fighting and bullying of other children, cruelty to animals, fire setting, frequent behavior problems at school and in the neighborhood, lack of friends, and alcohol or drug use can be signs of serious problems. Get help for your child. Talk with a trusted professional in your child's school or in the community.
- H. Keep lines of communication open with your child – even when it is tough. Encourage your child always to let you know where and with who she/he will be. Get to know your child's friends.
- I. Listen to your child if she/he shares concerns about friends who may be exhibiting troubling behaviors. Share this information with a trusted professional, such as the school psychologist, principal, or teacher.
- J. Be involved in your child's school life by supporting and reviewing homework, talking with his/her teacher(s), and attending school functions such as parent conferences, class programs, open houses, and PTA meetings.

- K. Work with your child's school to make it more responsive to all students and to all families. Share your ideas about how the school can encourage family involvement, welcome all families, and include them in meaningful ways in their children's education.
- L. Encourage your school to offer before and after school programs.
- M. Volunteer to work with school-based groups concerned with violence prevention. If none exists, offer to form one.
- N. Find out if there is a violence prevention group in your community. Offer to participate in the group's activities.
- O. Talk with the parents of your child's friends. Discuss how you can form a team to ensure your children's safety.
- P. Find out if your employer offers provisions or parents to participate in school activities.

THE “NO CHILD LEFT  
BEHIND” LAW

The *No Child Left Behind Act of 2001* (NCLB) is a landmark in education reform designed to improve student achievement and change the culture of American’s schools. Passed with overwhelming bipartisan support from Congress, the law was signed by President George W. Bush on January 8, 2002. Clearly, our children are our future, and, as President Bush has expressed, “Too many of our neediest children are being left behind.”

With passage of *No Child Left Behind*, Congress reauthorized the *Elementary and Secondary Education Act* (ESEA) – the principal federal law affecting education from kindergarten through high school. In amending ESEA, the new law represents a sweeping overhaul of federal efforts to support elementary and secondary education in the United States. **It is built on four common-sense pillars: accountability for results, an emphasis on doing what works based on scientific research, expanded parental options and expanded local control and flexibility.**

Included as a result of NCLB are the following:

- Identifies schools and districts in need of improvement
- Provides schools in need of improvement help to get back on track
- Improves teaching and learning by providing better information to teachers and principals
- Ensures that teacher quality is a high priority
- Gives more resources to schools
- Focuses on what works
- Supports learning in the early years, thereby preventing many learning difficulties that may arise later
- Provides more information for parents about their child’s progress
- Alerts parents to important information on the performance of their child’s school
- Gives parents whose children attend schools in need of improvement new options
- Allows more flexibility
- Encourages teacher development

PARENT  
NOTIFICATIONS

Parents are notified of the NCLB provisions regarding teacher qualifications via this annual report.

Information may also be accessed on the school website:  
[www.hillsdaleschools.org](http://www.hillsdaleschools.org).

Additional information may be found on the following websites:

[www.michigan.gov/mde](http://www.michigan.gov/mde)

[www.masb.org/page.cfm/823/](http://www.masb.org/page.cfm/823/)

[www.nochildleftbehind.gov](http://www.nochildleftbehind.gov)

[www.ed.gov/admins/lead/account/nclbreference/index.html?src=mr](http://www.ed.gov/admins/lead/account/nclbreference/index.html?src=mr)

[www.ed.gov/nclb](http://www.ed.gov/nclb)

[www.nea.org/esea](http://www.nea.org/esea)

[www.mea.org/esea](http://www.mea.org/esea)

## Comprehensive School Improvement Plan



*Mauck Elementary School  
113 East Fayette Street  
Hillsdale Community Schools  
Hillsdale MI  
49242*

Mauck Elementary School Building Profile Information
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<b>School Year</b>	2007-2008
<b>School Name</b>	Mauck Elementary School
<b>Grade Span</b>	Kindergarten – 7 all day classes 1 half-day class Young Fives Kindergarten – 1 half-day class Paving the Way Preschool – 3 half-day classes Early Childhood Special Education - 3 half-day classes
<b>Number of Students</b>	253 Students
<b>Attendance</b>	90 %
<b>Student/Teacher Ratio</b>	Average Kindergarten classroom = 20 – 21 students  Paving the Way classrooms = 16 students with 1 teacher and 1 assistant  Early Childhood Special Education = 12 students with 1 teacher and 1 assistant
<b>School Organization</b>	<ol style="list-style-type: none"><li>1. <u>Early Childhood Special Education</u>: Two classrooms that serve 36 students in a classroom setting of 12 students in half day sessions. The children are special education students that are placed in classes by an IEP. There are a total of 35 students in ECSE.</li><li>2. Mauck School has 3 sections of Paving the Way Preschool, a half-day Michigan School Readiness Program for 4 year old children. There are a total of 48 students in Paving the Way.</li><li>3. The school also has 7 classes of all day Kindergarten, one section of half-day Kindergarten, and one section of Young Fives Kindergarten. There are a total of 154 students in Kindergarten and 18 students in Young Fives.</li></ol>
<b>Cultural Diversity</b>	Less than 10 students in any category
<b>Student Achievement</b>	Kindergarten students at or above grade level Language Arts = 85 % Math = 75% See attachments

<b>Student Retentions</b>	There were four retentions in Kindergarten for the 2007-2008 school year. Three of the retentions were due to extended absences and parental requests. One retention was due to medical issues and was at the request of the parent.
<b>At-Risk (state defined)</b>	Total students eligible = 84 (54% of total population of Kindergarten) All students in the Paving the Way program are classified as at-risk. All students in the Early Childhood Special Education program are classified as at-risk.
<b>Free/Reduced Lunch</b>	Total students eligible = 134 (53 % of total population)
<b>Title I</b>	Total students receiving services in a school-wide program= 172 (Kindergarten and Young Fives)
<b>Library</b>	There are approximately 4700 books in the Mauck Library.
<b>Parental Involvement</b>	School Improvement Team = 4-10 parents Curriculum Nights = 250 parents Open House Participation = 90% PTO meetings = 10 parents per meeting Parent/Teacher conferences = 89% attendance average –fall; 85% attendance - spring Number of registered volunteers = 30
<b>PTO Events</b>	Monthly meetings, Open House, Sub Sandwich Sale, Howling Hornet Halloween, Family Nights – Math, Reading, and Writing, Field Trips
<b>Employability Skills/</b>	The following concepts are taught/practiced daily: Respectful behavior, individual and social responsibility, Regular/timely attendance, Pledge of Allegiance, and patriotic songs. Four rules for Mauck School are Be responsible; Be respectful; Be safe; and Be kind.
<b>Special Programs</b>	Early Childhood Special Education Classrooms Michigan School Readiness Program – Paving the Way
<b>Additional Curriculum Support Programs</b>	Title 1 Kindergarten Support/ Special Education Services

<b>Parent Support</b>	Parents are supported through the PTO and are invited into the school for conferences, to help in classrooms, to volunteer as chaperones or on the playground. Weekly newsletters are sent to the parents from the classroom. If a second language issue is present, arrangements are made for individual communication.
<b>School/Community Partnerships</b>	Fire Safety Assembly, Police Safety Assembly, Library Lady, Agriculture in the Classroom, Grandparent Program, Senior Center Visit, Salvation Army Food Drive, Rotary Christmas Party, Book-It
<b>Additional Enrichment</b>	Book Fairs, Title 1 Family Nights –Reading, Math, Writing, Classroom Field trips to Kids N Stuff, Binder Park Zoo, Fire Station, Hillsdale Community Library, ACES, Holiday Music Programs, Enrichment Assemblies, Paving the Way Graduation, Library Lady, Officer Gaskell Safety Program, Ag in the Classroom, Junior Achievement
<b>Accreditation Status</b>	NCA Accredited –This year we presented out Final Documentation of a five year cycle to the NCA committee in Lansing and were congratulated on doing an outstanding performance.
<b>Transitions</b>	Mauck School is the site for 2 preschool programs and so this is in itself a major help for the transition to Kindergarten. Head Start and Mauck School are beginning to collaborate for the 2008-2009 year and we will be sharing staff and working closely in alliance. We have all Individual Education Plans scheduled to be held at Mauck School when we are transitioning a student into the building and make sure that the parents and child visit the classroom before they leave the building. We have an open house in the fall. During spring our building is open to children and parents during Visiting Day and also by appointment. Area preschools schedule tours of the building with their teacher and parents. Kindergarten students who will be going to first grade visit the school and spend time in the classrooms with the teachers and tour the school.
<b>Highly Qualified Teachers</b>	All the staff at Mauck School are under the Highly Qualified designation. The postings for new employees of the district require staff to have the highly qualified certification.
<b>Resources:</b>	Mauck School receives its resources from Michigan School Readiness Program funds, Title One funds, General funds from the Hillsdale Community Schools, grants through the Jackson ISD, Hillsdale ISD

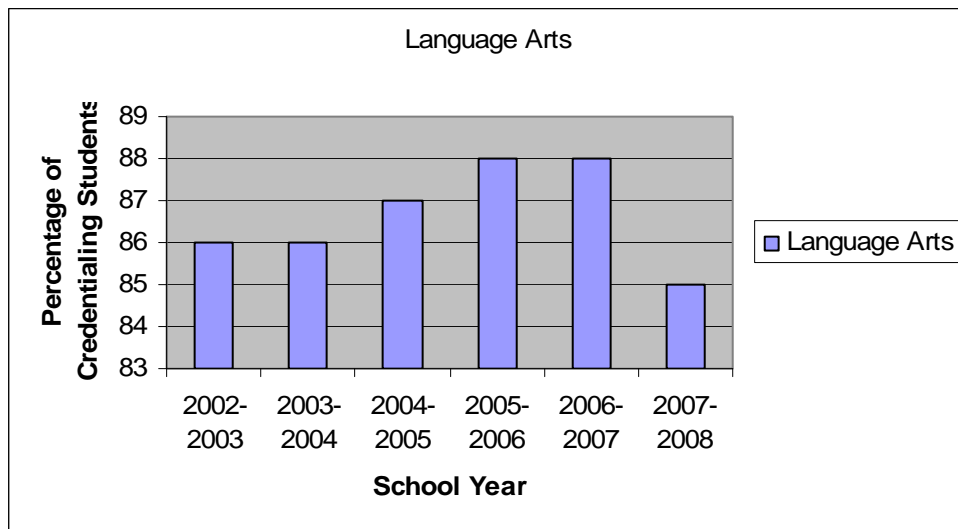
## Academic Achievement

The following charts and graphs display the student achievement data for the 2007-2008 school year.

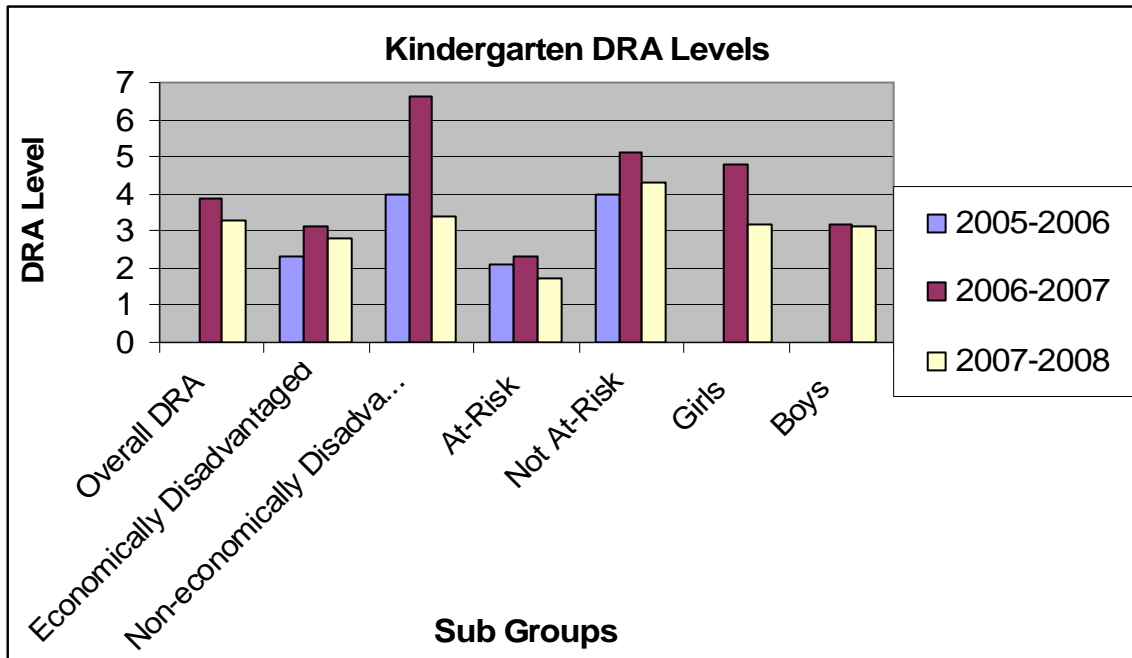
### Disaggregated Data End of Year Assessment Scores 2008

	Kindergarten Level Totals	Percentage	
Total Students	155	100%	
Boys	75	48%	
Girls	80	52%	
Total At-Risk (31A)	84	54 %	
Total Passed Language Arts	132	85%	
Total Passed Math	117	75%	
Boys Passed Language Arts	62	83%	
Boys Passed Math	56	75%	
Girls Passed Language Arts	73	92%	
Girls Passed Math	61	76%	
(ED) Economically Disadvantaged	81	52%	
Non-disadvantaged	74	48%	
ED DRA level	2.8	NA	
Non ED DRA level	3.4	NA	
DRA level – At-Risk	1.7	NA	
DRA level – not at-risk	4.3	NA	
DRA level - Girls	3.2	NA	
DRA level - Boys	3.1	NA	
Overall DRA level	3.3	NA	

Essential Learner Outcomes: Our school gives common tests to students in Kindergarten. The assessments are given at the beginning, middle, and end of the year. Students must demonstrate passing scores in each area to be “credentialed.” This status assures the student and his/her parents that grade level expectations are being met. The phrase “essential learner outcomes” refers to the standards that have been established for each subject area. The standards necessary to credential become more difficult as the year progresses and in order for a student to credential, the higher standard must be accomplished. The following graphs indicate the percentage of students credentialing in language arts and mathematics.



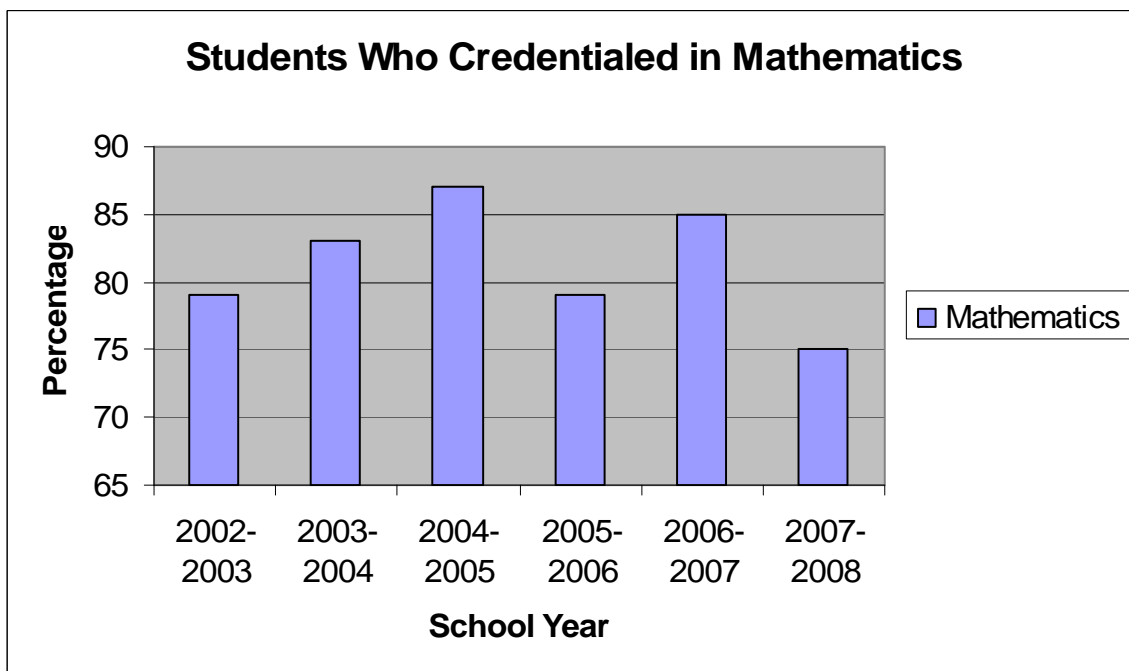
This graph indicates the percentage of students that have met the requirement for essential learning outcomes in Language Arts. In order for a student to credential, the student must meet 4 of 6 expectations in the areas of letter identification, sound identification, concepts of print, phonemic awareness and rhyming, hearing and recording sounds, and reach a reading DRA level of 2. 85 % of the Kindergarten students met the credentialing requirements in Language Arts for the 2007-2008 school year.



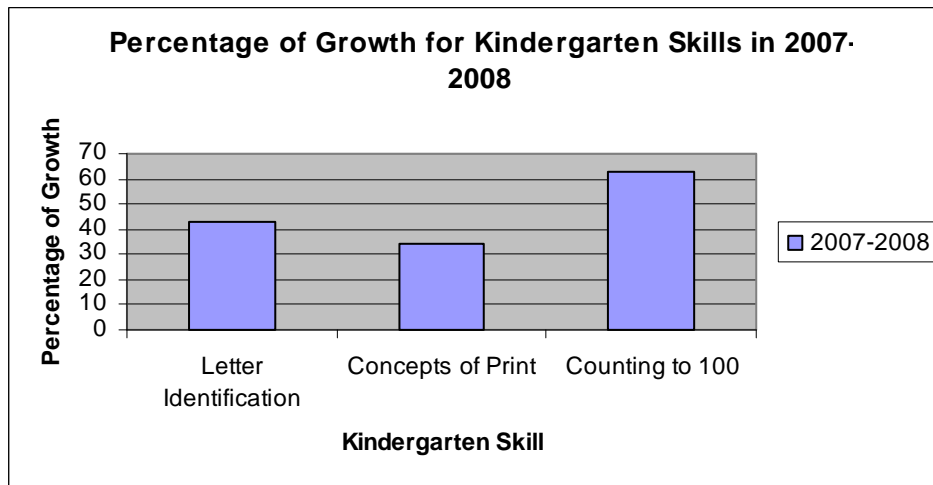
For the 2007-2008 school year the girls remained at 91% mastery of the essential learning outcomes for Language Arts. The boys credentialed at 75%.

The letter identification data for the end of school year 2007-2008 was 96%.

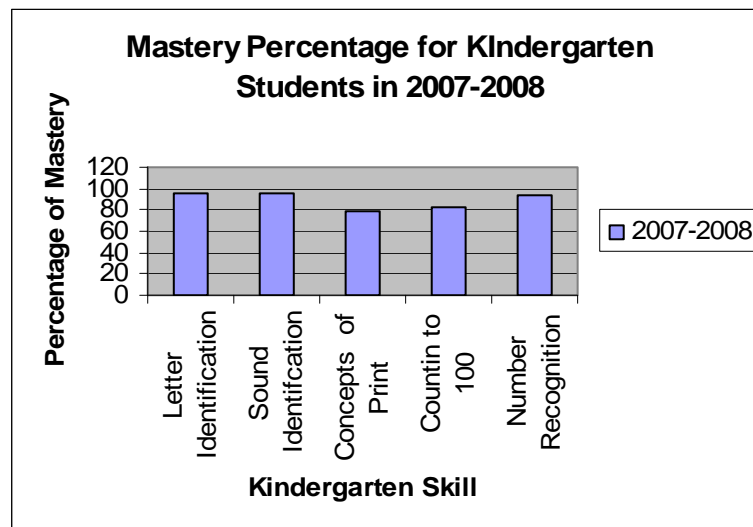
The Concepts of Print percent of mastery for the 2007-2008 school year is 79%. This is a significant decrease and an area of concern.



For the 2007-2008 school year the girls had a 76 percentage of mastery in mathematics and the boys had a 75 percentage of mastery in mathematics.



The data chart above depicts the first year for this type of data gathering. Each teacher took the beginning of the year percentage of achievement for a skill and subtracted the score from the end of the year percentage of skill achievement. The difference is the percentage of student growth in each individual classroom. The sound identification and number concept skills will be added to the skills for which the classrooms will be collecting data. With the tracking of this type of data, the teacher will be able to note the effectiveness of each intervention within the classroom. The chart is the establishment of baseline data. Please note that a teacher might have low scores. This might indicate that the students began the year with high skills and did not show a large percentage of growth because they already had attained the skills upon entry.



This graph illustrates that in Kindergarten skills, the percentage of mastery is very high. The skills that were targeted for interventions have shown a high degree of success.

## *What have we learned from the analysis of our students' assessments?*

### Positive Observations:

- The DRA scores for boys and girls are relatively equal.
- A baseline set of data for percentage of growth in specific Kindergarten skills has been established.
- Letter identification and girls credentialing in Language Arts remained strong.
- The end of the year mastery percentage in the skill area of letter identification was 96%.
- The end of the year mastery percentage in the skill area of sound identification was 96%.
- The end of the year mastery percentage in the skill area of number recognition was 93%.

### Concerns:

- Math credentialing scores dropped by 10 %.
- Language Arts credentialing dropped by 3%.
- All DRA scores dropped. Most severe were the subgroups of non-economically disadvantaged and girls.

## What Should We Do With This Information?

### Reading

- The baseline data has been established. Percentage of growth data will allow teachers to know of individual needs and growth sooner in the school year. This should allow interventions to be put into place earlier in the school year.
- End of the year mastery data is being used for assessment of the reading program.
- Continue to improve in the use of interventions for individual students needs. We discussed the balanced literacy concepts during professional development meetings. The professional discussion should be continued and strengthened. Professional development needs to focus on bringing up the DRA levels in all subgroups.
- The staff will need to plan for teaching and continue to become familiar with the specific needs of Kindergarten students. Continued mentoring of new teachers needs to be ongoing.
- Explore extensions for high achieving students in the area of reading.

### Mathematics:

- Revise the credentialing criteria for mathematics. This will make a dramatic difference in our data because this year if a student was not 100% correct, he/she was put into the non-credentialing category.
- Gather data from the beginning of the year in number recognition through 30 so that the percentage of growth can be calculated in this skill area.
- Continue the review and long-term planning of curriculum with the Kindergarten teaching staff. The 2007-2008 school year was the first year of Kindergarten teaching for three out of seven kindergarten teachers. The loss of experienced teachers is a concern in the area of student achievement.
- Explore extensions for high-achieving learners.

### Science:

- During the 2007-2008 school year the Science Grade Level Content Expectations were reviewed and it was agreed by the Hillsdale Community Schools curriculum committee and school board to update the Battle Creek Math and Science Center kits. During the 2008-2009 school year, the teachers will have professional development and new materials will be added to the kits. .

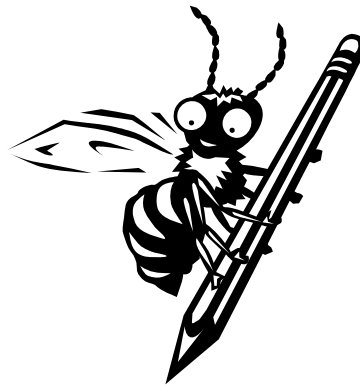
### Social Studies

- During this school year a representative from Mauck School attended the development of units in the area of social studies. These units will be presented to the staff and professional development will be held so that the units can be implemented by the staff. The School Board and Curriculum Committee have reviewed and approved the necessary trade books and united streaming excerpts to be used.

Employability Skills/Asset Development:

- The data collection relies on the number of bus referrals and office referrals. There were 39 bus referrals given this year. There were 98 students who were sent to the office.
- There were 36 suspensions during the school year. These were given to 17 students. 3 preschoolers were sent home. The other 14 students were enrolled in Kindergarten.
- At the beginning of the year the children were informed of the playground rules. This helped with discipline issues on the playground. Our consistent review and application of the rules led to fewer playground problems with the vast majority of our students.
- Attendance remains a concern. At Mauck School the attendance laws of the county do not apply because the age for truancy accountability is 6 years of age. Our children are 3, 4, and 5 years old.

