



School Improvement Plan

Howell High School

Howell Public Schools

Mr. Jason Schrock, Principal
1200 W Grand River Rd
Howell, MI 48843

TABLE OF CONTENTS

Introduction.....	1
Executive Summary	
Introduction.....	3
Description of the School.....	4
School's Purpose.....	5
Notable Achievements and Areas of Improvement.....	6
Additional Information	7
Improvement Plan Stakeholder Involvement	
Introduction.....	9
Improvement Planning Process.....	10
School Data Analysis	
Introduction.....	12
Student Enrollment Data.....	13
Student Achievement Data for All Students.....	16
Subgroup Student Achievement.....	19
Perception Data - Students.....	24
Perception Data – Parents/Guardians.....	26
Perception Data – Teachers/Staff.....	28

Other 30

School Additional Requirements Diagnostic

Introduction 32

School Additional Requirements Diagnostic 33

Health and Safety (HSAT) Diagnostic

Introduction 36

Health and Safety (HSAT) 37

Plan for School Improvement 2014 - 2015

Overview 43

Goals Summary 44

Goal 1: All students at Howell High School will increase their reading proficiency..... 45

Goal 2: All students at Howell High School will increase their math proficiency..... 47

Goal 3: All students at Howell High School will increase their science proficiency..... 49

Goal 4: All students at Howell High School will increase their social studies proficiency..... 51

Activity Summary by Funding Source 53

Introduction

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

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Howell High School is a comprehensive high school in southeast Michigan located in the city of Howell. The population of Howell High School is approximately 2,600 students, housed in two buildings. The Freshman Campus houses nearly 600 ninth-grade students while the 10-12 Campus houses the remaining students in addition to county-wide Career and Technical