# Comprehensive School Improvement Plan



*Bailey Elementary School  
Hillsdale, Michigan*

*(This plan will be implemented in 2008-2009)*

## Comprehensive Needs Assessment

<b>School Name</b>	Carl L. Bailey Elementary School
<b>Grade Span</b>	First – Second Grades
<b>Number of Students</b>	Year Completed = 285 (Fall Count Date) Upcoming Year = 275 (Anticipated)
<b>Attendance %</b>	Overall daily attendance = 94%
<b>Student/Teacher Ratio</b>	Average 1 <sup>st</sup> grade classroom = 23 students Average 2 <sup>nd</sup> grade classroom = 24 students
<b>School Organization</b>	1 <sup>st</sup> grade classrooms = 6 sections 2 <sup>nd</sup> grade classrooms = 7 sections Special education resource room = 1  Bailey has a certified and qualified administrator, teachers and staff members in all curricular areas including fine arts, physical education and library skills. All classroom teachers and Title I paraprofessionals are MLPP trained.
<b>Student Retentions</b>	1 <sup>st</sup> Grade = 1 2 <sup>nd</sup> Grade = 0
<b>Gender</b>	Boys = 142 (49% of total population) Girls = 146 (51% of total population)
<b>Special Education</b>	Total students eligible = 19
<b>Cultural Diversity</b>	Total students eligible = <10 students in any category.
<b>At-Risk (state defined)</b>	Total students eligible = 122 (42% of total population)
<b>Economically Disadvantaged</b>	Total students eligible = 188 (63% of total population) =
<b>Title I</b>	Total students eligible = school-wide program

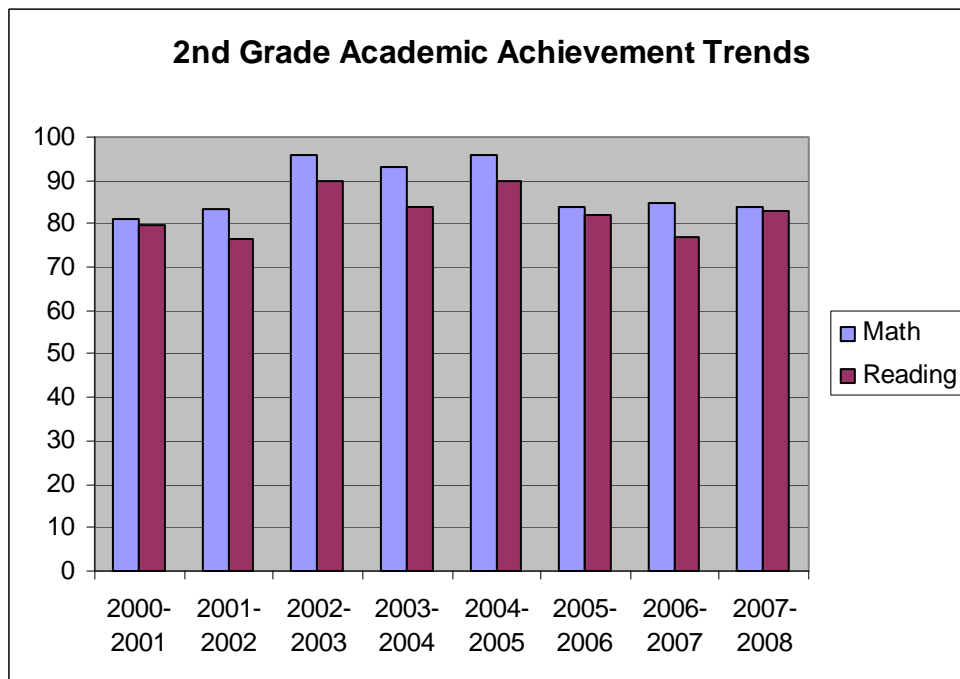
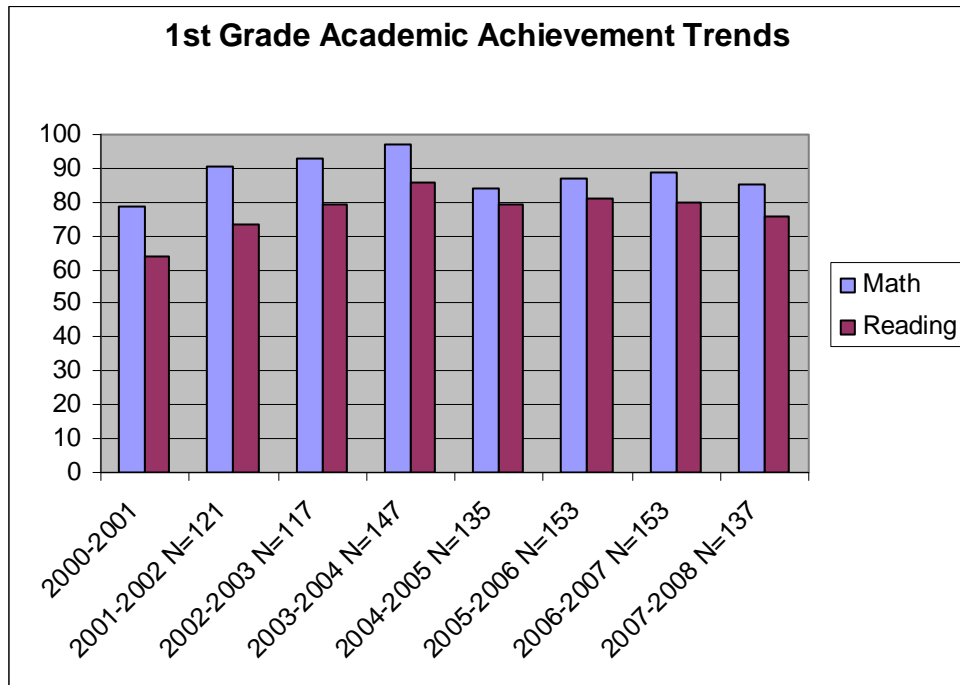
<b>Parent Involvement</b>	<p>School Improvement Team = 2 full time parent members  Curriculum Night = 4-5 students per classroom on avg.  Open House = About 75% student/family attendance  Elementary PTO monthly meetings = 4-6 parents per meeting  Parent/Teacher conferences attendance average  Fall = 95% Spring 95%  Volunteer Program = avg. 40-60 volunteers per year  Family Literacy Night = 200 participants per event</p>
<b>Family Social Events</b>	<p>Howling Hornet Halloween, Bailey Tailgate Party, Potter Center for Performing Arts (JCC), Camp Michindoh Science fieldtrip, Sage Center @ Hillsdale College</p>
<b>School/Community Partnerships Programs</b>	<p>NIE – Newspapers in Education, Fire Safety Assembly, Arbor Day Assembly, Senior Center visits, Salvation Army Food Drive, Book-It, Read-To-Me, Jump Rope for Heart, Relay for Life, United Way, Release Time Bible, Big Brothers &amp; Big Sisters, Cub Scouts, Brownies, Camp Fire, Tiger Cubs, FACT Backpack Program</p>
<b>Additional Enrichment</b>	<p>Author Assemblies, Book Fair, Curriculum Nights  Title I Family Nights, Science Fair, Fieldtrips, A.C.E.S.,  November Fine Arts Program, December Fine Arts Program</p>
<b>Extracurricular Activities</b>	<p>Mileage Club  MI Nutrition Network - after-school events (4 total)</p>
<b>Accreditation Status</b>	<p>NCA Accredited – Most recent accreditation cycle ended May 2008</p>

*Disaggregated Academic Achievement Data 2007-2008*

	Grade Level Totals	Grade Level Totals	School Totals
Total Students	137	151	288
Total Passed Reading	104	125	229
Total Passed Writing	91	102	193
Total Passed Math	117	127	244
Total Passed Science	136	146	282
Total Passed Social Studies	137	147	284
Boys	66	76	142
Girls	71	75	146
Boys Passed Reading	46	62	108
Boys Passed Math	54	63	117
Girls Passed Reading	54	63	117
Girls Passed Math	61	64	125
(ED) Economically Disadvantaged	89	92	181
Non-disadvantaged	48	61	109
ED Passed Reading	66	67	133
ED Passed Math	74	70	144
Non ED Passed Reading	39	57	96
Non ED Passed Math	40	60	100
Total 31A Eligible	58	64	122
Total Non 31 A Eligible	79	87	166
31 A Passed Reading	28	37	65
31 A Passed Math	41	42	83
Non 31A Passed Reading	71	71	142
Non31A passed Math	70	71	141
Spec Ed Students	5	12	17
Spec Ed Passed Reading	1	1	2
Spec Ed Passed Math	1	13	14

Essential Learner Outcomes: Bailey gives common tests to students in first and second grades. Students must demonstrate passing scores in each area to be “credentialed.” This status assures the student and his/her parents that grade level expectations are being met.

### Achievement Trends at Bailey Elementary School

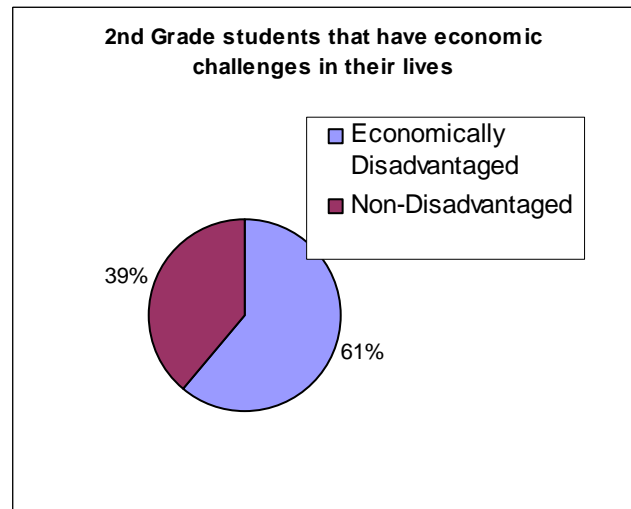
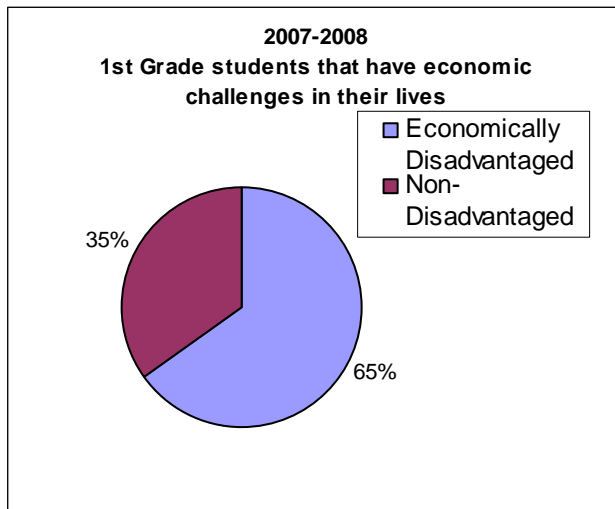


\* Beginning 2005-2006, the passing score for the 2<sup>nd</sup> grade reading test was raised from level 24 to 28.

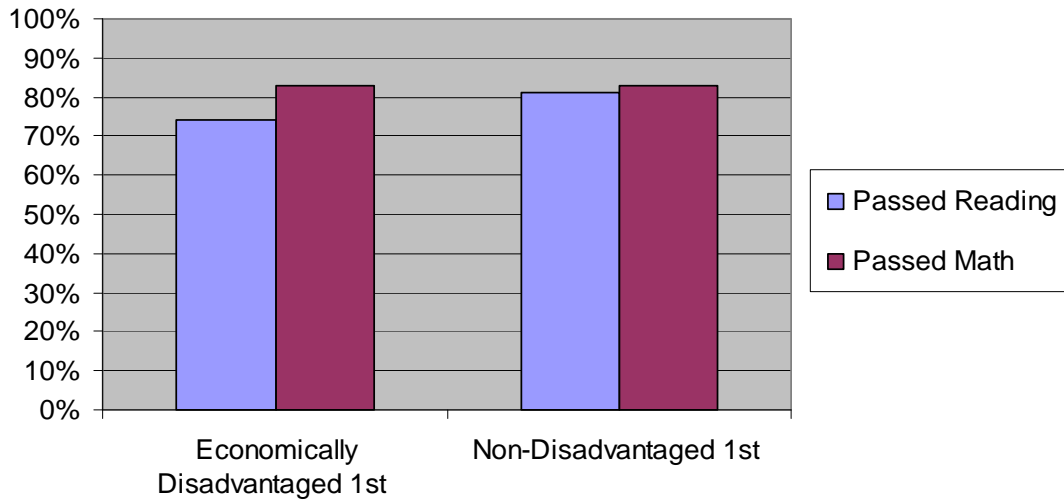
The MEAP test begins in 3<sup>rd</sup> grade and the scores listed below are the state of Michigan's goals for the percentage of students passing each subject area.

3<sup>rd</sup> Grade MEAP Scores  
2007

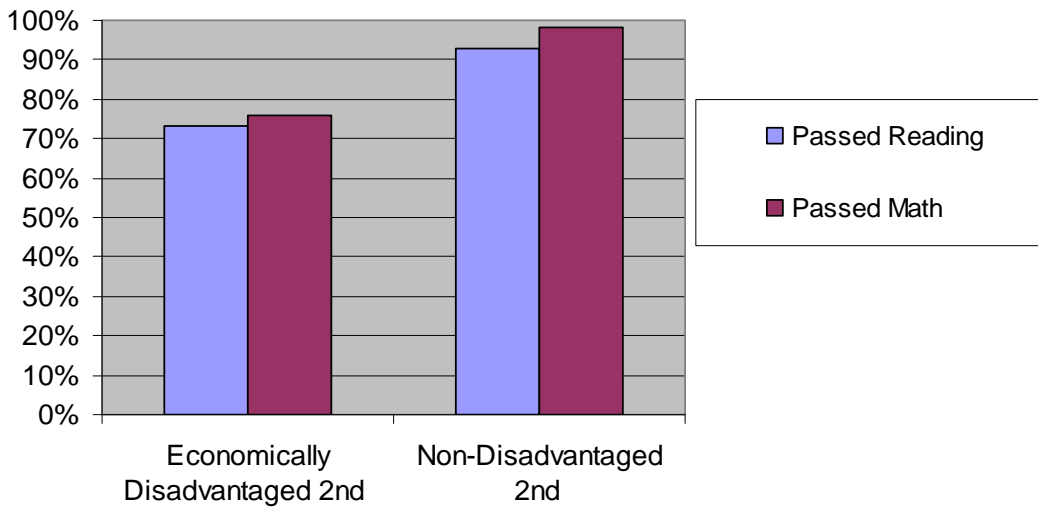
	<b>AYP Goal</b>	<b>Hillsdale % Passing</b>	<b>State % Passing</b>
<b>Math</b>	56%	86%	90%
<b>Reading</b>	N/A	76%	86%
<b>Language Arts (Reading &amp; Writing Composite)</b>	49%	64%	81%



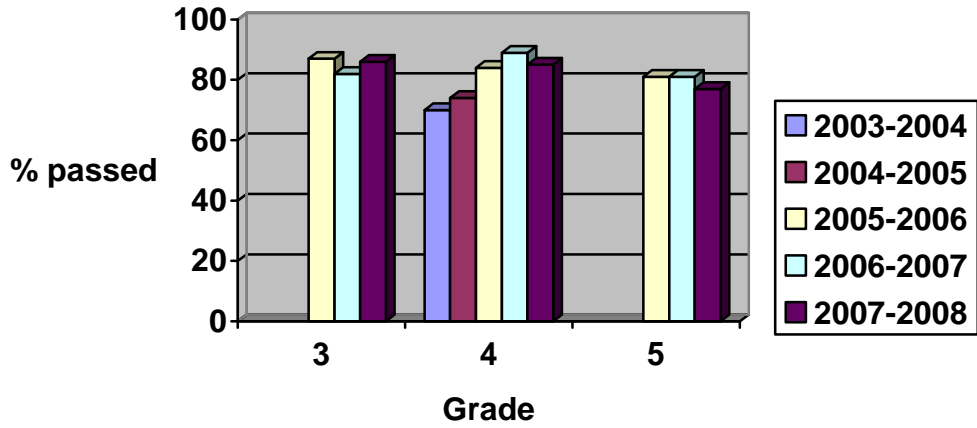
### Comparison of Economically Disadvantaged Students to Non-Disadvantaged Peers 1st Grade in 2007-2008



### Comparison of Economically Disadvantaged Students to Non-Disadvantaged Peers 2nd Grade in 2007-2008

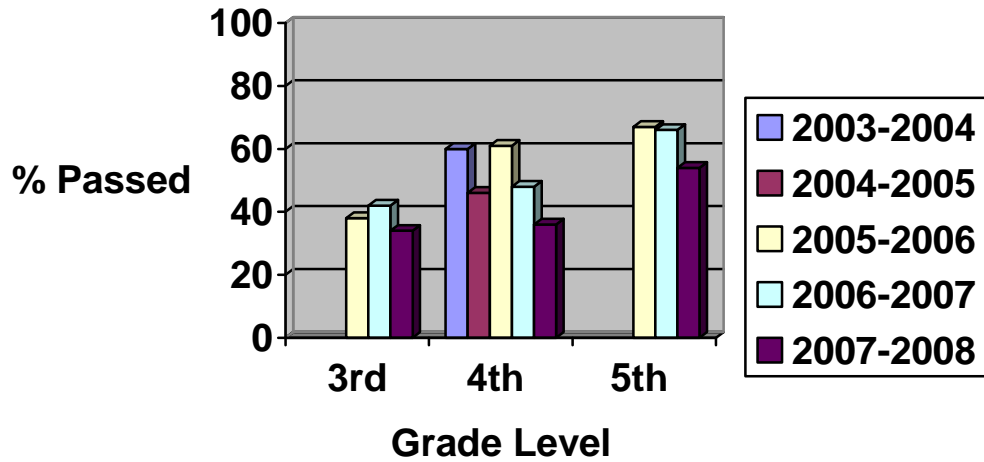


### MEAP Math

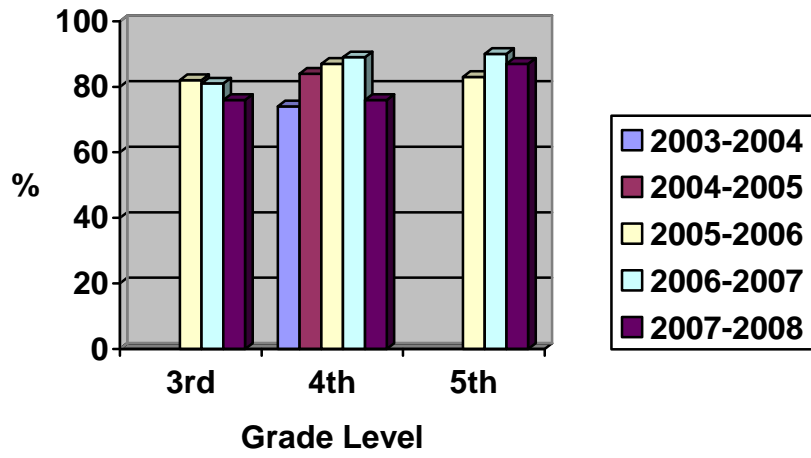


### Writing

### MEAP



# MEAP-Reading



## What have we learned from the analysis of assessments?

### Strengths w/ Evidence:

Students attending Bailey Elementary School that *do not* have economic risk factors achieve at exceptionally high levels. Student achievement in the sub-group of “non economically-disadvantaged” students is extremely high. 93% of those students meet/exceed grade level standards in reading and 98% of the “non economically-disadvantaged” students meet/exceed grade level standards in mathematics. *(Those numbers include all special education students.)*

42% of the student population at Bailey has risk factors for academic failure in school. The Department of Education in Michigan has established guidelines in the form of a rubric to identify characteristics of students that are at risk of failing in school. For a student to qualify as “at risk” in school he/she must meet that state defined criteria. As stated earlier, 42% of the total population has significant risk factors, but the number of students that meet/exceeded the grade level expectations was above that level at 79.5% in reading and 85% in mathematics as a whole school.

Achievement levels between boys and girls are compatible. While there are slight differences, this was not the case in 2006-2007 so a pattern does not exist at this time.

- Boys (76%) and girls (80%) meet / exceed grade levels in reading.
- Boys (82%) and girls (86%) meet / exceed grade levels in mathematics.

### Correlations Between Assessments

	DRA as 2 <sup>nd</sup> Grade Students (May)	Reading MEAP as 3 <sup>rd</sup> Grade Students (following October)
Class of 2017	82%	81%
Class of 2018	77%	76%

	District Math Assessment as 2 <sup>nd</sup> Grade Students (May)	Math MEAP Assessment as 3 <sup>rd</sup> Grade Students (following October)
Class of 2017	84%	83%
Class of 2018	85%	86%

Having accurate and reliable assessment data is an important part of the school improvement process. In the reading graph above, the Developmental Reading Assessment (DRA) level of 28 and the 3<sup>rd</sup> Grade level 1’s and 2’s of the MEAP assessment show a high correlation. Similar trends are evident in the graph showing the math scores of the same students. This extremely high level of similarity demonstrates that the staff is using accurate and reliable data in the analysis of student achievement.

### Identified Areas of Need w/ Evidence

Primary grade class sizes began to increase about four years ago. Significant reductions equaling 67% of the EA support in classrooms was made during that same time frame. Reading Recovery interventions were reduced by 1/3 a couple of years ago. As the standards and expectations are being raised, more students are entering Bailey School with risk factors for academic failure, and the instructional support level for students has been significantly reduced. The levels of student achievement that are attained by so many children is a testament to the effectiveness of the teaching and learning strategies that have been occurring at the school.

**Reading:** A significant gap exists between students that are economically disadvantaged compared to the non-disadvantaged students in the area of reading. 73% of economically disadvantaged students credentialed in reading schoolwide versus 88% of non-disadvantaged students. Students have varying needs and are in need of varied assistance and varied instruction to keep the high achieving students growing and help the lower achieving students to catch up to grade level expectations.

**Writing:** This is core academic area that is need of the most improvement. Staff members report the desire to have professional development in this area. There has been little professional development provided to staff in “process writing” in recent years. There is recognition that student achievement can be improved. The 3<sup>rd</sup> Grade MEAP writing test showed a decline in 2007 at 34% passing rate from the previous year that was 42% passing rate. The MEAP testing results are not in line with the end-of-year assessment results from 2<sup>nd</sup> grade.

	District Writing Assessment as 2 <sup>nd</sup> Grade Students (May)	Writing MEAP Assessment as 3 <sup>rd</sup> Grade Students (following October)
Class of 2017	66%	34%
Class of 2018	75%	42%

**Mathematics:** While student achievement as measured by multiple assessments is strong across the school, there are some areas of need within disaggregated groups. At the end of 2007-2008 year, 80% of economically disadvantaged students credentialed in Mathematics schoolwide versus 92% of non-disadvantaged children. The Saxon Math program provides a strong program for all students. It is limited in the enrichments/extensions for the high achieving students.

**Science:** Student achievement is strong in this core content area. Some staff members report of having limited science content knowledge and identify that making accommodations outside the structured lessons to be a challenge. Helping staff members to develop their capacity and confidence in this area is a need. There will be significant changes to the scope/sequence of the science curriculum due to the changes at that state level. Professional development in the GLCE’s as well as “methods of scientific inquiry” will be needed for staff members.

**Social Studies:** With the state level changes to the scope and sequence of this core area, professional development will be needed. Instructional units will have to be changed significantly and new assessments will be needed in both 1<sup>st</sup> and 2<sup>nd</sup> grades.

## Focus Areas

{What can be done at our school now that we know this information?}

### Improve Reading Achievement

Classroom teachers will increase the students' basic skills necessary for reading in the following areas.

- ✓ Concepts of print
- ✓ Letter/sound relationships
- ✓ Phonemic awareness
- ✓ Sight words/vocabulary
- ✓ Fluency
- ✓ Comprehension strategies

Provide timely assistance to students below grade level in reading achievement.

- ✓ Use flexible grouping strategies for instruction as needed in the classroom.
- ✓ Differentiate instruction for students that do not demonstrate understanding of whole group lessons.
- ✓ Create individualized Intervention Plans for students.
- ✓ Communicate to and involve parents of struggling students.

Increase the frequency of Guided Reading instruction for students that are below grade level in reading fluency/comprehension.

- ✓ Decrease class sizes in primary grades.
- ✓ Use Reading Recovery teachers to teach additional Guided Reading groups for struggling readers.
- ✓ Increase the EA (educational assistant) time in primary grade classrooms – allowing the teacher to teach more groups.

Provide Reading Recovery for the lowest 20% of 1<sup>st</sup> grade students.

- ✓ Hire/retain three ½ time reading recovery teachers annually.
- ✓ Provide on-going PD for these reading specialists.

### Improve Writing Achievement

Teach the writing process

- ✓ Increase the consistency of writing instruction by training all teachers in writing workshop methods.
- ✓ Assign students to write every day.

Use the Rebecca Sitton Spelling program consistently in all classrooms.

- ✓ Discuss implantation of lessons during grade level meeting, common planning times.
- ✓ Observation of lessons by administration.

Increase the use of assessments to inform instruction

- ✓ Continue the Professional Study Group on the 6 Trait Writing book.
- ✓ Provide feedback to students on their achievement.
- ✓ Analyze student achievement on the MEAP to identify areas of improvement.
- ✓ Collaborate between grade levels to improve the knowledge base about the MEAP test expectations. The Bailey staff does not have direct access to MEAP material and the test is not administered in the building at any time.

### Improve Mathematics Achievement

Continue full implementation for the Saxon math series in our district K-5.

- ✓ Teachers can utilize the assessment tools in the program to inform them on the need for correctives and extensions.
- ✓ Continue the Professional Study Group on CGI.
- ✓ Purchase additional resources for selected students that are high achieving and need more of a challenge that the Saxon math program provides.

### Improve Science Achievement

Keep using the BCAMSC Investigation units to teach science.

- ✓ Revisit the ideas for “literacy integration” that teachers were trained in during the August 2006 work shop from BCAMSC.
- ✓ Train one teacher per grade level at the BCAMSC to be the instructional support person within each grade level to assure consistent implementation of the curriculum.
- ✓ Conduct training on the revised units for classroom teachers.
- ✓ Implement the revised scope/sequence in 2009-2010.

### Improve Social Studies Achievement

Implement the new GLCE’s: The state of Michigan adopted new curriculum expectations for all levels K-12 in social studies during the 2007-2008 year. The staff has completed a process that aligned the Hillsdale curriculum with the state objectives. Those changes were adopted by the Board of Education during the 2007-2008 year.

- ✓ Continue to enhance instructional plans with the assistance of the Calhoun ISD workshops.
- ✓ Teachers work in grade level teams to share teaching strategies that are effective for them.
- ✓ Make recommendations for new curriculum materials that align with the GLCE’s and are based on scientific research.
- ✓ Revise the common grade level assessments to align with the revised GLCE’s.
- ✓ Teachers analyze the student achievement on common grade level assessments that are based on the revised GLCE’s.

### Improve Employability Skills/Asset Development

Maintain high standards for school attendance

- ✓ Communicate through paper documents, web page, phone calls, personal exchanges the importance of school attendance to student and parents.
- ✓ Provide recognition to students with excellent attendance through attendance awards at semester and year end.
- ✓ Utilize the truancy officer and probate court to help ensure that students have regular attendance in school.

Continue the opportunities for students to participate in service learning projects.

- ✓ Encourage students to identify school beautification projects for students to complete.
- ✓ Work collaboratively with the community service groups to be involved within the school to provide the children with modeling of community service with them receiving the assistance.

### *Schoolwide Reform Strategies*

See the School Action Plan (available in the Bailey School Office).

### *Instruction by Highly Qualified Staff*

All teachers and educational assistants are highly qualified. The district has the responsibility of hiring only highly-qualified teachers and highly-qualified educational assistants.

### *Strategies to Attract High-Quality Teachers to High Needs Schools*

The Hillsdale Community Schools district has the responsibility of attracting highly qualified teachers. Only highly qualified teachers and educational assistants are hired, in accordance with NCLB. There has not been a problem getting candidates for open positions that meet the NCLB requirements.

The district is among the higher paying school districts in the area and Hillsdale Community Schools also has a financial reimbursement policy for teachers that pursue advanced graduate level coursework in planned programs.

Each school in the district has a designated grade span. As a result, there is not competition for staff members to either “get in” or “leave” a particular school in the district.

### *High Quality and Ongoing Professional Development*

Bailey has a professional development plan that is developed collaboratively among the teachers, EA’s and administration for the purpose of increasing student achievement.

Bailey School uses other teachers in non-core areas to teach students so that classroom teachers have common planning times with teaching peers.

Bailey teachers conduct monthly grade level meetings for curriculum and assessment development.

## *Strategies to Increase Parental Involvement*

Continue to include parent involvement statements are in student handbooks and curriculum guides. Handbooks are given to all parents prior to the beginning of the school year.

Provide Curriculum Guides to all parents at the Curriculum Night conducted for parents in the fall.

Continue using the four scheduled assessment reporting times for all students: fall parent/teacher conferences, mid-year report cards, spring parent/teacher conferences, and end-of-year report cards.

Continue to create Intervention Plans for those students who need them are discussed with parents at the beginning of their implementation. At the end of the intervention plan period, teachers record the outcome/result and comment about the success of the plan and any follow-up needs. Share this final documentation with parents.

Strengthen the Parent Volunteer Program: No experience necessary, and training provide for parents. Components of the program...

Classroom Assistant

Playground Activity Leader

Mileage Club Attendant

Reading Buddy

Office Assistant

PTO Board Member

Continue having staff plan and implement Family Literacy Nights to support positive and effective family involvement with literacy activities.

Conduct Enrichment Planning Meetings at various times so that parents can provide input and participate in providing extension and enrichment activities for children. Make decisions at these meetings on how to spend the money from the PTO fundraisers.

Continue to conduct monthly PTO meetings where all parents are invited and welcome to attend. Provide child care at no cost to parents for children of all ages.

## Student – Parent – Teacher Compact

### Philosophy Statement:

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 student, student's parents/guardians and the school staff members. Such a partnership means a mutual belief in and commitment to significant educational goals for a student, a plan for the means to accomplish those goals, cooperation of developing and implementing solutions to problems that may be encountered, a continuing communication regarding the progress in accomplishing the goals. To this end, parents should be meaningfully involved in developing and implementing appropriate strategies for helping their child achieve the learning objectives that lead to accomplishing desired learning outcomes; and providing a mutually supportive and home environment which encourages learning.

### Parent/Guardian Agreement

It is important to have my child read his/her full academic potential. Therefore, I will encourage my child by doing the following:

- Make sure my child attends school regularly.
- Review my child's completed homework.
- Make sure my child is rested for school.
- Encourage positive attitudes.
- Attend parent-teacher conferences and other school functions.
- Read with my child and let my child read to me.

Signature \_\_\_\_\_

### Student Agreement

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

- Come to school ready to learn each day.
- Complete my homework on time.
- Follow the school rules.
- Show respect for myself and others.
- Put forth high effort to learn.
- Participate in classroom activities.

Signature \_\_\_\_\_

### Teacher Agreement

All students can learn and it is important that students achieve. Therefore, I will do the following:

- Provide teaching and leadership.
- Show care and concern for each child.
- Make effective use of academic learning time.
- Teach students the curriculum adopted by Hillsdale Community Schools.
- Seek ways to involve parents in classroom activities.
- Encourage all students and parents by providing information about student progress.

Signature \_\_\_\_\_

### *Preschool Transition Strategies*

Bailey Elementary School is a 1-2 grade level building. Transition plans are not applicable.

### *Teacher Participation in Making Assessment Decisions*

The school's needs assessment process includes teachers and administrators working together on the analysis of student achievement, including disaggregated MEAP results and grade level assessments. Formal and informal surveys are used to gather information on attitudes, beliefs, and perceptions of the staff.

Reading, writing, science, math, and social studies have grade level assessments in every grade. These assessments are aligned to state grade level content expectations. They are revised as needed to remain in alignment with grade level content expectations.

The teachers and administrator work collaboratively to write these assessments and in the determination of "credentialing" scores.

### *Timely and Additional Assistance to Students Having Difficulty Mastering Standards*

**Differentiated Instruction:** Teachers use differentiated instructional practices across the curriculum for daily lesson plans. Flexible groupings are used daily to provide varying levels of challenge and support to the students. For example: Guided Reading Groups, Writing Workshop, Math and Science Centers.

**Intervention Plans:** After assessing all students, teachers write intervention plans for students not meeting the minimum requirements for grade level expectations. The teachers and administrator work collaboratively to determine credentialing scores for students to be at grade level based on the state grade level content expectations. The focus is on providing resources that help increase the student's academic achievement in the area of difficulty.

Instructional paraprofessionals work in the classrooms to aid in implementing the written intervention plans.

Student achievement is monitored to determine the effectiveness of activities on intervention plans and to determine any changes that may be needed to assist students in meeting grade level expectations. Interventions available for selection can include the following...

Level I—Responses from the classroom teacher  
Differentiated classroom instruction  
Small group instruction  
One-on-one assistance  
Remediation sessions by the classroom teacher

Level II - Written Intervention Plans  
One-on-one assistance from a paraprofessional  
Additional Literacy Group instruction  
Reading Recovery instruction  
Teacher Consultant services  
Speech/Language services  
After-school tutoring  
Summer School

Level III - Written IEP's  
Teacher Consultant services  
Special Education Resource Room instruction  
Speech/Language services  
Other specialized services as determined by an IEP.

## Coordination of Funding Sources

<b>Item</b>	<b>Description</b>	<b>Funding Source</b>
Classroom Teachers	Classroom instruction	General Fund
Paraprofessionals	Assistance provided so that intervention plans can be implemented for students below grade level in core content areas.	Title I
Reading Recovery teachers	Provide additional instruction for students below grade level in reading.	Title I
Advanced College Course Work	The district reimburses staff members for advanced coursework credits earned	General Fund
Professional Development in writing	Assessment, Writing Process	Title II
Professional Development in reading	Assessment, Differentiated Instruction	Title II
Professional Development in math	Cognitively Guided Instruction methods	Title II
Professional Development in science	Inquiry based instruction methods	Title II
Professional Development in social studies	Instructional Unit Planning, Research skills	Title II
Summer School Program	Students identified as “at risk” for academic success are assigned to summer school programming in August.	Title I
Instructional Planning PD	Teachers working in grade level teams to align instructional units	General Fund
Professionalism Training	“What Great Teachers do Differently” training session presented by Todd Whitaker	General Fund
Professional Standards Training	Workshop for all staff members on professionalism with colleagues, student interactions, parent communications, community involvement	MEA
Parent Training Sessions	Training sessions are provided to parents over the course of the school year in core academic subjects.	Title I
NCA	Training sessions and registration fees for participation in the NCA accreditation process	Title II
Technology Integrations	Purchase technologies and provide training to staff members in how to effectively use technology integrations to improve student achievement	Title II D
Social Studies Teaching Supplies	New materials purchased including books, globes, maps, etc... for instructional use	General Fund
Curriculum Alignment	Release time for staff members to plan for scope and sequence changes and create recommendations for material acquisitions	General Fund
Professional Study Groups	Staff members engage in professional study groups using professional literature and research on “best practices”	Title V

# *Comprehensive School Improvement Plan*



S. J. Gier Elementary  
175 Spring Street  
517.437.7347  
Fax: 517.437.5641  
[www.hillsdaleschools.org](http://www.hillsdaleschools.org)  
Scott Siakel, Principal

(This plan will be implemented in 2008-2009)

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## **School Profile**

### **General Information**

S.J. Gier Elementary School is an upper elementary (3-5) building that is part of Hillsdale Community Schools in south-central Michigan. Our student population for the 2007-2008 school year was 402. Gier has one administrator. Our teaching staff consisted of 6 third grade, 5 fourth grade, and 5 fifth grade teachers, as well as 3 special education teachers. Support staff included 4.5 educational assistants, 1.5 custodians, 2 cooks, and 1.5 secretaries.

Our school mission statement is: “Gier students will develop academic, citizenship, and employability skills to be successful now and in the future.”

### **Recent Changes in the School or Community**

The community of Hillsdale has been shrinking since 2003. Population in 2003 was nearly 9,000. In 2007, Hillsdale’s population is closer to 8,000. During the past four years, major businesses have shut down or transferred operations to other areas. Pillsbury closed the local flour mill. Bose shifted its operations to South Carolina and Massachusetts. A number of automotive specialty manufacturing operations have seen operating reductions or closures. A small amount of growth has been seen in convenience type businesses such as the fast food industry, but wages are too low to sustain families. Hence, there has been an exodus of young families from Hillsdale.

Hillsdale Community Schools has seen an enrollment decline during this period. After decades as a Class B school, Hillsdale entered fall 2007 as a Class C school district. Enrollment declines from 2003-2007 have meant staffing declines at all levels of operation. More than half of the district’s students qualify as economically disadvantaged, an increase of over ten percent in the past four years. The district’s voters turned down a bond request to build a new elementary school complex to replace the three aging elementary school buildings in 2005. Competition for student membership is fierce, though congenial, in a community supporting its public school, two charter schools, and a private school. Hillsdale Community Schools also practice county-wide schools of choice options between eight school districts.

Despite the economic woes of the community, the falling enrollment, and the reduced staff, upper elementary students are continuing their academic achievement growth at Gier Elementary. The educational and economic challenges will not soon go away. Intelligent, thoughtful educational program and its delivery will continue to be necessary to negate these challenging factors.

### **History of School Improvement Plans**

Hillsdale Community Schools, including Gier, are accredited with North Central Accreditation (NCA). Gier School began its association with NCA CASI in summer 2000 at the Leadership Conference in Petoskey. Following this introduction to the NCA CASI school improvement process, Gier School selected the Transitions Endorsement model for accreditation. In 2003, the Transitions Endorsement pilot was discontinued, and Gier School shifted to Performance Accreditation, which it has continued to the present.

For NCA purposes, three performance goals have guided Gier Elementary's school improvement process over the past four years – briefly: improving student reading comprehension across the curriculum; improving student problem solving skills across the curriculum; improving student employability skills across the curriculum. The 2003-2004 school year was a time of moving from Transitions to Performance Accreditation. An initial school improvement plan was written during this time. Gier School hosted a peer review team visit in May, 2004 which led to a final plan revision in September, 2004. The school improvement plan and its goals remained unchanged until some recent scrutiny and revision work began in spring, 2007.

The Gier Elementary professional staff was totally involved in writing the final performance goals and plans for the school improvement plan which was approved in October, 2004. Since that time, the plan has guided professional development initiatives. The steering committee has met monthly during each school year to reference the annual student achievement data and apply that knowledge to guiding the professional development activities for the teaching staff. The reading comprehension goal has received the most attention over the past four years. Problem solving and employability skills have received situational attention. The task of implementing the school improvement plan has fallen largely to the steering committee members. A corrective action to engage all Gier Elementary staff began in the spring of 2007. This involvement will assist in bringing the current cycle to a close and provide a strong staff base for the development and implementation of the next NCA school improvement cycle.

### **Strengths and Weaknesses**

When examining our strengths and weaknesses certain trends stick out. Gier students meet or exceed the standards set by the state of Michigan in most areas. Our students do well in countywide academic competitions, such as Quiz Bowl. We have a dedicated staff with very little turnover rate. Our staff is very collaborative, meeting consistently outside of the contractual hours of the school day. We have tremendous support from our parents and volunteers at Gier Elementary. We have high participation in our parent teacher conferences. Community involvement is high at Gier Elementary. Our school hosts a variety of after school extracurricular activities throughout the school year. We recently were awarded the Education Excellence Award for Math and Science for the 2007-2008 school year. For a small community Gier Elementary provides our students with a wealth of opportunity and an excellent educational experience.

One of our greatest weaknesses is the difficulties we are experiencing as we transition into being data driven in our decision making. We have had a history of making intuitive decisions or modifying program based on a general understanding of data. We see now that to be a data-driven school, we need to have our entire staff cooperating and understanding the importance of using assessment to drive instruction. During the 2007-2008 school year, much professional development and teaming time was spent attempting to coordinate efforts through consistent assessment tools and methods and disaggregating and analyzing data. There is still work to be done in this area, and we plan to continue our efforts in the coming year.

### **Looking Ahead: 2008-2009**

For the 2008-2009 school year, we have changed our goals to: improve student reading comprehension across the curriculum; improve writing to a prompt across the curriculum; and improve memorization of basic math facts in all 4 basic operations. Science and social studies goals will include improving reading comprehension within the subject area and writing to a prompt within the subject area. We are desiring to better combine NCA and School-wide Title I efforts by choosing these goals.

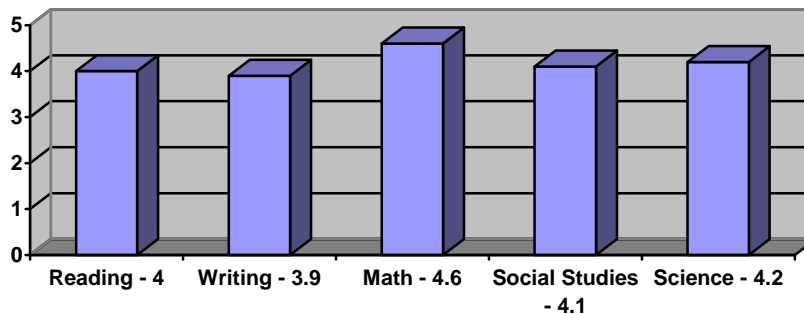
## 1. Comprehensive Needs Assessment

A needs assessment was completed within the school and community. A staff survey indicated a need for professional development in language arts. Localized and state standardized (MEAP) data indicated a need for focused concentration in writing and in basic math facts. Toward that end, we have established our goals for the 2008-2009 school year. (See data and needs assessment analyses pp. 62-77)

### Staff Survey and Results

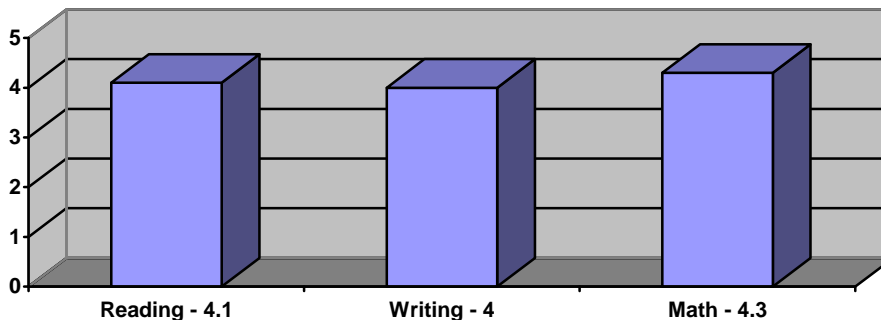
A staff survey was conducted in spring 2008. The purpose of the survey was to ascertain staff needs for professional development. The survey results indicate that there is a need for professional development in language arts, with the greatest need in writing. Staff performed a self-evaluation providing a Likert Scale rating of 1-5, with 1 being weak and 5 being strong.

#### Staff Survey Results Confidence in Teaching Curriculum



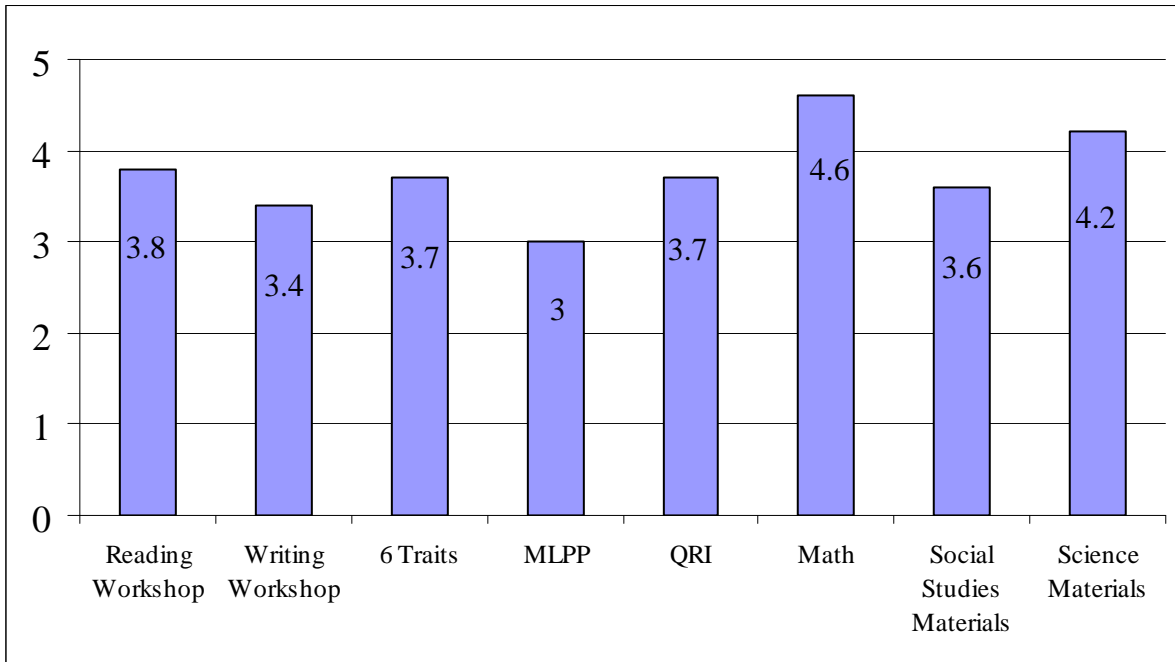
Staff survey results indicate the highest professional development need is in language arts, especially writing.

#### Confidence in Diagnosing Students' Weaknesses



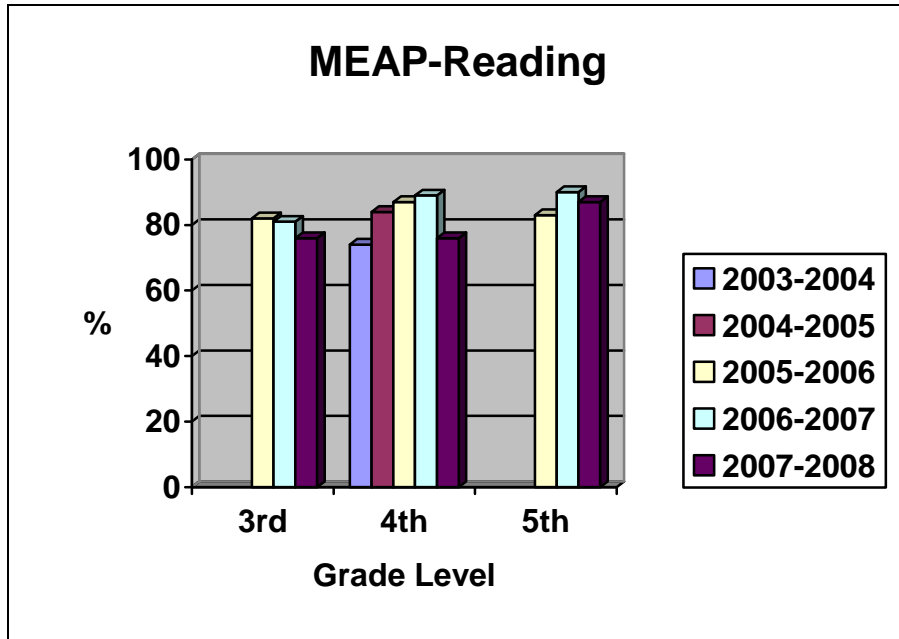
Staff survey results indicate that Gier teachers place their strongest expertise in math diagnosis and the weakest in writing diagnosis.

Confidence in Helping Students Meet Content Expectations Using the Following Instruction/Assessment Tools

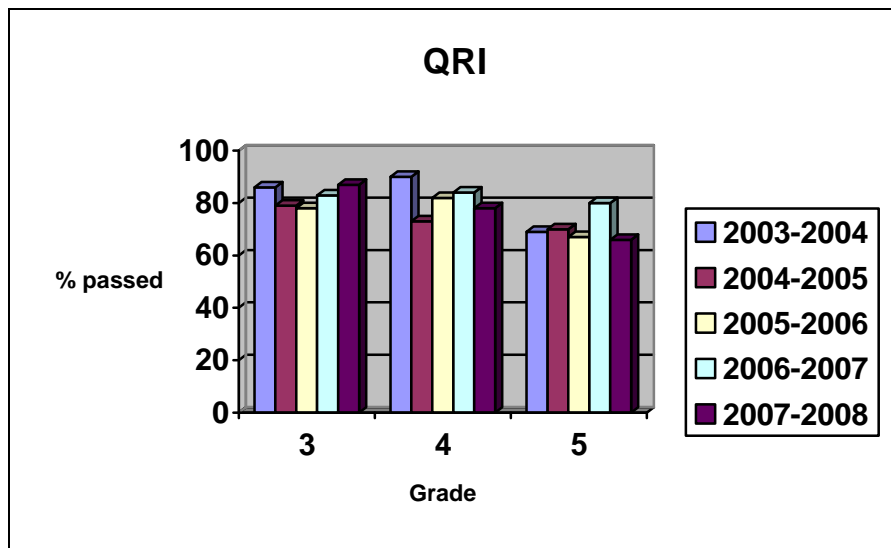


Math and science materials used at Gier School contain the highest amount of written directions to assist teachers with their planning and instruction. The amount of written directions for the other instruction and assessment tools in descending order is: QRI, social studies, 6 Traits, MLPP, and reading and writing workshops.

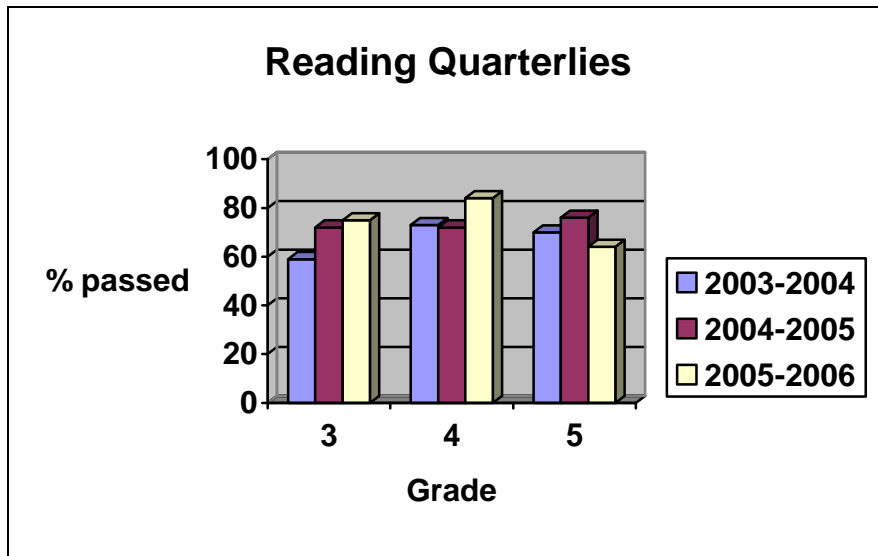
## Reading Data



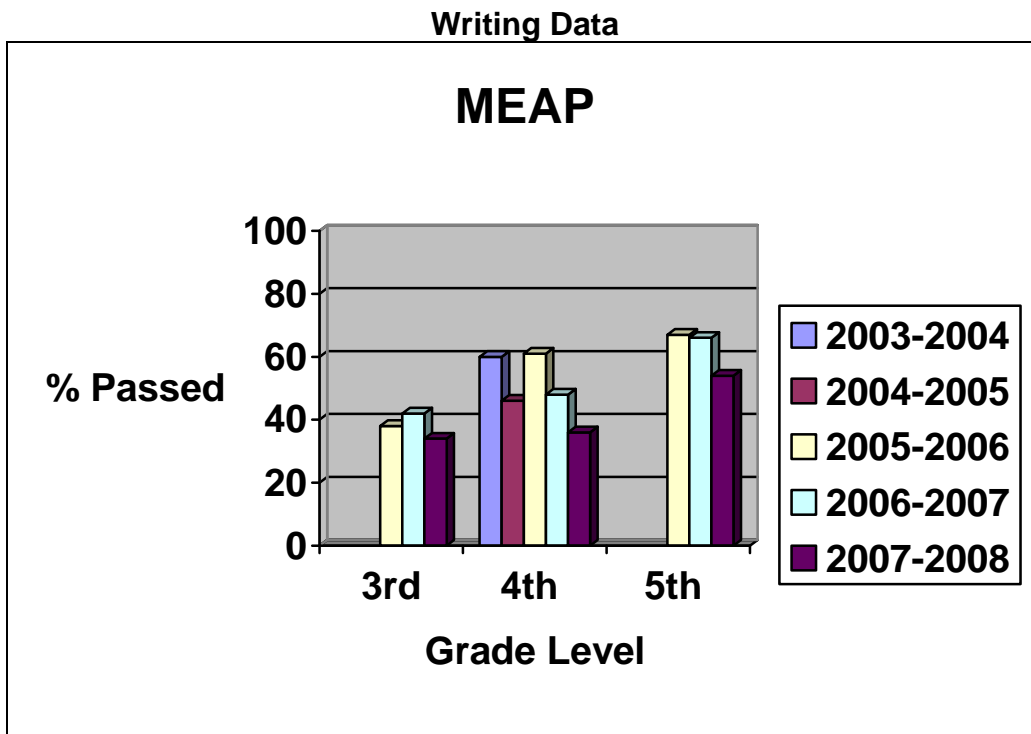
MEAP is Michigan's standardized assessment tool. The following data indicates the percentage of students at each grade level meeting state requirements in reading.



Qualitative Reading Inventory (QRI) is a diagnostic reading assessment given at the end of the school year for each grade level. The following data indicates percentage of students reading at or above grade level.

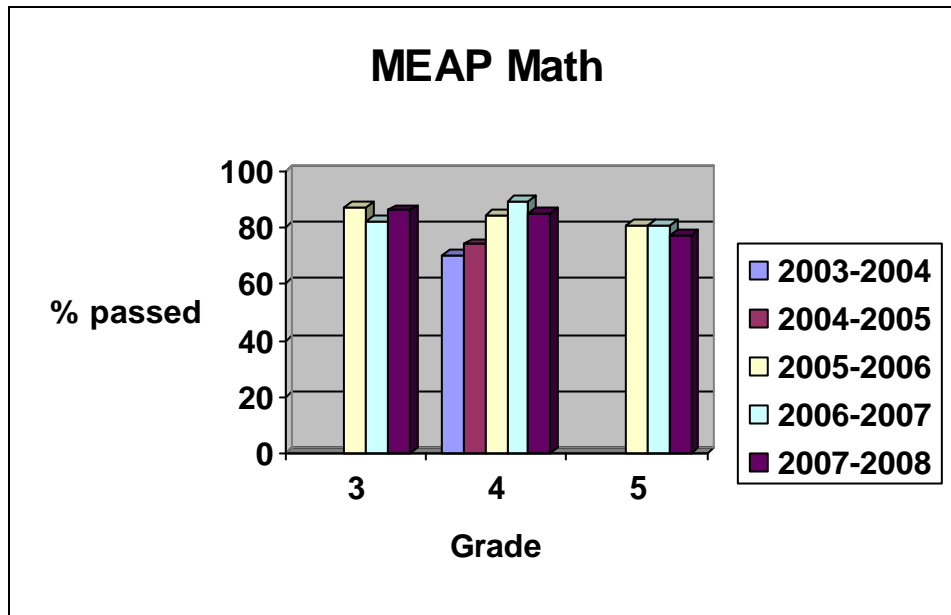


Reading quarterlies were our localized assessment practice. In 2007-2008 it was decided to discontinue their usage due to inconsistent test administration and documentation practices used by some teachers, which yielded unreliable data. Beginning in the 2008-2009 school year we plan to use our localized quarterly assessments in content areas to assess reading comprehension across the curriculum.

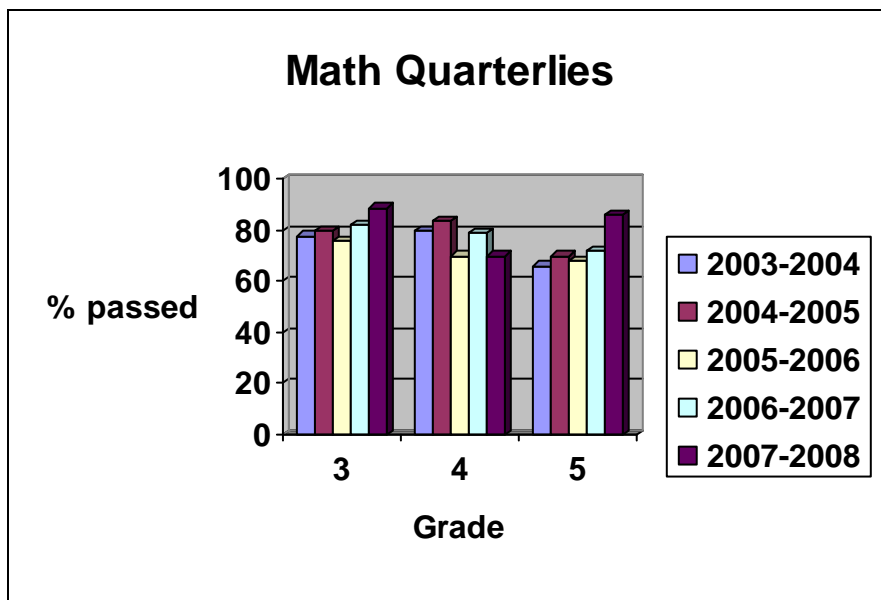


MEAP is Michigan's standardized assessment tool. The following data indicates the percentage of students at each grade level meeting state requirements in reading.

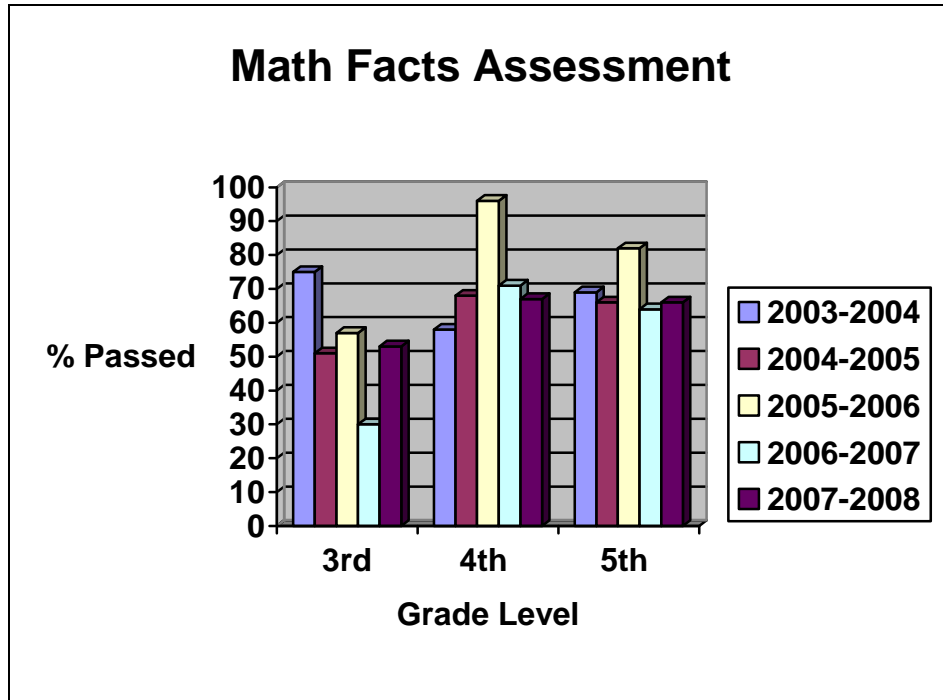
## Math Data



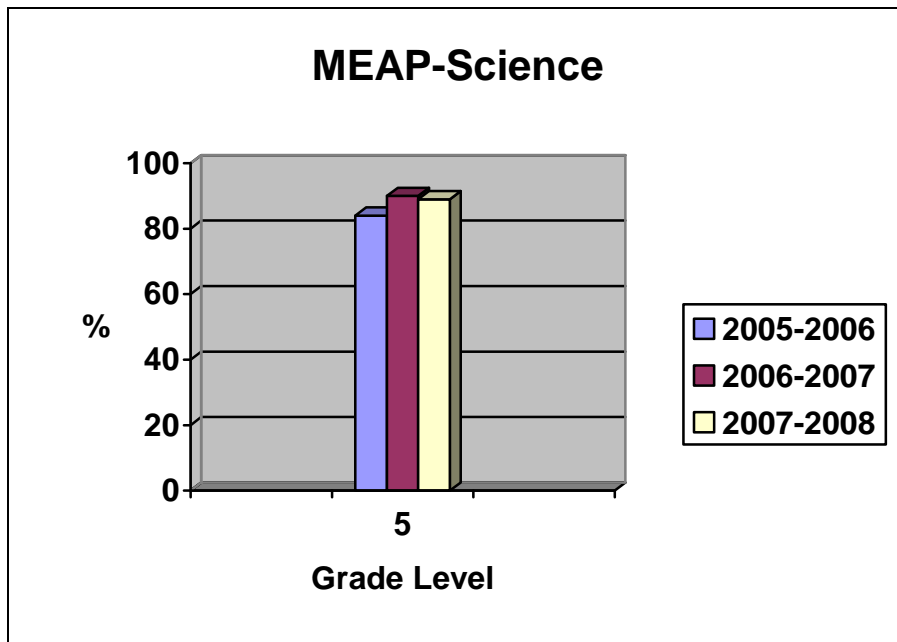
MEAP is Michigan's standardized assessment tool. The following data indicates the percentage of students meeting state requirements in math.



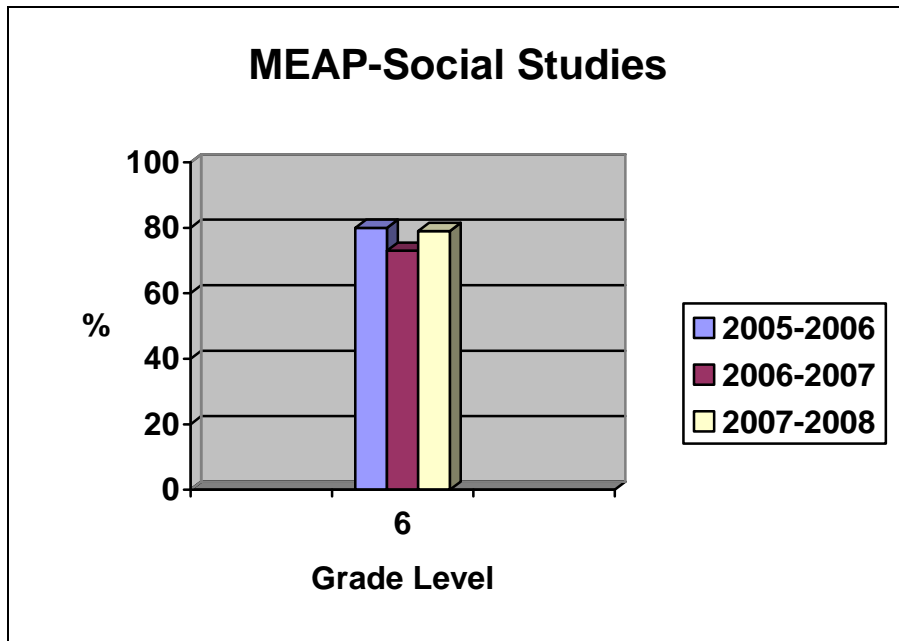
Math quarterly assessments are our localized tests given four times a year to measure progress. The following data represents the percentage of students scoring a 75% or better as an average of four assessments.



Math Facts Assessments are locally given tests measuring the memorization of math basic facts.



MEAP is Michigan's standardized assessment tool. The following data indicates percentage of students meeting state requirements in science.



MEAP is Michigan’s standardized assessment tool. The following data indicates percentage of students meeting state requirements in social studies.

#### Data Disaggregation Charts

Data Sources: MEAP, Local Assessments, Teacher Survey

Student Groups and Sub-groups:

- Grade level students as a whole group
- Grade level students by gender
- Grade level students by socio-economic status
- Grade level 31-A students academically at risk in the areas of ELA and/or math
- Grade level students with disabilities:
  - No data – number of students is too low to be a sub-group
- Grade level racial/ethnic students:
  - No data – number of students is too low to be a sub-group
- Grade level Limited English Proficient students:
  - No data – number of students is too low to be a sub-group
- Grade level migrant students:
  - No data – number of students is too low to be a sub-group

**MEAP Disaggregated Data  
Gender**

**Reading**

<b>Third Grade</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
<b>% Passing</b>	82	80	76
<b>Male</b>	76	83	71
<b>Female</b>	86	78	84

<b>Fourth Grade</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
<b>% Passing</b>	87	89	76
<b>Male</b>	92	86	78
<b>Female</b>	83	91	75

<b>Fifth Grade</b>	<b>2005</b>	<b>2006</b>	<b>2008</b>
<b>% Passing</b>	83	90	87
<b>Male</b>	79	86	79
<b>Female</b>	88	94	95

**Math**

<b>Third Grade</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
<b>% Passing</b>	87	83	86
<b>Male</b>	86	82	88
<b>Female</b>	88	84	84

<b>Fourth Grade</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
<b>% Passing</b>	84	89	85
<b>Male</b>	83	89	90
<b>Female</b>	87	90	81

<b>Fifth Grade</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
<b>% Passing</b>	81	81	77
<b>Male</b>	76	78	75
<b>Female</b>	86	84	79

### Writing

Third Grade	2005	2006	2007
% Passing	38	41	34
Male	32	44	33
Female	44	39	35

Fourth Grade	2005	2006	2007
% Passing	61	48	36
Male	56	45	36
Female	67	51	35

Fifth Grade	2005	2006	2007
% Passing	67	66	54
Male	62	66	54
Female	71	67	55

**Reading:** At third and fourth grades the genders exchange the higher percentage of students passing every other year. However, an emerging trend occurs at fifth grade with male students performing lower each year than female students.

**Math:** Two emerging trends appear. The first trend mirrors the same trend found in reading. The second emerging trend shows a rise in scores by both gender groups from the third grade year to the fourth grade year (exception: Female 3<sup>rd</sup> to 4<sup>th</sup>, 2006 to 2007) followed by a drop in scores by both gender groups from fourth grade to fifth grade.

**Writing:** Scores increase/decrease for both gender groups from third grade to fifth grade as we follow the same groups from the 2005-2007 test cycles. Males show a generally stronger increase in their writing skills from year to year than females.

**MEAP Disaggregated Data  
Economically Advantaged – Economically Disadvantaged**

**Reading**

<b>Third Grade</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
<b>% Passing</b>	82	80	76
<b>Ec. Advantaged</b>	87	91	85
<b>Ec. Disadvantaged</b>	77	72	69

<b>Fourth Grade</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
<b>% Passing</b>	87	89	76
<b>Ec. Advantaged</b>	95	97	80
<b>Ec. Disadvantaged</b>	79	82	74

<b>Fifth Grade</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
<b>% Passing</b>	83	90	87
<b>Ec. Advantaged</b>	93	96	96
<b>Ec. Disadvantaged</b>	71	84	80

**Math**

<b>Third Grade</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
<b>% Passing</b>	87	83	86
<b>Ec. Advantaged</b>	95	95	90
<b>Ec. Disadvantaged</b>	81	74	84

<b>Fourth Grade</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
<b>% Passing</b>	84	89	85
<b>Ec. Advantaged</b>	95	97	92
<b>Ec. Disadvantaged</b>	73	83	81

<b>Fifth Grade</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
<b>% Passing</b>	81	81	77
<b>Ec. Advantaged</b>	87	86	92
<b>Ec. Disadvantaged</b>	73	76	66

### Writing

<b>Third Grade</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
<b>% Passing</b>	38	41	34
<b>Ec. Advantaged</b>	52	63	50
<b>Ec. Disadvantaged</b>	26	25	21

<b>Fourth Grade</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
<b>% Passing</b>	61	48	36
<b>Ec. Advantaged</b>	81	52	44
<b>Ec. Disadvantaged</b>	38	45	30

<b>Fifth Grade</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
<b>% Passing</b>	67	66	54
<b>Ec. Advantaged</b>	70	76	66
<b>Ec. Disadvantaged</b>	62	56	46

**Reading:** Economically disadvantaged students lag from 6% to 22 % below their economically advantaged peers in third through fifth grades. The average discrepancy gap is nearly 15% over the 3-year period. In 2007, 60% of Gier School’s students qualify as economically disadvantaged.

**Math:** Economically disadvantaged students lag from 6% to 26% below their economically advantaged peers in third through fifth grades. The average discrepancy gap is above 15% over the 3-year period.

**Writing:** The gaps between economically disadvantaged students versus economically advantaged students are greater than in math and reading. Economically disadvantaged students lag from a low of 7% to a high of 43% below their economically advantaged peers in third through fifth grades. The average discrepancy gap is nearly 23% over the 3-year period.

**Academically At Risk  
31-A Students  
2007-2008**

Percent and Number	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade	Totals
<b>Total Students</b>	36% (146)	32% (129)	32% (127)	402
<b>Total 31-A Students</b>	12% (50)	12% (50)	8% (30)	32% (130)
<b>Total Not Passing ELA</b>	4% (18)	5% (19)	1% (5)	10% (42)
<b>Total Not Passing Math</b>	1% (5)	1% (4)	.5% (2)	3% (11)
<b>Total Not Passing ELA and Math</b>	3% (14)	5% (21)	3% (11)	11% (46)
<b>At Risk with Other Factors</b>	3% (13)	2% (6)	3% (12)	8% (31)

There is a total of 88 ELA academically at risk students (22% of the student population).

There is a total of 57 math academically at risk students (14% of the student population).

There is a total of 31 additional students with other risk factors that could potentially place them into either an ELA or Math at risk category in the future (8% of the student population).

**Profile Focus Area – Curriculum and Instruction**

**Summary of Problem: Low reading comprehension in grades 3-5**

<p><b>Problem/Need:</b> Teachers are not confident in their abilities to administer diagnostic reading assessments. They also express a need for training in reading workshop instructional methods.</p>	<p><b>Possible Actions:</b></p> <ul style="list-style-type: none"> <li>• Michigan Literacy Progress Profile (MLPP) test administration and strategies training.</li> <li>• Provide uniform professional development across grade levels.</li> <li>• QRI test administration training.</li> <li>• Revisit Grade Level Content Expectations (GLCEs) on a regular basis. Include GLCEs on all reading unit plans.</li> <li>• Purchase materials to support professional development activities and classroom instruction.</li> </ul>
<p><b>Problem/Need:</b> Localized assessment results are not matching data generated by state assessments. (i.e. MEAP shows that 87% of 5<sup>th</sup> graders are reading at/above level, QRI shows 66%). Lack of consistency within grade levels and across grade levels – both in test results and in reported out letter grades (4<sup>th</sup> and 5<sup>th</sup>).</p>	<p><b>Possible Actions:</b></p> <ul style="list-style-type: none"> <li>• Grade level team discussion leading to written directions to ensure consistent testing practices in every classroom.</li> <li>• QRI training.</li> <li>• Develop and implement a student portfolio system as one means to obtain student level information.</li> <li>• Assign cross-grade level teams to establish common assessment rubrics.</li> <li>• Improve the consistency of letter grade reporting across grade levels, and among teachers.</li> </ul>
<p><b>Problem/Need:</b> There is a persistent achievement gap between the academic performance of economically advantaged and disadvantaged students.</p>	<p><b>Possible Actions:</b></p> <ul style="list-style-type: none"> <li>• Further disaggregate test data to determine specific skill deficits. Utilize paraprofessional time, before school program, and differentiate instructional practices to re-teach those areas.</li> </ul>

	<ul style="list-style-type: none"> <li>• Target the instructional materials and strategies that are appropriate for the lowest-performing students.</li> <li>• Consistently utilize intervention plans to meet individual academic needs.</li> <li>• Provide professional development focusing on best practices in meeting needs of economically disadvantaged students.</li> </ul>
<p><b>Problem/Need:</b> Reading skills are not reinforced with learning activities outside the school.</p>	<p><b>Possible Actions:</b></p> <ul style="list-style-type: none"> <li>• Conduct workshops to provide parents with home activities that are consistent with grade-level content standards.</li> <li>• Increase the amount of at home student reading time by working through parents and guardians.</li> <li>• Incorporate reading instruction and reading practice activities into all disciplines across the curriculum.</li> <li>• Students will practice reading at home using school and home reading materials.</li> </ul>

**Profile Focus Area – Curriculum and Instruction**

**Summary of Problem: Low achievement in writing to a prompt across curriculum.**

<p><b>Problem/Need:</b> Teachers are not collectively confident in their abilities to teach using the writing workshop format and perform writing assessments.</p>	<p><b>Possible Actions:</b></p> <ul style="list-style-type: none"> <li>• MLPP training.</li> <li>• Provide uniform professional development across grade levels.</li> <li>• Writing Workshop training.</li> <li>• Revisit GLCEs on a regular basis. Include GLCEs on all writing unit plans.</li> <li>• Continue to develop 6-trait writing implementation across grade levels.</li> <li>• Purchase materials to support professional development activities and classroom instruction.</li> </ul>
<p><b>Problem/Need:</b> Teachers have not decided on consistent assessment methods for data analysis and comparison.</p>	<p><b>Possible Actions:</b></p> <ul style="list-style-type: none"> <li>• Grade level team discussion leading to written directions to ensure consistent testing practices.</li> <li>• Develop and implement a student portfolio system as one means to obtain student achievement information.</li> <li>• Assign cross-grade level teams to establish common assessment rubrics.</li> <li>• Improve the consistency of letter grade reporting across grade levels, and among teachers</li> </ul>
<p><b>Problem/Need:</b> There is a persistent achievement gap between the academic performance of economically advantaged and disadvantaged students.</p>	<p><b>Possible Actions:</b></p> <ul style="list-style-type: none"> <li>• Further disaggregate test data to determine specific skill deficits. Utilize paraprofessional time, before school program, and differentiate instructional practices to re-teach those areas.</li> <li>• Target the instructional materials and strategies that are appropriate for the lowest-performing students.</li> <li>• Consistently utilize intervention plans to meet individual academic needs.</li> </ul>

	<ul style="list-style-type: none"> <li>• Provide professional development focusing on best practices in meeting needs of economically disadvantaged students.</li> </ul>
<p><b>Problem/Need:</b> MEAP data suggests students struggle with reading informational text, understanding important vocabulary cues, and writing in a genre consistent with social studies, math, and science disciplines.</p>	<p><b>Possible Actions:</b></p> <ul style="list-style-type: none"> <li>• Use math, science, and social studies to teach writing to a prompt in the content genre.</li> <li>• Develop organizational tools and templates for teaching students how to respond appropriately in writing to content discipline prompts (e.g. beginning, middle, end).</li> <li>• Focus on prewriting as a writing skill.</li> <li>• Focus on teaching students the skills for reading informational text in the content areas of math, science, and social studies.</li> </ul>
<p><b>Problem/Need:</b> Students scored below state averages on ELA writing to a prompt.</p>	<p><b>Possible Actions:</b></p> <ul style="list-style-type: none"> <li>• Teachers will analyze GLCEs in relation to state scoring rubrics.</li> <li>• Develop procedures to teach strategies for writing to a prompt.</li> <li>• Teach prewriting and drafting strategies.</li> <li>• Teach the basic structure (beginning, middle, end) found in written pieces.</li> </ul>

**Profile Focus Area – Curriculum and Instruction**

**Summary of Problem: Low achievement in basic math facts.**

Students do not know their basic math facts. This is defined as one digit addition, one digit subtraction, and multiplication tables 0-5 for third grade; multiplication 6-10 for fourth grade; and division facts for fifth grade.

<p><b>Problem/Need:</b> Teachers are not devoting the time needed for memorization of facts.</p>	<p><b>Possible Actions:</b></p> <ul style="list-style-type: none"> <li>• Grade level team discussion and whole staff discussion to share strategies for teaching math facts. Apply effective strategies consistently.</li> <li>• Develop ways to insert fact practice into existing curriculum/daily lesson structure.</li> </ul>
<p><b>Problem/Need:</b> General math computation and math problem solving skills are hindered by students’ lack of fact mastery.</p>	<p><b>Possible Actions:</b></p> <ul style="list-style-type: none"> <li>• Consistently devote time to basic math practice and application strategies.</li> <li>• Use manipulatives and other hands-on activities to teach algorithms.</li> <li>• Use Cognitively Guided Instruction strategies.</li> </ul>
<p><b>Problem/Need:</b> There is a persistent achievement gap between the academic performance of economically advantaged and disadvantaged students as measured by the math portion of the MEAP.</p>	<p><b>Possible Actions:</b></p> <ul style="list-style-type: none"> <li>• Further disaggregate test data to determine specific skill deficits.</li> <li>• Target the instructional materials and strategies that are appropriate for the lowest-performing students.</li> <li>• Consistently utilize intervention plans to meet individual academic needs.</li> <li>• Provide professional development focusing on best practices in meeting needs of economically disadvantaged students.</li> </ul>
<p><b>Problem/Need:</b> Basic math skills are not reinforced with learning activities outside the school.</p>	<p><b>Possible Actions:</b></p> <ul style="list-style-type: none"> <li>• Host family math nights to teach parents how to practice facts and their application with their children.</li> <li>• Provide quarterly written communication updating parents on student progress.</li> </ul>

## **2. Schoolwide Reform Strategies**

Increase the amount and quality of learning time:

- Gier Elementary summer school
- Before School Program
- Teachers tutoring one or two students weekly
- Educational assistants working to provide ongoing support for some students and as needed support for other students.
- Teacher created intervention plans to guide teachers, educational assistants, and parents in assisting at-risk students.

## **3. Highly Qualified Teachers**

- All teachers and educational assistants are highly qualified. The district has the responsibility of hiring only highly-qualified teachers and highly-qualified educational assistants.

## **4. High Quality Professional Development**

- Gier has a professional development plan for teachers, educational assistants, and principal working with students. The main goal of staff development is to increase student achievement.
- Gier, in meeting state standards for professional development, requires 30 hours of structured professional development (see attached professional development plan). Additionally, teachers meet in grade level teams weekly or biweekly to plan for implementation of professional development training.
- Our needs assessment guides our professional development schedule. It demonstrates that there is a need for professional development in language arts instructional practices and assessments administration. The greatest needs are in the area of writing.
- Professional Development Schedule 2008-2009 (as follows):

### **Professional Development Schedule**

August 26-28: Reading and Writing Workshop Training

September 22: “Sustaining School Improvement Plan Initiatives” presented by Todd Whitaker

- Training in the use of reading instruction and writing instruction across the curriculum

-

November 13: Training for teachers and educational assistants to meet the reading, writing, and math needs of low performing economically disadvantaged students

March 5: Training in reading and writing assessment practices

Four half day teacher release sessions will allow for carry-over of professional development training sessions listed above plus other necessary work to facilitate instruction and assessment practices.

*Schedule:*

Session #1: Late September-Early October

Session #2: Late November-Early December  
Session #3: Late January-Early February  
Session #4: Mid-March

Ongoing Team Meeting Agenda Items:

- Report cards
- Unit planning
- Assessment practices
- Reading workshop
- Writing workshop
- Math facts strategies and assessment practices

## **Educational Assistant Professional Development**

November 13: See Professional Development Schedule above

Three 2 hour training sessions

December 9: Reading instructional strategies and assessments

January 13: Math instructional strategies and assessments

February 10: Writing instructional strategies and assessments

## **5. Strategies to Attract Highly Qualified Teachers**

- The Hillsdale Community Schools district has the responsibility of attracting highly qualified teachers. Only highly qualified teachers and educational assistants are hired, in accordance with NCLB.
- Gier Elementary has a very low staff turnover rate.
- Of the 19 Gier teachers two are probationary and 17 are tenured. All teachers meet highly qualified requirements for their teaching assignment.

## **6. Parent Involvement**

There is a district website where parents are encouraged to visit to learn about upcoming events, view their child's homework, and communicate with their child's teacher through email. In addition to the website there is a Parent/Student Handbook passed out to each family at the start of every school year. Parent-teacher conferences are held two times a year at Gier with a turnout average of 92% attendance. Monthly, the principal sends out a Gier Grapevine Newsletter to parents to inform them of current and upcoming events and points of interest. Before each school year Gier holds an Open House/Back to School event for parents and students to attend and meet their teacher and visit their classroom. Parents are invited to attend Parent Nights provided by grade level teams where they will learn about curriculum and expectations. Periodic surveys on specific topics are also given district-wide to parents. See Parent Compact attachment.

## **7. Transition Plans**

- Gier Elementary School is a 3<sup>rd</sup>-5<sup>th</sup> grade building; therefore does not have preschool students entering.

## **8. Teacher Participation in Assessment Decisions**

Teachers use the data from local assessments and MEAP assessments to guide their decisions. From the data, decisions regarding professional development and other staff training are planned and implemented. Teachers' use of the assessment data guides their instructional planning for all students.

The Gier staff will be involved with local assessment revisions in writing and in social studies during the 2008-2009 school year.

In addition to assessment revisions the Gier staff will analyze local and state assessment data on a quarterly basis to inform the decisions leading to improved student achievement for all students. Staff meetings and team meetings will provide the time and format structure for assessment revisions and data analysis.

## **9. Timely Additional Assistance**

The Hillsdale County ISD has promoted the development and implementation of content area quarterly assessments based on GLCES in 2000. Over time, these quarterlies have become part of Gier's assessment program. Currently, assessment at Gier includes a credentialing process in which students are scored in each core academic area. If a student does not credential in any area, an intervention plan is developed. The plan addresses the specific academic needs of the student and lists strategies that will be followed by the teacher, student, paraprofessional, and parent. Students are retested to determine if the standard has then been met. Credentialing score sheets follow each student in CA60s. Teachers are given credentialing information regarding incoming students so that any academic needs can be immediately addressed.

A student who persistently struggles, and for which intervention plans are not succeeding, is then put into a process called "child study." A team convenes to monitor the progress of the student. This team consists of the teacher, student, parents, special education teacher, and another teacher of the same grade level. New strategies are recommended and tried.

This assessment practice was developed by the entire Gier staff, in conjunction with other district buildings. Although the format varies slightly from building to building within Hillsdale Community Schools, the basic framework is consistent.

## 10. Coordination of Services and Programs

<b>Resource</b>	<b>Implementation Schedule</b>	<b>Funding Source(s)</b>
30 hours of Professional Development for teachers and principal	August 26-28; September 22; November 13; March 5	General Fund and Title II
4 half day teacher release sessions	#1: Late September-Early October #2: Late November-Early December #3: Late January-Early February #4: Mid-March	General Fund
Teachers tutoring students after school	January-March	Title I
Training for Educational Assistants	November 13	Title II
Educational Assistants working with students in classrooms in core academic disciplines	September 2- June 10	Title I
Before School Program (Printing and publishing, Educational Assistants)	November-December and February-March	Title I
School Counselor/Social Worker	October 1- June 10	31-A
Family Night Programs (Food, supplies, labor, printing and publishing)	September; October; January	Title I
Printing and Publishing	Per Event	Title I
MACUL Conference (2 teachers)	March	Title II-D
Reading Recovery Training for Sp. Ed. Teachers (2)	2008-2009 School year	Title I

# COMPREHENSIVE SCHOOL IMPROVEMENT PLAN

*NCA-CASI  
2008-2009*



## Davis Middle School

30 N. West St., Hillsdale, Michigan 49242

School: 517-439-4326

Fax: 517-437-1195

[HillsdaleSchools.org](http://HillsdaleSchools.org)

Jacquelin Wickham, Principal

(This plan will be implemented in 2008-2009)

## *Introductory Comments*

### **History of the school with NCA CASI**

Davis Middle School completed the second cycle of school improvement with North Central Association. Davis completed the Outcomes Accreditation process for the first accreditation cycle. We have completed the Performance Accreditation and awarded continuing accreditation with the North Central Association, Commission on Accreditation and School Improvement (NCA CASI).

### **An Overview of the current NCA school improvement cycle**

Davis Middle School is now in the second year of their third cycle with NCA CASI. The school is following the Performance Accreditation process and is scheduled for a Quality Assurance Review in 2012. The school has compiled a school profile and needs assessment based upon the timeline set forth by NCA CASI. Through this process the school strives to improve the quality of education and challenges itself to prepare each and every learner for success, in accordance with the NCA CASI mission.

### **Steering Committee membership and operation**

The steering committee was comprised of Jacquelin Wickham, Principal, and three teachers, Kirk Putnam, Keith Rushing and Donna English. The members of the steering committee helped gather the data that was collected by all members of the Davis community. Small groups met as teams to review the building profile and review the needs assessment to triangulate the needs to decide upon goals, strategies, and interventions. These teams also disseminated the data.

### **Changes in the school or community during the current NCA cycle**

Hillsdale has been hit extremely hard by the economic recession. One study has shown that Hillsdale has had more jobs lost per capita than any other county in the nation. Many families have moved and many families are struggling to put food on the table. Over the past five years we have had two charter schools emerge in our community and an academy expand grades that are served. Schools of Choice have also caused student movement throughout our county and created a disadvantage to the educational needs of the students. We have lost and gained students each semester due to parental requests and transportation opportunities available from other districts.

## *Building Profile*

School Year 2007-2008

Name of Building Bernard Davis Middle School

Accreditation NCA Performance Accredited

School Organization Middle School focused on the middle school philosophy

Grades 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup>

Number of Students  
 6<sup>th</sup> Grade – 129  
 7<sup>th</sup> Grade – 100  
 8<sup>th</sup> Grade – 133  
 Total – 362

Student/Teacher Ratio- Average class size is: 6<sup>th</sup> Grade – 32/1  
 7<sup>th</sup> Grade – 25/1  
 8<sup>th</sup> Grade – 27/1

Gender

	6th	7th	8th	Total
Male	72	47	76	195
Female	57	53	57	167

Free/Reduced Lunch Free – 143 (39%) Reduced – 44 (12%) Total 187 (51%)

Attendance 94.1%

Honor Roll 154 of 362 students, 43% of student body

Student Achievement Awards night – 173 students recognized for achievement

Failures

	6 <sup>th</sup> Grade		7 <sup>th</sup> Grade		8 <sup>th</sup> Grade	
Semester	1	2	1	2	1	2
Boys	2	6	4	4	5	9
Girls	1	5	4	3	2	4

Student Retentions (Recommendations) 6<sup>th</sup> Grade – 2 7<sup>th</sup> Grade – 2 8<sup>th</sup> Grade – 4

Drop out 0%

Cultural Diversity  
 0.4% Asian-American  
 0.9% African-American  
 0.9% Hispanic/Latino  
 0.6% American Indian  
 97.2.% Caucasian

Standardized Scores (See attached graphs)

Special Programs	
Special Education	CI, LD, EI
At-Risks	Total 64 – 17.6% of population Boys – 39      Girls – 25
Additional Programs	
Athletics	Total participation 238 students Boys – 126      Girls – 112
Performing Arts	Band, orchestra, and choir - Total 180
After School	Total 61 Boys – 31   Girls - 30
Bus Riders	38% of student population
Walkers	20% of student population
Dial-A-Ride	0.7% of student population
Car	45% of student population
Parent Involvement	Concession coverage at events. Davis Closet Career Day Chaperones Fundraise for field trips, teacher supplies, and agendas.
Discipline Referrals 2007-08 school year:	
In-School Suspensions	91 served by 51 of 362 students
Out-of-School Suspensions	135 served by 53 of 362 students
Timeouts	474, some students received multiple timeouts
Detentions (7 <sup>th</sup> hour)	252, some students received multiple detentions
Truancy Court	11 total students
Saturday School	194 served by 86 of 362 students
Career Awareness	362 students participated in Career Day 100 7 <sup>th</sup> graders participated in Career Cruising and Educational Development Planning 133 8 <sup>th</sup> graders participated in Career Cruising and Educational Development Planning for 9 <sup>th</sup> grade. 8 <sup>th</sup> graders participated in Job Shadowing Jr. Achievement-in select classes
8 <sup>th</sup> Grade Technology Literacy Certification	- 118 out of 119 students, 99.1%.
8 <sup>th</sup> Grade readability level	– Average level for 8 <sup>th</sup> grade students was 9.3.
DMS Staff is Highly Qualified	

## *Strengths and Weaknesses*

Davis Middle school strengths are showing in the areas of increased math computational skills, a high percentage of students on the honor roll and programs, events, and enrichment experiences that increase student involvement.

Weaknesses have emerged in the student/teacher ratio for the sixth grade, a rise in student discipline issues, a decrease in social studies scores, and a less than desired growth in the areas of science and language arts. The information below details areas of weakness:

Free & Reduced Lunch % - 51% of student body

Student/Teacher Ratio

6<sup>TH</sup> Grade student/teacher ratio was over 30, teaching load over 130. Additional support, release time and other options were given (and documented) to staff to accommodate the teaching load.

Failures and retentions

At-Risks 17.6%

Student Behavior – Discipline is on the rise. New strategies and interventions are needed. Several staff members have completed the Why Try training, relevant to middle school students. Training additional staff would be beneficial.

8<sup>th</sup> Grade readability level – 25% are reading at 7.8 grade level or below. Finding the right assessment and training for staff to diagnose students reading needs is imperative.

Additional information

MEAP – Social Studies scores have decreased. PD for staff is encouraged.

Science scores are maintaining 2005 – 75%, 2006 – 75%, 2007 – 79%  
We need to look at ways to boost those results.

Math computational results have increased with a continuous focus for students to maintain the skills. We will be looking at areas of weakness in the math skills. Math students are challenged to be proficient in pre-algebra skills before entering the 9<sup>th</sup> grade. Continuous strategies and interventions need to be in place. MEAP – Writing scores are increasing but not enough to show student growth.

Additional professional development on the writing process, Mi-Class, Six Trait Writing are valuable to the process.

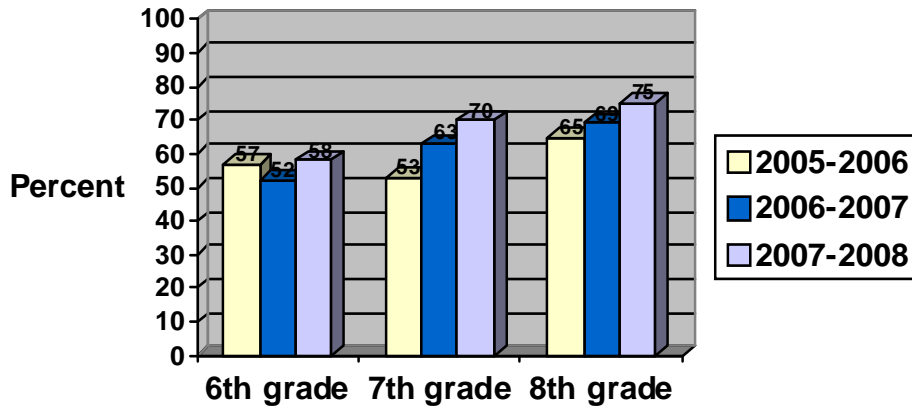
Honor Roll	2007	6 <sup>th</sup> grade 68	7 <sup>th</sup> grade 49	8 <sup>th</sup> grade 54
	2008	64	45	45
Failures 1 <sup>st</sup> Sem	2006-07	6 <sup>th</sup> grade 9	7 <sup>th</sup> grade 9	8 <sup>th</sup> grade 12
	2007-08	3	8	7

Additional Enrichments to the DMS program include:

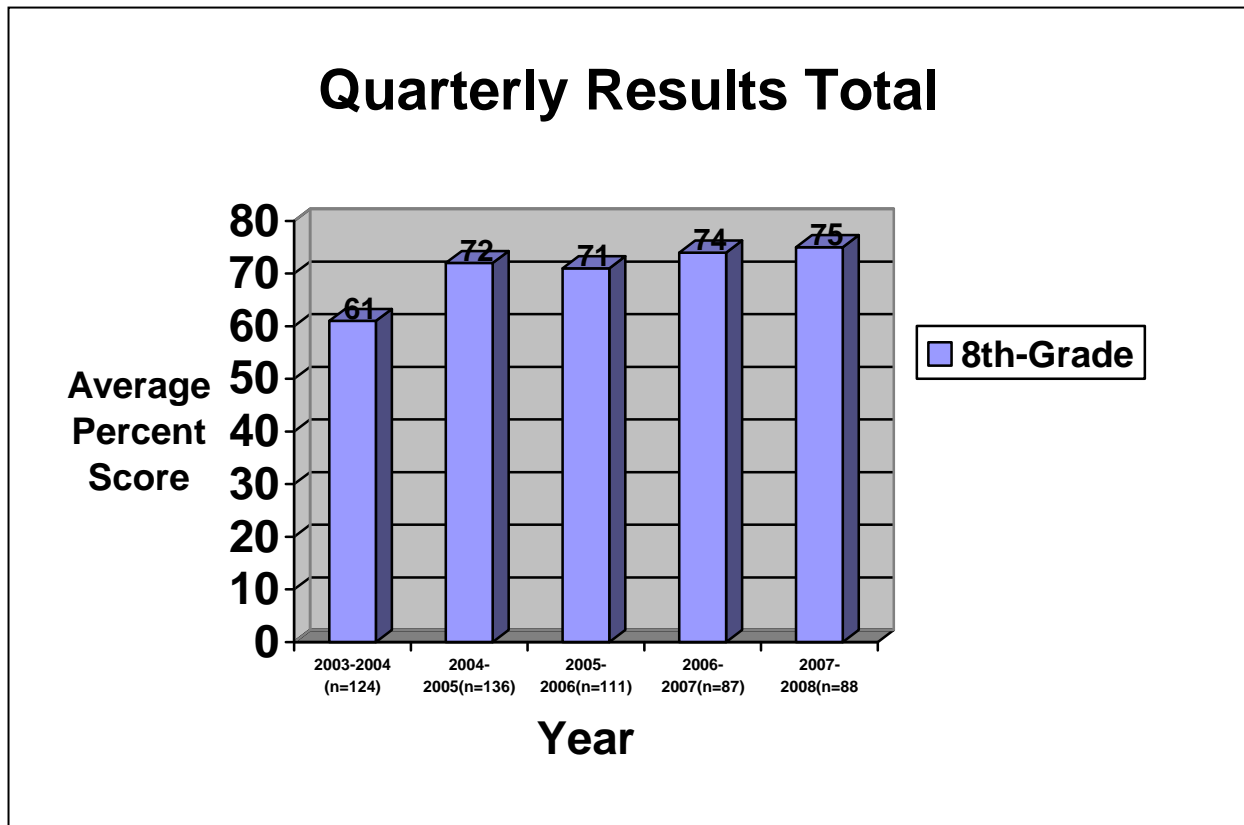
- Career Day
- Health Fair Day
- Career Cruising 7<sup>th</sup> & 8<sup>th</sup> graders
- School assemblies
- Reading Month Activities
- Jr. Achievement
- Community speakers
- School – Community Partnership with Dr. Mayers job shadowing program- Payback for Education

\*\*Additional school – community partnerships could be developed.  
 Enhanced programs for students. Professional development for the staff on diversity in the classroom and additional enrichments.

## Building Quick-Write Math



Each year there is a pre-quick write math and post-quick write math given at each grade level. The scores are gathered from the pre-quick write. The post-quick write is used by the teacher to compare the student's growth that year. If you look at each grade level there has been a slight decline in scores and then an increase during the 2007-08 school year. The scores when compared from the 6<sup>th</sup> grade to 8<sup>th</sup> grade show a definite improvement with each group as they moved from grade to grade.



Quarterly test is a district generated test that is given to the 8<sup>th</sup> grade students at the end of the first quarter. The results above show a substantial growth in test results. Our goal is to maintain a 70% average score or higher each year.

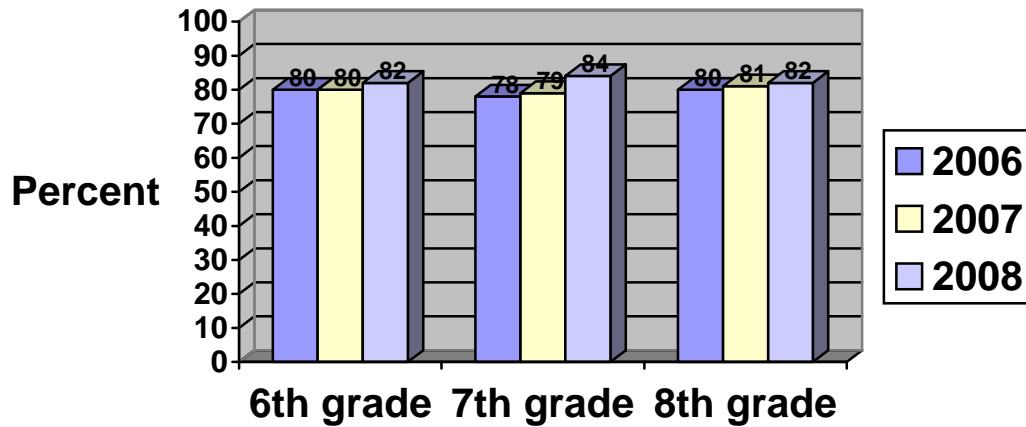
**Commentary from staff on student performance**

The daily computational problems that are given as sponge activities appear to have the greatest affect on their computational skills. This is shown by the continual increase in Quarterly Test score by the 8<sup>th</sup> grade class 61% to 75%. Limiting the use of calculators on classroom assessments has allowed opportunity for students to practice their computational skills. Students are entering Davis Middle School with higher computational skills that will transfer into greater overall scores throughout their stay at Davis.

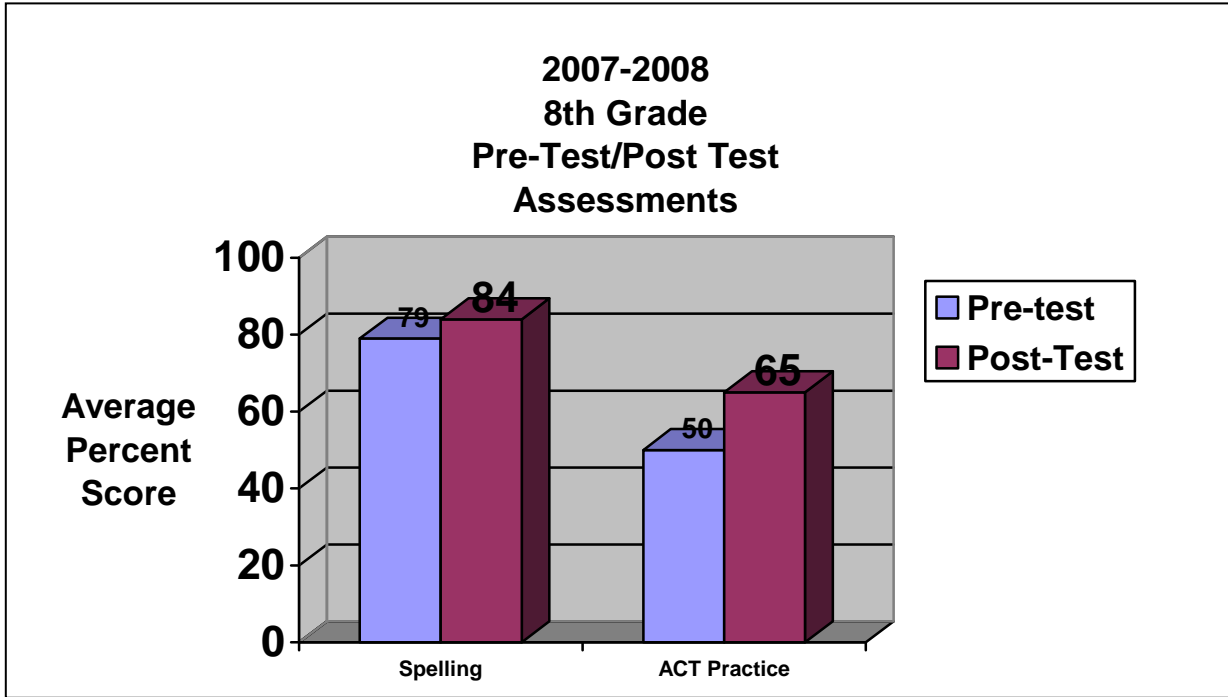
**Concluding discussion**

The data supports that increased use of computational problems without the use of calculators has increased their scoring on standardized and district scores. When looking at the same grade over time the data is inconclusive. Looking at the students progress as they pass through the grades they have increased there computational proficiency.

## English Language Arts Writing Assessment



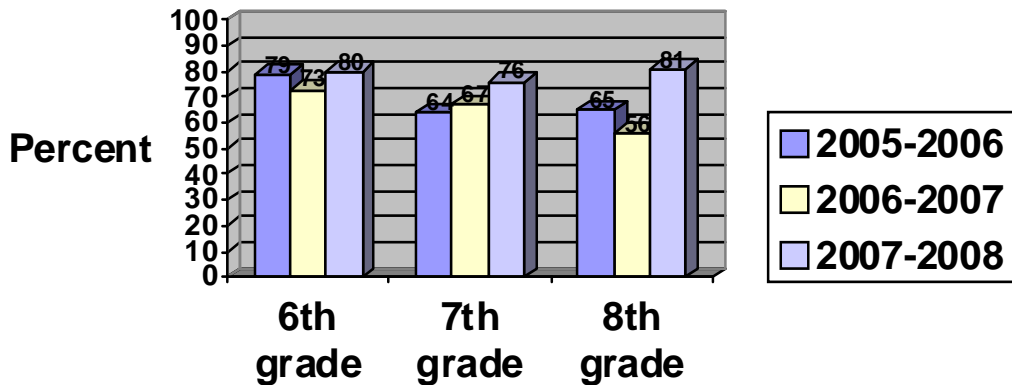
Each year each grade level English teacher picks a writing piece to use as a grade level assessment. In looking at each grade level there has been a slight increase in scores. The scores in the 7<sup>th</sup> grade seem to have the biggest increase with 6<sup>th</sup> and 8<sup>th</sup> grades only posting slight increases.



Davis Middle School adopted the Explorer Test in the 8<sup>th</sup> grade. To help students prepare for that, a significant amount of time was given to spelling and grammar lesson at the 8<sup>th</sup> grade level. In both categories there was growth. The ACT practice section showed substantial growth. This growth was brought about with weekly practices of 14 sample questions.

\*\*Neither the spelling program nor the ACT/Explorer Test has been used at Davis for the 3 year data collection minimum.

## English Language Arts Passing MEAP Scores



Each year the MEAP test is used as a measuring tool across the state. During the last three years the test has been revamped and moved from winter to fall. The writing MEAP is given to all students grade 6, 7, and 8 in the early fall. The data above shows that there was a dip in scores during the 2006-2007 school year. With additional focus on the writing goal for the 2006-2007 school year, the scores have increased. We continued to focus on this goal during the 2007-2008 school year, looking to continue the increase during the fall 2008 testing.

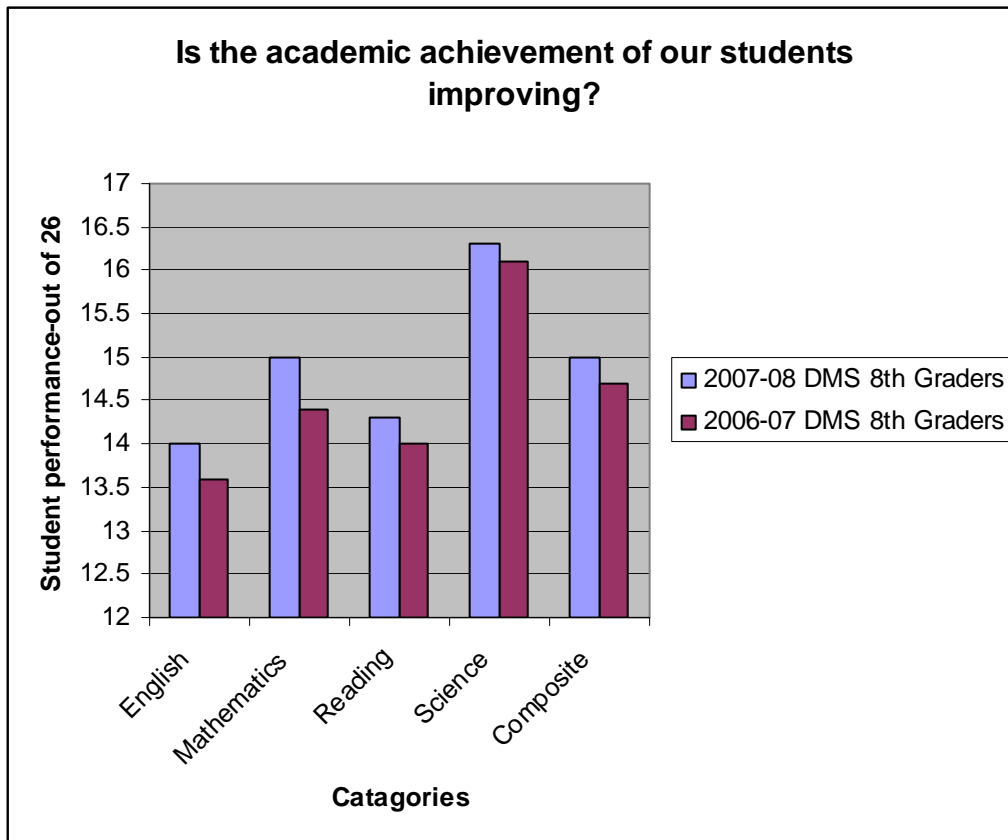
### **Commentary from staff on student performance**

English teachers are making a conscious effort in helping students become competent writers. Scores in academic areas show that students are improving, although slightly, in written language. We need to continue deliberate writing activities for students at the 6-8 level. As a building, we also need to incorporate other disciplines in the writing process.

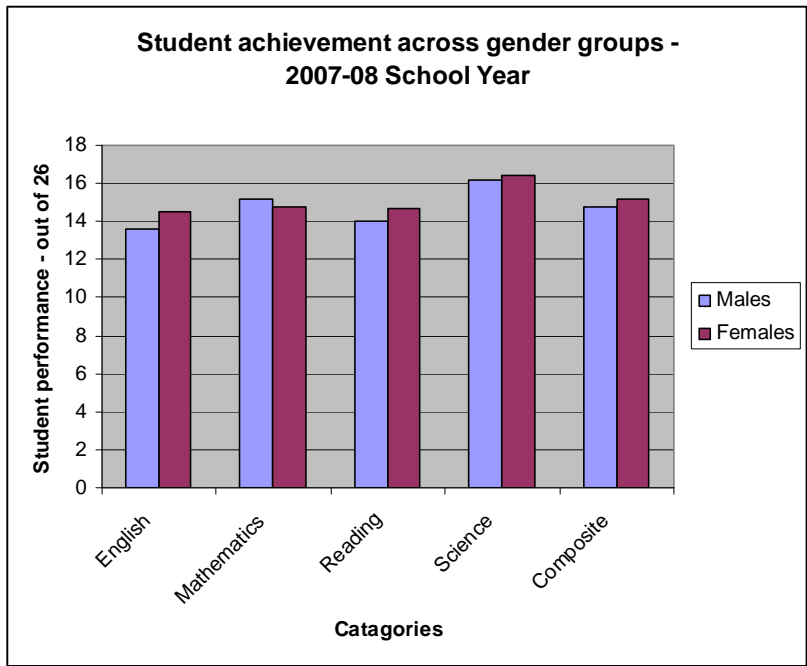
### **Concluding discussion**

The data shows that as students get older their writing skills seem to drop. As a building we need to keep writing activities authentic and meaningful across disciplines. Teachers teaching other subjects need to be trained and in-serviced on the writing process and how it affects their given subject matter.

## Explorer Test

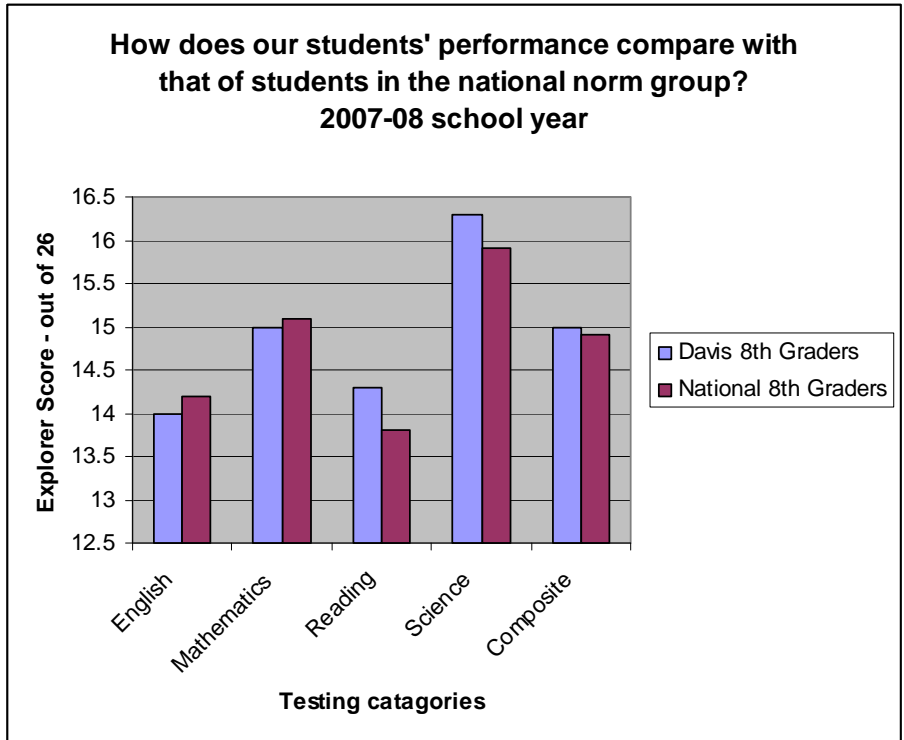


The 2007-08 school year was the second year where DMS administered the Explorer Test to 8<sup>th</sup> grade students. In looking at the graph, scores rose in all areas, with mathematics showing the greatest area of improvement.

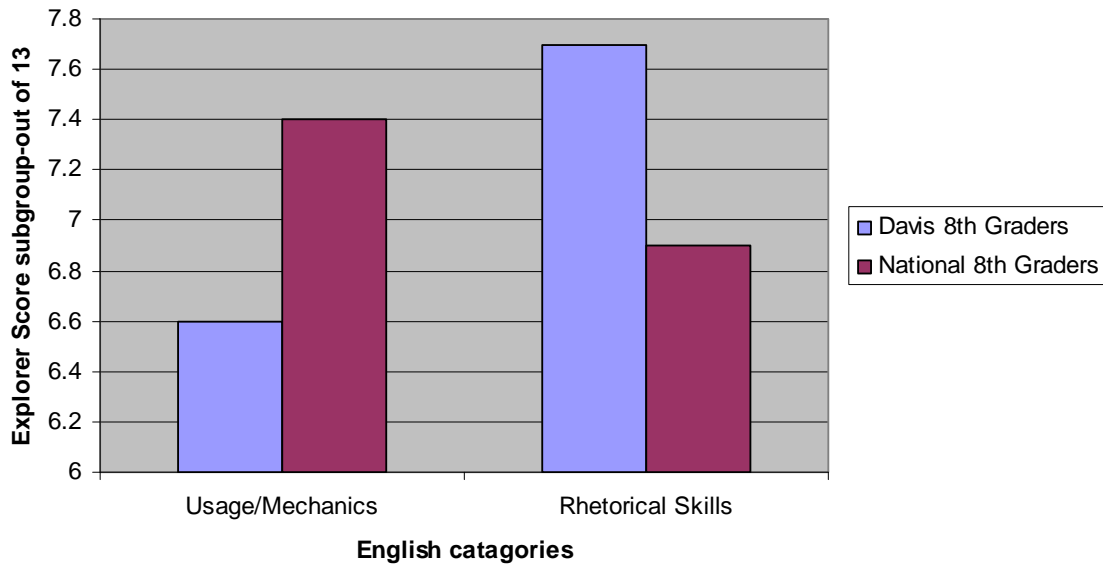


2007-08 scores were disaggregated by gender. The scores at DMS follow national trends with females doing better than males in categories where reading is involved, and males doing better than females in mathematics.

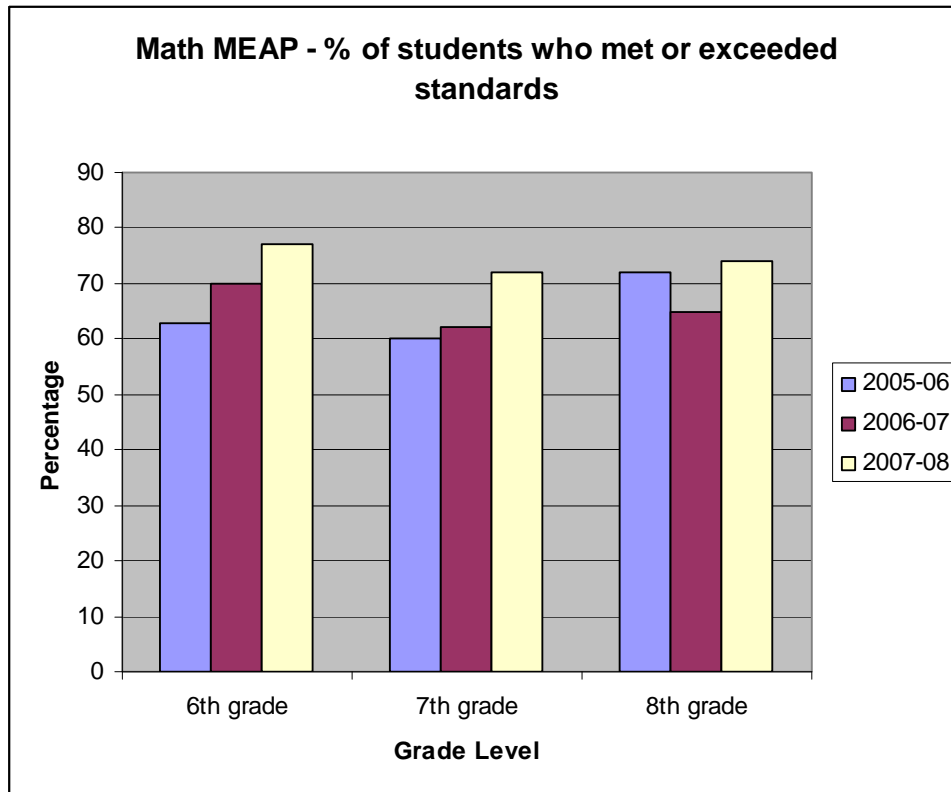
Explorer scores were also disaggregated with scores across the country. The following graphs show the scores of DMS 8<sup>th</sup> graders compared with 8<sup>th</sup> graders across the country.



**How does our students' performance compare with that of students in the national norm group?  
2007-08 School Year-Subscores**



## MEAP Data



MEAP is Michigan's Standardized assessment tool. Through the continued implementation of strategies and interventions at each grade level we can see an increase in the number of students obtaining the Level 1 & 2 in mathematics.

### Math MEAP Disaggregated Data Gender

<b>Sixth Grade</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
<b>% Passing</b>	63	70	77
<b>Male</b>	63	64	73
<b>Female</b>	62	75	81

<b>Seventh Grade</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
<b>% Passing</b>	60	62	72
<b>Male</b>	65	65	72
<b>Female</b>	55	58	71

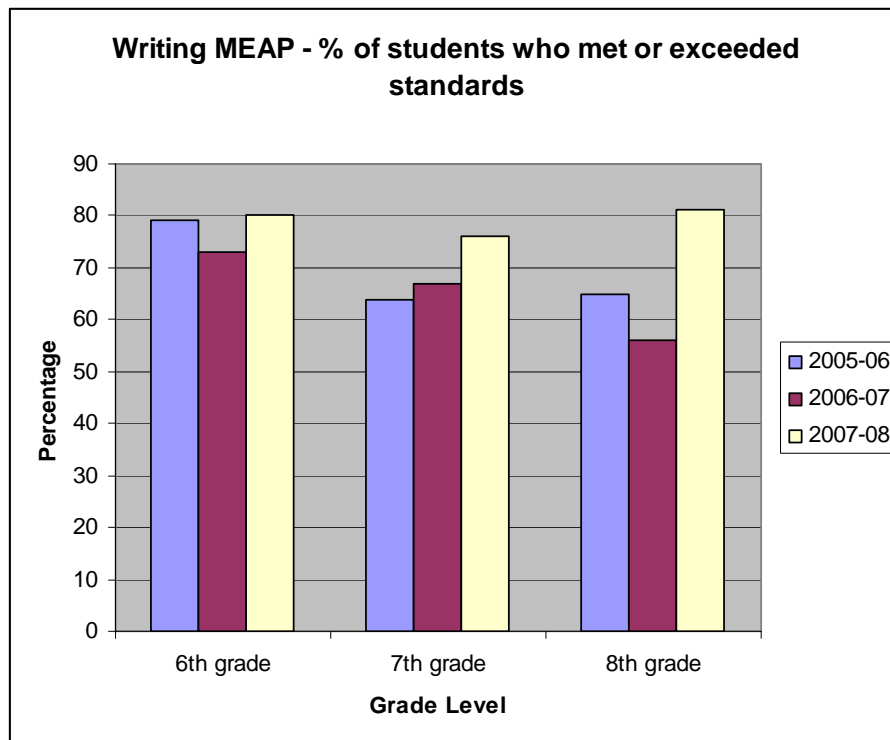
<b>Eight Grade</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
<b>% Passing</b>	59	65	74
<b>Male</b>	63	63	77
<b>Female</b>	54	67	70

## MATH

Sixth Grade	2005	2006	2007
% Passing	63	70	77
Ec. Advantaged	73	81	84
Ec. Disadvantaged	48	54	67

Seventh Grade	2005	2006	2007
% Passing	60	62	72
Ec. Advantaged	78	71	78
Ec. Disadvantaged	39	52	62

Eighth Grade	2005	2006	2007
% Passing	59	65	74
Ec. Advantaged	69	72	77
Ec. Disadvantaged	44	55	69



Sixth grade MEAP writing scores have consistently been above 70%. Eighth grade scores, on the other hand, have fluctuated over the last three years. After the 2006-07 results, writing was the main focus for 7<sup>th</sup> grade and 8<sup>th</sup> grade English teachers. This deliberate focus netted an increase of 25% from 2006 to 2007.

**Writing MEAP Disaggregated Data  
Gender**

<b>Sixth Grade</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
<b>% Passing</b>	79	73	80
<b>Male</b>	73	60	71
<b>Female</b>	86	83	91

<b>Seventh Grade</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
<b>% Passing</b>	64	67	76
<b>Male</b>	51	61	64
<b>Female</b>	75	75	86

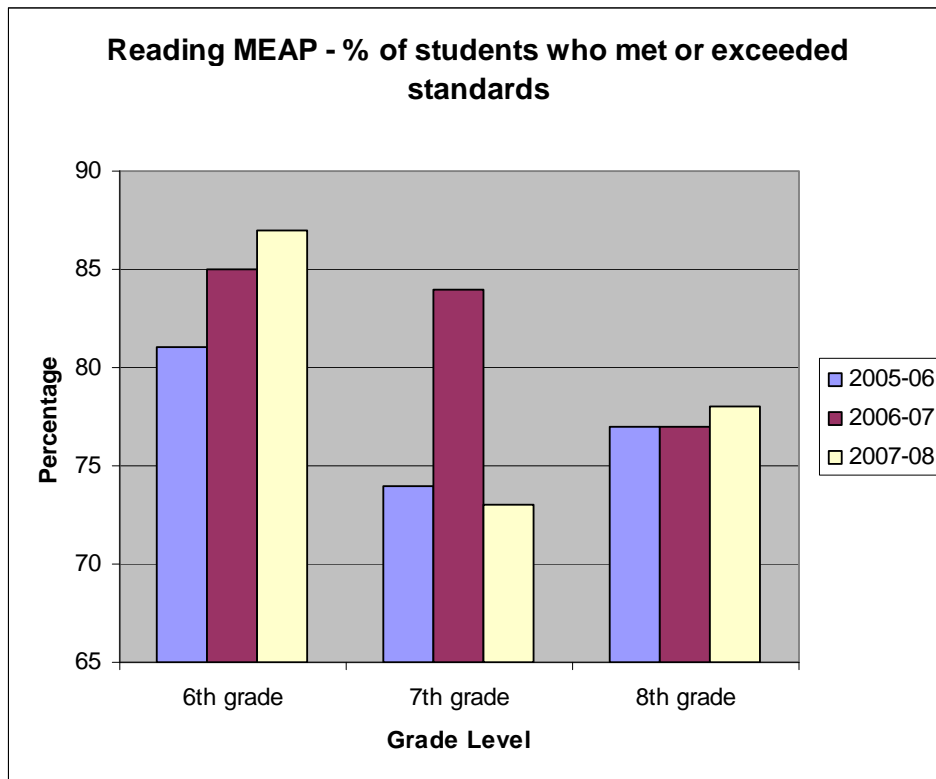
<b>Eighth Grade</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
<b>% Passing</b>	65	56	81
<b>Male</b>	61	39	77
<b>Female</b>	70	73	86

**WRITING**

<b>Sixth Grade</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
<b>% Passing</b>	79	73	80
<b>Ec. Advantaged</b>	85	60	87
<b>Ec. Disadvantaged</b>	71	83	71

<b>Seventh Grade</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
<b>% Passing</b>	64	67	76
<b>Ec. Advantaged</b>	76	72	79
<b>Ec. Disadvantaged</b>	50	61	69

<b>Eighth Grade</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
<b>% Passing</b>	65	56	81
<b>Ec. Advantaged</b>	69	65	89
<b>Ec. Disadvantaged</b>	59	44	69



Even though there is a drop in scores from 6<sup>th</sup> grade to 8<sup>th</sup> grade, this trend follows the same trend that is present in the entire state.

**Reading MEAP Disaggregated Data  
Gender**

<b>Sixth Grade</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
<b>% Passing</b>	81	85	87
<b>Male</b>	78	77	86
<b>Female</b>	84	92	89

<b>Seventh Grade</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
<b>% Passing</b>	74	84	73
<b>Male</b>	68	77	66
<b>Female</b>	79	92	80

<b>Eighth Grade</b>	<b>2005</b>	<b>2006</b>	<b>2008</b>
<b>% Passing</b>	77	77	78
<b>Male</b>	72	70	74
<b>Female</b>	82	83	82

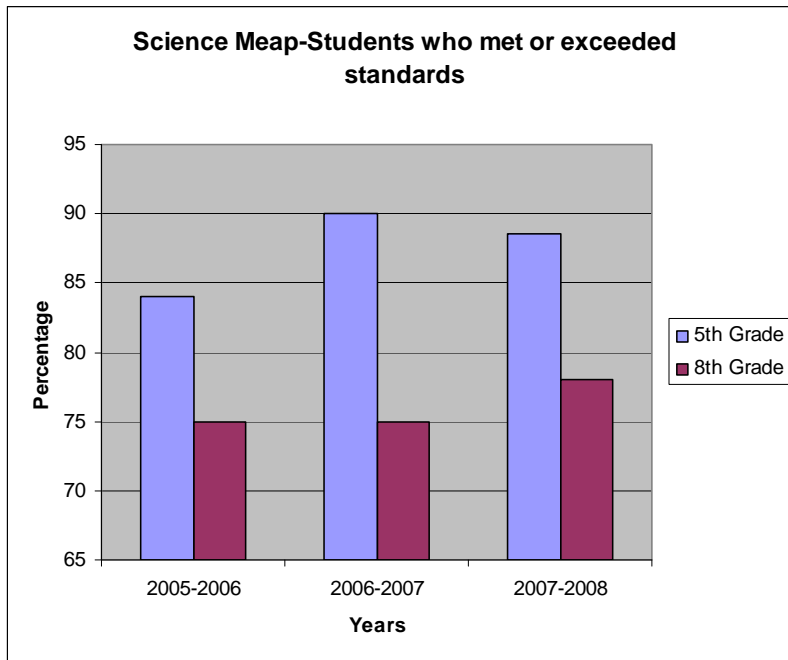
**MEAP Disaggregated Data  
Economically Advantaged – Economically Disadvantaged**

**Reading**

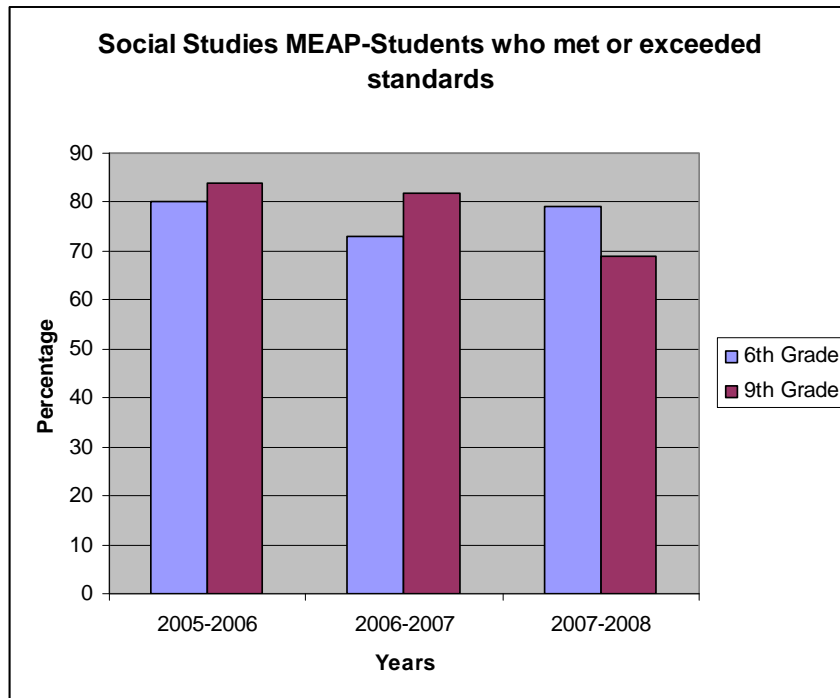
<b>Sixth Grade</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
<b>% Passing</b>	81	85	87
<b>Ec. Advantaged</b>	86	91	91
<b>Ec. Disadvantaged</b>	73	76	81

<b>Seventh Grade</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
<b>% Passing</b>	74	84	73
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<b>Eighth Grade</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
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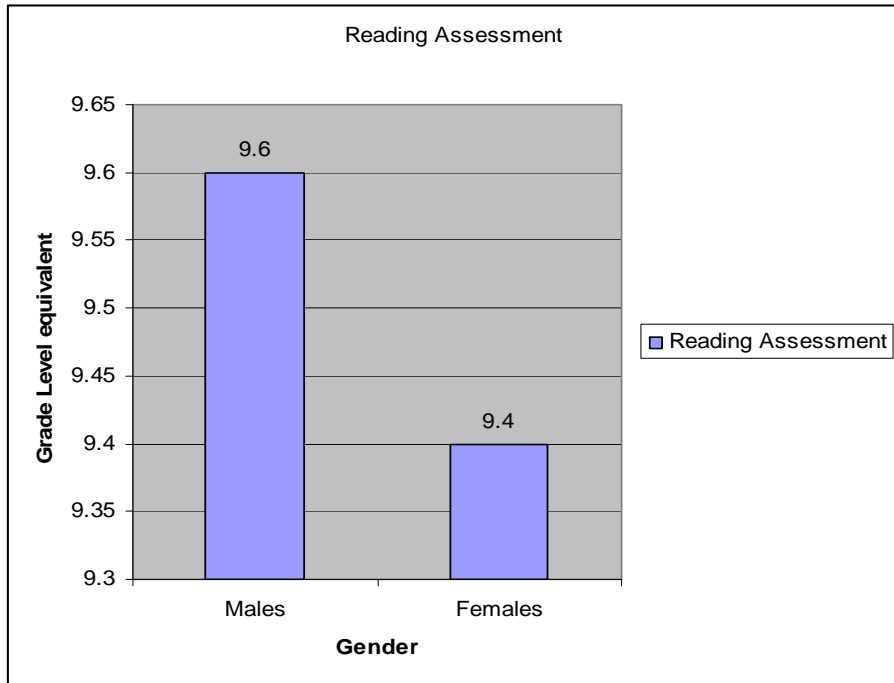


The science data indicates the percentage of students meeting state requirements in science at levels 1 & 2. There is a sharp decline with the percentage of 5<sup>th</sup> graders who met or exceeded standards compared with 8<sup>th</sup> graders who met or exceeded state standards.

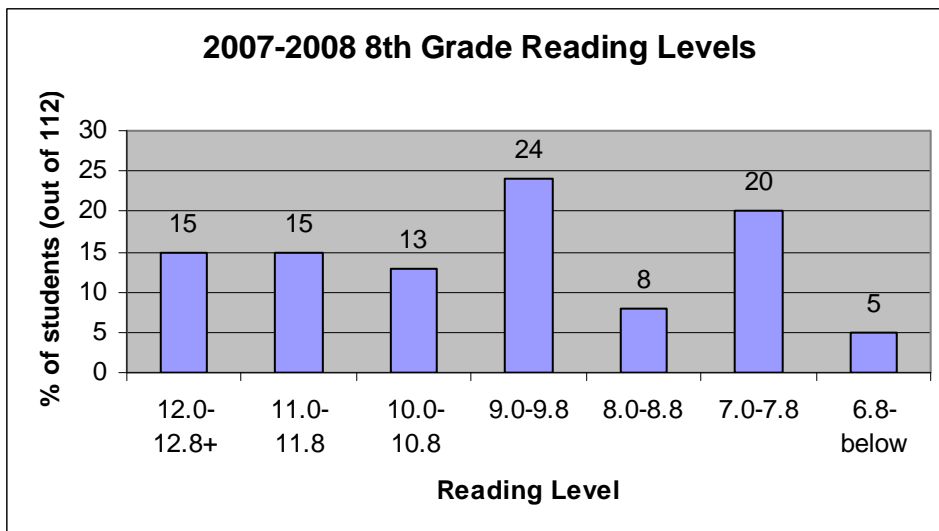


MEAP scores show a decline over the last three years. Some of this is due to the new content standards and benchmarks adopted by the state.

## Classroom Data worth noting



During the 2007-08 school year every 8<sup>th</sup> grader was tested at the end of the year to determine their reading level. The San Diego Quick Assessment was used as a measuring tool. Interestingly, males tested better than females.



**Profile Focus Area – Curriculum and Instruction**

**Summary of Problem: Low Achievement on specific areas of the MEAP in Social Studies**

<p><b>Problem/Need:</b> According to the MEAP results from the Fall of 2007 – students struggle with a number of economic concepts.</p>	<p><b>Possible Actions:</b></p> <ul style="list-style-type: none"> <li>• Focus on lists of vocabulary words as suggested by MEAP site – develop activities to emphasize them. Use vocabulary words more frequently in discussion and assignments.</li> <li>• Seek out professional development focusing on how to meet the State explanation and requirements. Analyze the GLCE’s.</li> <li>• Purchase economic charts by Nystrom or other resource companies as class supplements.</li> <li>• Junior Achievement, “Global Interdependence.”</li> <li>• Add an economics component to projects.</li> </ul>
<p><b>Problem/Need:</b> MEAP – data suggests the students struggle with describing major factors 1626-1877.</p>	<p><b>Possible Actions:</b></p> <ul style="list-style-type: none"> <li>• Use more timelines with students – teacher and student constructed. PD for teachers using timelines.</li> <li>• Utilize new textbook and auxiliary materials.</li> <li>• Use LCD projector to use supplemental materials that come with the new textbooks to expand and support the resources covering the concepts.</li> </ul>
<p><b>Problem/Need:</b> MEAP data suggest students can’t describe major ecosystems and characteristics.</p>	<p><b>Possible Actions:</b></p> <ul style="list-style-type: none"> <li>• Social studies and science teachers meet to see if they can cover and reinforce this concept. Professional development to reinforce concept with specific activities.</li> <li>• Implement more geography in the curriculum.</li> <li>• More map work relevant to the needs.</li> <li>• Up-to-date maps and atlases as resources to support this concept.</li> </ul>

**Profile Focus Area – Curriculum and Instruction**

**Summary of Problem: Social Studies**

<p><b>Problem/Need:</b> Map tests suggest a real weakness in identifying the location of the 50 states – along with countries around the world.</p>	<p><b>Possible Actions:</b></p> <ul style="list-style-type: none"> <li>• More map work</li> <li>• Purchase and use of atlases.</li> <li>• Maps in classroom so the teachers can quickly show the students locations relevant to the lesson.</li> <li>• LCD projectors where we can use Google Earth and other related resources.</li> </ul>
<p><b>Problem/Need:</b> Teachers need to use and teach the meaning of more economic terms.</p>	<p><b>Possible Actions:</b></p> <ul style="list-style-type: none"> <li>• Use Junior Achievement as a resource.</li> <li>• Use economic vocabulary more frequently and give quizzes to check for understanding at least once a month documenting and disaggregating the data to show student needs and growth.</li> <li>• United Streaming videos of economic terms and lessons relevant using the terms.</li> <li>• The sixth grade will add an economic component to the grade level.</li> </ul>
<p><b>Problem/Need:</b> MEAP data suggest students struggle with cultural geography between regions.</p>	<p><b>Possible Actions:</b></p> <ul style="list-style-type: none"> <li>• Use technology to show students images and videos of places they may never get to visit.</li> <li>• Implement United Streaming with PD for staff to use proficiently.</li> </ul>
<p><b>Problem/Need:</b> Social studies pretest data reveals students are weak in geographic knowledge and spatial location of countries</p>	<p><b>Possible Actions:</b></p> <ul style="list-style-type: none"> <li>• Use map software purchased with new social studies texts.</li> <li>• Create a map skills project to help students apply map skills practice.</li> <li>• Updated classroom maps, GPS/GIS</li> <li>• United Streaming</li> </ul>

**Profile Focus Area – Curriculum and Instruction**

**Summary of Problem: Low achievement in math concepts**

<p><b>Problem/Need:</b>          6<sup>th</sup>/8<sup>th</sup>          Triangles          -Formulas          -Scale Factor          -Similarity          -Interior Angles</p>	<p><b>Possible Actions:</b></p> <ul style="list-style-type: none"> <li>• Daily reinforcement through “sponge activities/boardwork.”</li> <li>• Purchase materials to support professional development activities and classroom instruction.</li> </ul>
<p><b>Problem/Need:</b>  <b>7th</b>          Equations – one step and two equations, variables on both sides of the equations.</p>	<p><b>Possible Actions:</b></p> <ul style="list-style-type: none"> <li>• Purchase materials to support professional development activities and classroom instruction.</li> <li>• Daily reinforcement through “sponge activities/boardwork.”</li> </ul>
<p><b>Problem/Need:</b>          Statistical data          - mean          -median          -mode          -range           Relating to real world situations</p>	<p><b>Possible Actions:</b></p> <ul style="list-style-type: none"> <li>• Purchase materials to support professional development activities and classroom instruction.</li> <li>• Daily reinforcement through “sponge activities/boardwork.”</li> <li>• <i>Target the instructional materials and strategies that are appropriate for the lowest-performing students.</i></li> <li>• <i>Consistently utilize intervention plans to meet individual academic needs.</i></li> <li>• <i>Provide professional development focusing on best practices in meeting needs of economically disadvantaged students.</i></li> </ul>

**Profile Focus Area – Curriculum and Instruction**

**Summary of Problem: Low achievement scores on the Science MEAP**

<p><b>Problem/Need:</b> Teachers are not consistent in teaching and practicing the units of measure between math and science.</p>	<p><b>Possible Actions:</b></p> <ul style="list-style-type: none"> <li>• Grade level team discussion and whole staff discussion to share strategies for teaching units of measure. Apply effective strategies consistently.</li> <li>• Develop ways to use the vocabulary consistently across the curriculum.</li> </ul>
<p><b>Problem/Need:</b> Interpreting and constructing graphs</p>	<p><b>Possible Actions:</b></p> <ul style="list-style-type: none"> <li>• Consistently devote time to basic measurement strategies to teach graph construction and interpretation.</li> <li>• Use hands-on activities and specific lab scenarios to teach set up of graphing.</li> <li>• Use Cognitively Guided Instruction strategies.</li> <li>• PD for staff for consistency with terms and directions</li> </ul>
<p><b>Problem/Need:</b> Population Dynamics</p>	<p><b>Possible Actions:</b></p> <ul style="list-style-type: none"> <li>• More examples of populations and what factors affect them.</li> <li>• Target the instructional materials and strategies that are appropriate for the lowest-performing students.</li> <li>• Consistently utilize intervention plans to meet individual academic needs.</li> <li>• Provide professional development focusing on best practices in meeting needs of economically disadvantaged students.</li> </ul>
<p><b>Problem/Need:</b> Life cycles (specific, plants)</p>	<p><b>Possible Actions:</b></p> <ul style="list-style-type: none"> <li>• Review basic terms and functions</li> </ul>

**Profile Focus Area – Curriculum and Instruction**

**Summary of Problem: Problems with proper use of Grammar and Mechanics**

**Problem/Need:**

The use of commas and semi-colons are not used properly (or at all )

**Possible Actions:**

- Articulation between middle school and elementary school to determine where skill should be introduced.
- PD for all staff (to create consistency) on correct use of commas and semi-colons.
- Purchase materials to support professional development and classroom instruction

**Problem/Need:**

Teachers are not requiring students to use proper paragraphing in assessing student writing

**Possible Actions:**

- Teachers will expect and assess paragraphing on all writing assignments – not just English assignments.
- PD for all staff (to create consistency) on correct use of paragraphing.
- Purchase materials to support professional development and classroom instruction

<p><b>Problem/Need:</b> There is a lack of knowledge among students regarding tense agreement in writing.</p>	<p><b>Possible Actions:</b></p> <ul style="list-style-type: none"><li>• Articulate between middle school and elementary school to determine where skill should be introduced.</li><li>• Implement weekly grammar lessons into English curriculum</li><li>• PD for all staff (to create consistency) on correct use of tense agreements</li><li>• Purchase materials to support professional development and classroom instruction.</li></ul>
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# **Comprehensive School Improvement Plan**

## **Hillsdale High School**

Doug Willer, Principal

2008-2009



# Introductory Comments

## History of the school with NCA CASI

Hillsdale High School has been continuously accredited by NCA since the 1909-1910 school year. Hillsdale High School completed the Outcomes Accreditation process during the previous accreditation cycle. We have completed the Performance Accreditation process for this cycle of school improvement and have the documentation report ready for review.

## An Overview of the current NCA school improvement cycle

Hillsdale High School finished the last cycle of the NCA process last year. We have met in sub-committees and done needs assessments. Based on the identified areas we have selected our current goals.

## Steering Committee membership and operation

The steering committee was comprised of Doug Willer, Principal, and eight teachers, Paul Osentoski, Nick Tucker, Sumer Wells, Lisa Pohl, Nancy Dunlop, Dean Potter, Mindy Boyd, and Liz Webb, and Amy Goldsmith. The members of the steering committee helped gather data that members of the Hillsdale High School Community collected. Small groups met as teams to decide upon goals, strategies, and interventions. These teams also continue to disseminate the data.

## Changes in the school or community during the current NCA cycle

Hillsdale has suffered a great deal by the economic recession. One study has shown that Hillsdale has had more jobs lost per capita than any other county in the nation. Many families have moved and many families are struggling to put food on the table. Over the past seven years, we have had two charter schools emerge in our community and a private academy, thus greatly expanding educational choice. The Schools of Choice policy has had a detrimental impact on educational continuity for our most disadvantaged students who tend to be the most transient. We have lost and gained students roughly in equal numbers each semester for a variety of reasons including economics hardships, parental requests, and employment opportunities.

## *Building Profile*

School Year	2008-2009
Name of Building	Hillsdale High School
Accreditation	NCA Performance Accredited
School Organization	4 X 4 Block Schedule
Grades	9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> , and 12 <sup>th</sup>
Number of Students	9 <sup>th</sup> Grade – 135 10 <sup>th</sup> Grade – 142 11 <sup>th</sup> Grade – 110 12 <sup>th</sup> Grade - 114 Total – 501

Student/Teacher Ratio- 18:1

Free/Reduced Lunch    Free – 151 (31%)    Reduced – 112 (23%)    Total 236 (54%)

Attendance: Average Daily Attendance    93%

### Graduation Statistics:

Graduates	120
Honor Students	37
National Honor Society	25
Attending a Four Year University or College	50%
Attending a Two Year College	26%
Attending a Technical School	2%
Enlisting in the Military	11%
Entering the Work Force	11%

### Graduation Rate:

Hillsdale H.S.	76.69% (Percentage includes Alternative Education Program)
Michigan	75.45%

### Drop out:

Hillsdale H.S.	13.35% (Percentage includes Alternative Education Program)
Michigan	15.09%

Cultural Diversity	0.4% Asian-American 0.9% African-American 0.9% Hispanic/Latino 0.6% American Indian 97.2.% Caucasian
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Standardized Scores    (See attached graphs)

Special Programs  
 Special Education CI, LD, EI  
 At-Risks Total 76 – 15.3% of population

Additional Programs  
 Athletics Total participation 279 students  
 Boys – 154 Girls – 125

Performing Arts Band, orchestra, and choir - Total 176

Parent Involvement Concession coverage at events.  
 Band Boosters  
 Chaperones  
 Fundraise for field trips, teacher supplies, and agendas.

All Hillsdale High School Staff are Highly Qualified as required by the No Child Left Behind Act

### **Graduation Statistics**

The Class of 2008 consisted of 120 students, four of which were foreign exchange students. There were 37 honor students, 25 National Honor Society students, and 53 Michigan Merit/Promise Award winners.

The future plans of the 2007 Hillsdale graduating class indicate that 76% will be attending a four or two year university or college; 2% a technical school; 11% into the military; and 11% directly into the workforce.

### **Other Performance Indicators**

The State of Michigan has adopted a new methodology for calculating Graduation and Dropout rates. In the past, districts were allowed to count every student who earned a diploma, no matter how long it took them to finish. Now, Michigan has joined all 50 states in reporting graduation rates of “on-time” graduates only – those who finish within four (4) years with a diploma. This does not mean that students who do not graduate within four years cannot receive a diploma. It does, however, count adversely against the district’s statistical graduation and dropout rates. Also, for the first time Alternative Education students are included in the reporting. Below is a comparison of the Graduation and Dropout Rates from the past two graduating classes. The Class of 2007 rates are based on the old methodology and the Class of 2008 rates are based on the new calculations.

	<u>Class of 2007</u>	<u>Class of 2008</u>
State of Michigan Graduation Rate	87.70%	75.45%
Hillsdale High School Graduation Rate	89.27%	76.69%
State of Michigan Dropout Rate	3.0%	15.09%
Hillsdale High School Dropout Rate	2.95%	13.53%

**NUMBER AND PERCENTAGE OF PUPILS ENROLLED IN POST-SECONDARY PROGRAMS AND/OR COLLEGE LEVEL EQUIVALENT COURSES**

During the 2007-2008 school year a total of 18 Juniors and Seniors enrolled in post-secondary programs and/or college level equivalent courses.

The chart below lists the number and percentage of students in each grade who received college credit through the Dual Enrollment program.

Dual Enrollment 2007-2008

Grade		# of Students	Credits Earned	% of Class
11 <sup>th</sup> Grade		2	6	1
12 <sup>th</sup> Grade		16	58	13
	Total	18	64	

## Needs Assessment:

Profile Focus Area: Curriculum and instruction	
Summary of Problem: Low student achievement in reading and writing categories based on ACT standardized testing scores.	
Problem/Need	Possible Actions
Students are unable to identify the basic purpose/role of specific phrases or sentences in a piece of writing	<ul style="list-style-type: none"> <li>-Systematically teach/review components of sentences and functions/interactions of each part of speech throughout the English curriculum</li> <li>-Purchase materials to support classroom instruction</li> </ul>
Students are unable to identify irrelevant or inappropriate clauses/sentences in a piece of writing	<ul style="list-style-type: none"> <li>-Purchase ACT prep materials to offer practice and remediation</li> </ul>
Students are unable to identify central or main ideas in a piece of writing based on writing techniques employed by authors	<ul style="list-style-type: none"> <li>-Purchase technology or equipment such as classroom computers, interactive white boards, document cameras, etc. to provide access to online resources</li> </ul>
Students lack skills to revise and edit personal writing effectively	<ul style="list-style-type: none"> <li>-Purchase technology or equipment to provide individualized online grammar and mechanics remediation</li> <li>-Coordination of district wide systematic approach to grammar</li> <li>-Purchase materials to support professional development and classroom instruction</li> </ul>
Classroom size prohibits individualized instruction	<ul style="list-style-type: none"> <li>-Optimum class size is 20, limit enrollment</li> <li>-Create strategy for correctives in face of student failure</li> </ul>

Profile Focus Area: Curriculum and instruction

Summary of Problem: Low achievement on specific areas of the MME/MEAP in social studies

Problem/Need	Possible Actions
Map test suggests a weakness identifying the location of the 50 states along with countries around world	<ul style="list-style-type: none"><li>-Map work</li><li>-Introduce the use of atlases</li><li>-Purchase updated maps for classrooms</li><li>-Purchase LCD projectors so we can use Google Earth and electronic mapping programs</li></ul>
MEAP data suggests students struggle with cultural geography between regions	<ul style="list-style-type: none"><li>-Use technology to show students images and videos of distant/unfamiliar locations</li><li>-Purchase LCD projectors to utilize United Streaming and similar programs</li><li>-Purchase TV's and DVD/VCR units, document cameras, and carts for each classroom.</li></ul>
Social Studies pretest data suggest students have weaknesses in the areas of geographic knowledge and spatial location	<ul style="list-style-type: none"><li>-Update classroom maps</li><li>-Implement United Streaming</li><li>-Incorporate map software to enrich social studies text</li><li>-Purchase LCD projectors or interactive white boards to use software with entire class</li></ul>

Profile Focus Area: Curriculum and instruction

Summary of Problem: Low test scores and lack of authentic engagement in the sciences

Problem/Need	Possible Actions
Lack of adequate access to classroom technology /classroom size prohibits individualized instruction	<ul style="list-style-type: none"> <li>-Buy more computers for science classroom</li> <li>-Purchase current software simulation packages</li> <li>-Update electronic lab equipment, such as interactive white boards</li> <li>-Optimum class size is 20, limit enrollment</li> <li>-Create strategy for correctives in face of student failure</li> </ul>
Failure to expose students to current/real world scientific data and technology	<ul style="list-style-type: none"> <li>-Offer expanded, AP curricular choices</li> <li>-Provide funding for field trips</li> <li>-Invite professionals currently active in the field as speakers</li> <li>-Purchase current scientific publications</li> </ul>
Lack of appropriate professional development in the sciences	<ul style="list-style-type: none"> <li>-Fund professional development opportunities in curriculum implementation and use of technology</li> <li>-Provide dues for professional associations</li> <li>-Collaboration and coordination of district wide science curriculum</li> </ul>
Lack of resources for sustainability instruction application in the classroom	<ul style="list-style-type: none"> <li>-Funding for alternative energy resources (i.e. solar panels, wind power, etc.)</li> <li>-Ability to integrate recycling programs school wide</li> </ul>

Profile Focus Area: Curriculum and instruction

Summary of Problem: Low achievement in math as defined by ACT/MME data

Problem/Need	Possible Actions
Unfamiliarity with standardized test questions	<ul style="list-style-type: none"> <li>-Purchase ACT practice tests and use in all math classes for review.</li> <li>-Professional development on writing multiple choice tests</li> </ul>
Lack of knowledge in probability, statistics, and finance	<ul style="list-style-type: none"> <li>-Purchase materials to develop fundamental concepts associated with practical applications.</li> <li>-Offer specific classes in these areas</li> </ul>
Students do not seem to retain enough of the knowledge gained in each of the math classes they take	<ul style="list-style-type: none"> <li>-Professional development supporting ongoing review in all classes</li> <li>-Create math classes that are year-long</li> </ul>
Lack of professional publications	<ul style="list-style-type: none"> <li>-Purchase subscriptions to professional publications</li> <li>-Pay for fees associated with joining professional organizations such as NCTM etc...</li> </ul>

Profile Focus Area: Teaching and Learning

Summary of Problem: Insufficient student engagement based on student performance data; knowledge of programmatic/instructional strengths and weaknesses; best practice research

Problem/Need	Possible Actions
Inadequate access technology	<ul style="list-style-type: none"> <li>-Purchase more computers/technology equipment such as interactive white boards, etc.</li> <li>-Utilize staff duty time to supervise computer lab</li> <li>-Reinstate second computer lab</li> </ul>
Inadequate interventions to allow students to meet expectations	<ul style="list-style-type: none"> <li>-Stagger planning hours within departments</li> <li>-Identify at risk students from available data</li> <li>-Institute departmental labs for tutorial purposes</li> </ul>
Better utilize available data for curricular and instructional choices	<ul style="list-style-type: none"> <li>-Data driven student schedules</li> <li>-Creation of alternative scheduling</li> </ul>

ADVANCED PLACEMENT

Hillsdale High School offers Advanced Placement (AP) classes. Those classes are English Literature, Calculus, and U.S. History. Students also have the opportunity to take on-line AP classes through the Michigan Virtual High School. The tables below show the scores earned and the percentage of students by grade level who have taken AP exams over the past three years.

**Advanced Placement Summary 2008**

AP Score	English Literature	Calculus	U.S. History	Total Grades Reported	Percentage of Total	AP Equity & Excellence	
5	1	6	0	7	19%	10 <sup>TH</sup> GRADE	0.00%
4	4	1	0	5	14%	11 <sup>TH</sup> GRADE	2.50%
3	5	1	2	8	22%	12 <sup>TH</sup> GRADE	10.90%
2	4	1	5	10	28%	<b>CLASS OF 2008 SUMMARY</b>	15.10%
1	0	0	6	6	17%		
Total	14	9	13	36	100%		

**Advanced Placement Summary 2007**

AP Score	English Literature	Calculus	U.S. History	Total Grades Reported	Percentage of Total	AP Equity & Excellence	
5	0	2	3	5	11%	10 <sup>TH</sup> GRADE	2.90%
4	3	3	2	8	17%	11 <sup>TH</sup> GRADE	6.30%
3	4	8	4	16	35%	12 <sup>TH</sup> GRADE	10.40%
2	10	1	3	14	30%	<b>CLASS OF 2007 SUMMARY</b>	15.20%
1	0	0	3	3	7%		
Total	17	14	15	46	100%		

**Advanced Placement Summary 2006**

AP Score	English Literature	Calculus	U.S. History	Total Grades Reported	Percentage of Total	AP Equity & Excellence	
5	0	11	N/A	11	32%	10 <sup>TH</sup> GRADE	0.00%
4	3	4	N/A	7	21%	11 <sup>TH</sup> GRADE	9.50%
3	6	3	N/A	9	26%	12 <sup>TH</sup> GRADE	11.70%
2	7	0	N/A	7	21%	<b>CLASS OF 2006 SUMMARY</b>	12.60%
1	0	0	N/A	0	0		
Total	16	18	N/A	34	100%		

## MICHIGAN MERIT EXAM

The graphs that follow represent the Michigan Merit Exam (MME) for Hillsdale High School.

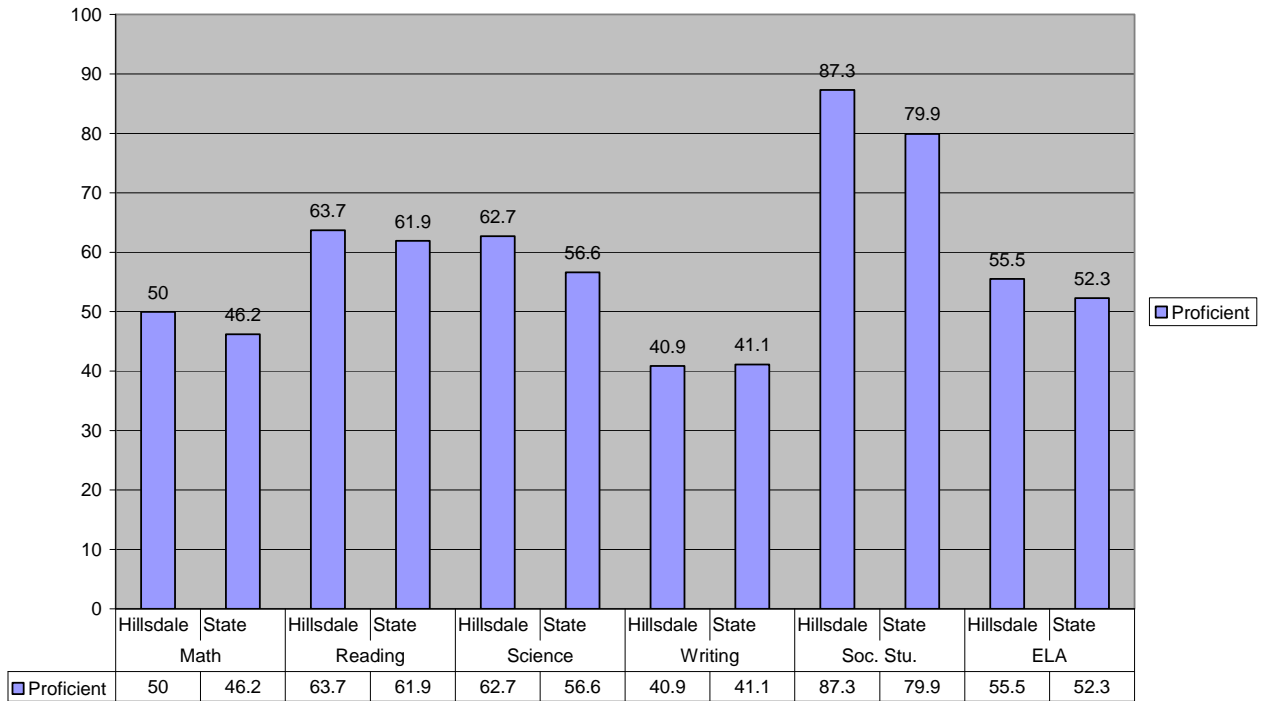
The 2006-2007 school year marked a significant change in Michigan’s accountability assessment program. In the past, all 11<sup>th</sup> grade students took the MEAP. This assessment measured student academic progress, but served no other purpose for the student since colleges and universities did not consider MEAP scores in their admissions process.

The MEAP has now been replaced with the Michigan Merit Exam (MME). This assessment combines the ACT, Work Key, and portions of the MEAP.

This change has benefited our students in two ways. Our students and school can now measure our academic progress using a nationally normed test, plus the ACT results may actually be used by colleges and universities for admission purposes. An added bonus for our students and parents is that the State of Michigan now pays for all students to take the ACT.

## MICHIGAN MERIT EXAM RESULTS

**MME 2008  
Percentage of Students Meeting or Exceeding State Standards  
(Level 1 and 2)**



## **Student Performance Goal One**

**Goal Statement:** Increase student achievement through the incorporation of technology in the classroom

**Essence of the goal:**

- 1) Increase access to technology
- 2) Utilize technology to increase student world Awareness
- 3) Apply technology in the sciences and math for real world experience
- 4) Utilize technology to increase standardized test scores

**Support Data used for selecting the goal:**

- 1) MEAP/MME scores
- 2) Localized assessments
- 3) Teacher needs assessment
- 4) Best Practice research

**Standardized Assessments:**

- 1) MEAP/MME scores
- 2) Explore test
- 3) Plan test

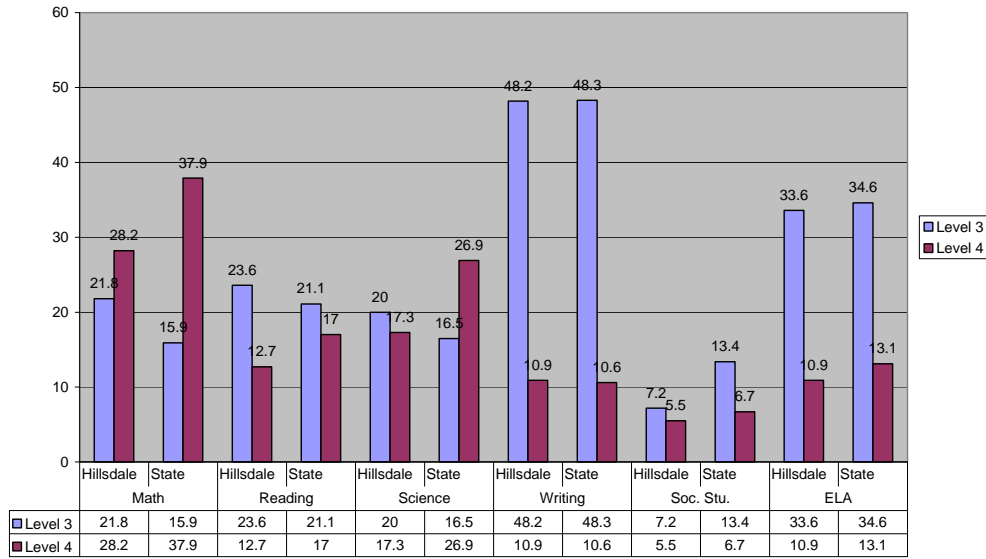
**Goal Committee Members:** Jerry Curby, Brad Felix, Amy Gramling, Susan Kuhn, Pat Pastula, Lisa Pohl, David Boswell, Mindy Boyd, Jen Duff, Nancy Myers, and Keith Rushing

**Implementation of the interventions and staff development:**

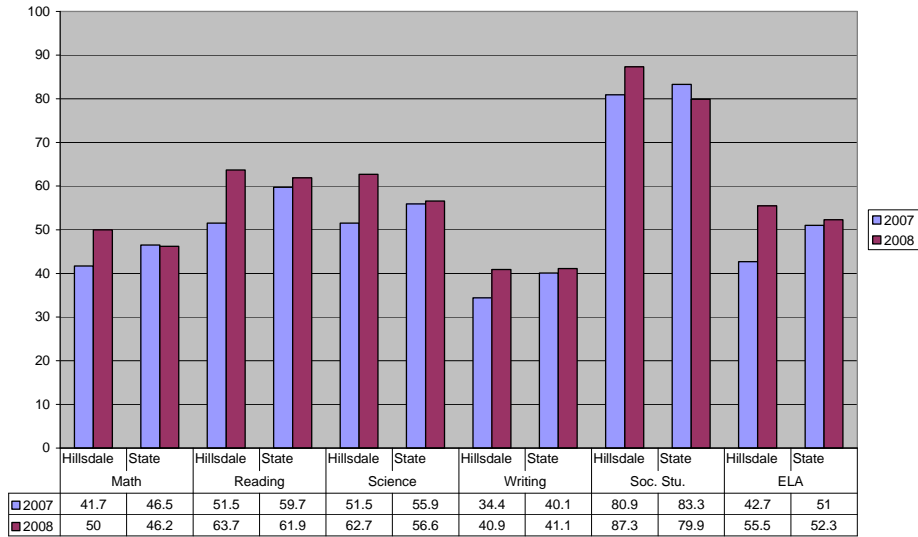
**Strategy / Intervention:**

- 1) Schedule regular building and content meetings to address specific applications
- 2) Set up after school sessions to reinforce skills
- 3) Provide teacher driven professional development
- 4) Increase access to technology
- 5) Inservice staff for implementation of technology in classrooms
- 6) Inservice staff on data interpretation to increase student achievement

**Hillsdale High School  
Percentage of Students Not Meeting State Standards  
MME 2008**



**MME Two Year Trend  
Percentage of Students Meeting or Exceeding State Standards**



- Level 1: Exceeds standards
- Level 2: Meets standards
- Level 3: Basic
- Level 4: Apprentice

**Interpretation of the Data:**

The graphs illustrate the percentage of Hillsdale students failing to meet the State standards. Our averages are above the State's in most subject areas, and our students improved from 2007 to 2008, which demonstrates our interventions are impacting student achievement. Our desire to continue these trends has informed our choice of school improvement goals. Having accurate and reliable assessment data is an important part of the school improvement process. Similar trends are evident in all the graphs we have selected. This high level of similarity demonstrates that the staff is using accurate and reliable data in the analysis in student achievement.

**Grade 11 Mathematics Assessment Report  
2008 MME Math**

**Hillsdale High  
School**

All Grade 11 Students- Regular Ed., Special Ed., Alternative Ed.	School Year	District Percent of Students Proficient & Advanced	State Percent of Students Proficient & Advanced	Number Tested	Percent Tested	Percent of Students in District at Each Achievement Level			
						Advanced	Proficient	Basic	Below Basic
All Students	2005-06	57%	53%	109	100%	8%	49%	18%	25%
	2006-07	42%	46%	132	100%	11%	31%	17%	41%
	2007-08	50%	46%	117	100%	4%	46%	22%	28%
Students with Disabilities	2005-06	N/A	30%	N/A	N/A	N/A	N/A	N/A	N/A
	2006-07	0%	9%	12	100%	0%	0%	0%	100%
	2007-08	0%	8%	6	100%	0%	0%	0%	100%
Economically Disadvantaged	2005-06	N/A	32%	N/A	N/A	N/A	N/A	N/A	N/A
	2006-07	31%	N/A	42	100%	7%	24%	12%	57%
	2007-08	38%	25%	34	100%	0%	38%	27%	35%
Male	2005-06	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	2006-07	46%	N/A	65	100%	8%	38%	19%	35%
	2007-08	51%	49%	68	100%	6%	45%	14%	35%
Female	2005-06	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	2006-07	37%	N/A	67	100%	13%	24%	17%	46%
	2007-08	43%	43%	49	100%	0%	43%	33%	24%

**Grade 11 Science Assessment Report  
2008 MME Science**

**Hillsdale High  
School**

All Grade 11 Students- Regular Ed., Special Ed., Alternative Ed.	School Year	District Percent of Students Proficient & Advanced	State Percent of Students Proficient & Advanced	Number Tested	Percent Tested	Percent of Students in District at Each Achievement Level			
						Advanced	Proficient	Basic	Below Basic
All Students	2005-06	64%	60%	104	100%	3%	62%	14%	21%
	2006-07	52%	56%	132	100%	3%	49%	18%	30%
	2007-08	60%	57%	117	100%	3%	57%	19%	21%
Students with Disabilities	2005-06	N/A	37	N/A	N/A	N/A	N/A	N/A	N/A
	2006-07	0%	9%	12	100%	0%	0%	0%	100%
	2007-08	0%	17%	6	100%	0%	0%	17%	83%
Economically Disadvantaged	2005-06	N/A	39%	N/A	N/A	N/A	N/A	N/A	N/A
	2006-07	31%	N/A	42	100%	0%	31%	24%	45%
	2007-08	38%	36%	34	100%	0%	38%	27%	35%
Male	2005-06	N/A	23%	N/A	N/A	N/A	N/A	N/A	N/A
	2006-07	58%	N/A	65	100%	6%	52%	17%	25%
	2007-08	57%	58%	68	100%	4%	53%	15%	28%
Female	2005-06	N/A	15%	N/A	N/A	N/A	N/A	N/A	N/A
	2006-07	45%	N/A	67	100%	0%	45%	19%	36%
	2007-08	63%	55%	49	100%	0%	63%	25%	12%

**Grade 11 Social Studies Assessment Report  
2008 MME Social Studies**

**Hillsdale High  
School**

All Grade 11 Students- Regular Ed., Special Ed., Alternative Ed.	School Year	District Percent of Students Proficient & Advanced	State Percent of Students Proficient & Advanced	Number Tested	Percent Tested	Percent of Students in District at Each Achievement Level			
						Advanced	Proficient	Basic	Below Basic
All Students	2005-06	78%	78%	109	100%	28%	50%	14%	8%
	2006-07	81%	83%	131	99%	37%	44%	7%	12%
	2007-08	87%	80%	117	100%	38%	49%	8%	5%
Students with Disabilities	2005-06	N/A	81%	N/A	N/A	N/A	N/A	N/A	N/A
	2006-07	33%	43%	12	100%	0%	33%	34%	33%
	2007-08	33%	41%	6	100%	0%	33%	17%	50%
Economically Disadvantaged	2005-06	N/A	66%	N/A	N/A	N/A	N/A	N/A	N/A
	2006-07	64%	N/A	42	100%	21%	43%	19%	17%
	2007-08	62%	65%	6	100%	26%	35%	24%	15%
Male	2005-06	N/A	76%	N/A	N/A	N/A	N/A	N/A	N/A
	2006-07	81%	N/A	64	99%	40%	41%	6%	13%
	2007-08	84%	80%	68	100%	40%	44%	6%	10%
Female	2005-06	N/A	80%	N/A	N/A	N/A	N/A	N/A	N/A
	2006-07	81%	N/A	67	100%	33%	48%	7%	12%
	2007-08	84%	80%	49	100%	31%	53%	12%	4%

**Grade 11 Reading Assessment Report  
2008 MME Reading**

**Hillsdale High  
School**

All Grade 11 Students- Regular Ed., Special Ed., Alternative Ed.	School Year	District Percent of Students Proficient & Advanced	State Percent of Students Proficient & Advanced	Number Tested	Percent Tested	Percent of Students in District at Each Achievement Level			
						Advanced	Proficient	Basic	Below Basic
All Students	2005-06	64%	60%	104	100%	3%	62%	14%	21%
	2006-07	52%	56%	132	100%	3%	49%	18%	30%
	2007-08	64%	62%	117	100%	2%	62%	24%	13%
Students with Disabilities	2005-06	N/A	37	N/A	N/A	N/A	N/A	N/A	N/A
	2006-07	0%	9%	12	100%	0%	0%	0%	100%
	2007-08	0%	19%	6	100%	0%	0%	50%	50%
Economically Disadvantaged	2005-06	N/A	39%	N/A	N/A	N/A	N/A	N/A	N/A
	2006-07	31%	N/A	42	100%	0%	31%	24%	45%
	2007-08	38%	43%	34	100%	0%	38%	26%	35%
Male	2005-06	N/A	23%	N/A	N/A	N/A	N/A	N/A	N/A
	2006-07	58%	N/A	65	100%	6%	52%	17%	25%
	2007-08	57%	58%	68	100%	4%	53%	15%	28%
Female	2005-06	N/A	15%	N/A	N/A	N/A	N/A	N/A	N/A
	2006-07	45%	N/A	67	100%	0%	45%	19%	36%
	2007-08	63%	66%	49	100%	0%	63%	24%	12%

**Grade 11 Writing Assessment Report  
2008 MME Writing**

**Hillsdale High  
School**

All Grade 11 Students- Regular Ed., Special Ed., Alternative Ed.	School Year	District Percent of Students Proficient & Advanced	State Percent of Students Proficient & Advanced	Number Tested	Percent Tested	Percent of Students in District at Each Achievement Level			
						Advanced	Proficient	Basic	Below Basic
All Students	2005-06	64%	60%	104	100%	3%	62%	14%	21%
	2006-07	52%	56%	132	100%	3%	49%	18%	30%
	2007-08	41%	41%	117	100%	1%	40%	48%	11%
Students with Disabilities	2005-06	N/A	37	N/A	N/A	N/A	N/A	N/A	N/A
	2006-07	0%	9%	12	100%	0%	0%	0%	100%
	2007-08	0%	7%	6	100%	0%	0%	17%	83%
Economically Disadvantaged	2005-06	N/A	39%	N/A	N/A	N/A	N/A	N/A	N/A
	2006-07	31%	N/A	42	100%	0%	31%	24%	45%
	2007-08	38%	21%	34	100%	0%	38%	26%	35%
Male	2005-06	N/A	23%	N/A	N/A	N/A	N/A	N/A	N/A
	2006-07	58%	N/A	65	100%	6%	52%	17%	25%
	2007-08	57%	36%	68	100%	4%	53%	15%	28%
Female	2005-06	N/A	15%	N/A	N/A	N/A	N/A	N/A	N/A
	2006-07	45%	N/A	67	100%	0%	45%	19%	36%
	2007-08	63%	46%	49	100%	0%	63%	24%	12%

**Grade 11 ELA Assessment Report  
2008 MME ELA**

**Hillsdale High  
School**

All Grade 11 Students- Regular Ed., Special Ed., Alternative Ed.	School Year	District Percent of Students Proficient & Advanced	State Percent of Students Proficient & Advanced	Number Tested	Percent Tested	Percent of Students in District at Each Achievement Level			
						Advanced	Proficient	Basic	Below Basic
All Students	2005-06	64%	60%	104	100%	3%	62%	14%	21%
	2006-07	52%	56%	132	100%	3%	49%	18%	30%
	2007-08	55%	52%	117	100%	1%	54%	34%	11%
Students with Disabilities	2005-06	N/A	37	N/A	N/A	N/A	N/A	N/A	N/A
	2006-07	0%	9%	12	100%	0%	0%	0%	100%
	2007-08	0%	11%	6	100%	0%	0%	33%	67%
Economically Disadvantaged	2005-06	N/A	39%	N/A	N/A	N/A	N/A	N/A	N/A
	2006-07	31%	N/A	42	100%	0%	31%	24%	45%
	2007-08	38%	31%	34	100%	0%	38%	26%	35%
Male	2005-06	N/A	23%	N/A	N/A	N/A	N/A	N/A	N/A
	2006-07	58%	N/A	65	100%	6%	52%	17%	25%
	2007-08	57%	48%	68	100%	4%	53%	15%	28%
Female	2005-06	N/A	15%	N/A	N/A	N/A	N/A	N/A	N/A
	2006-07	45%	N/A	67	100%	0%	45%	19%	36%
	2007-08	63%	57%	49	100%	0%	63%	24%	12%

## **Student Performance Goal Two**

**Goal Statement: All students will obtain, understand, analyze, communicate, and apply knowledge and skills to achieve success.**

### **Essence of the goal:**

1. Students will improve their ability to communicate effectively
2. Students will improve problem solving capability
3. Students will improve answering constructive response problems.

### **Support Data used for selecting the goal:**

- 1) Hillsdale's average 2008 ACT composite score is 18.8 compared to the state's average of 19.6
- 2) Local Assessment show the need for cross curricular improvement
- 3) Social Studies MEAP scores

**Goal Committee Members:** Marc Lemerand, Ed Patterson, Scott Robare, Nick Tucker, and Liz Youngman

### **Implementation of the interventions and staff development:**

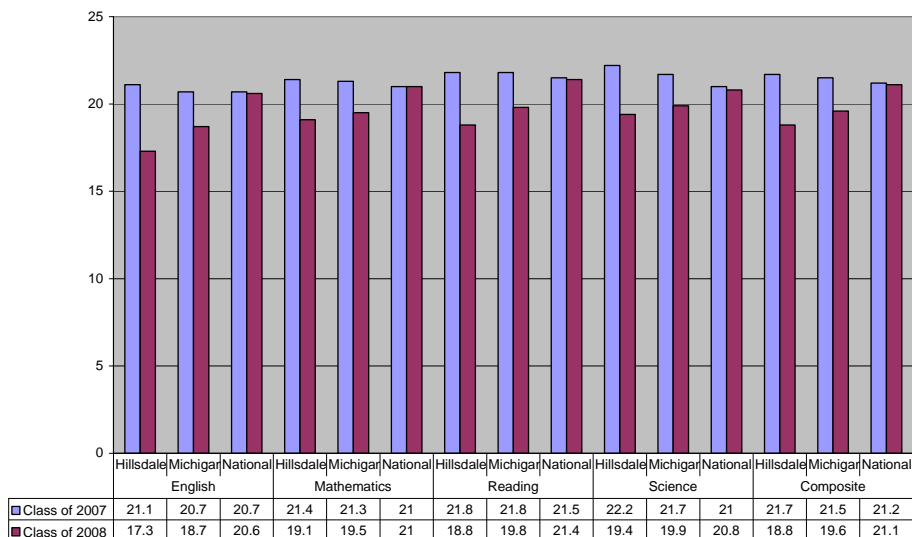
**Our teaching is the intervention that we used to improve our students reasoning skills.**

1. Staff members will model how to answer, in an organized way, extended response type questions.
2. Use real world experience to impact classroom achievement
3. At risk students are identified to staff for additional assistance
4. The math department was strategically restructured to achieve maximum success
5. Continued after school tutoring programs

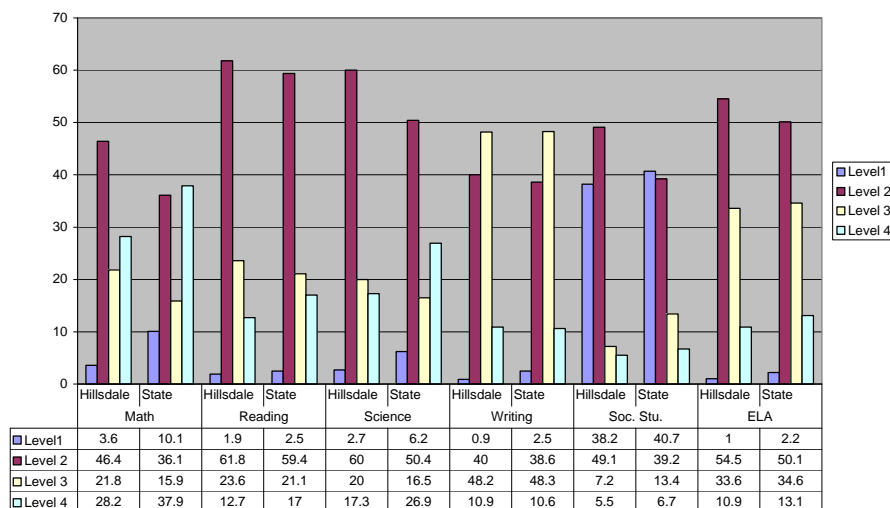
### **Data Sources for Assessing the Goal:**

- 1) Local assessments
- 2) MEAP/MME tests
- 3) PLAN tests
- 4) Explore tests

**ACT Comparison  
Class of 2007 and 2008**



**MME 2008  
Hillsdale and State Comparison  
All Levels of Achievement**



**Interpretation of the Data:**

Due to the restructuring of the social studies portion of the MME, the scores are unusually high. With an additional focus on the technology and instructional goals of the 2008-2009 school year, we are looking to continue to increase our future scores. The graphs also illustrate that the vast majority of our students are performing at or below an average level of achievement.

Now that U.S. federal education policy has caught up with the State's focus on school improvement, the goals we have chosen reinforce the continuing critical importance of technology, intervention, and instruction to today's teachers, principals, administrators, policymakers, and anyone interested in creating schools where all students learn to achieve success.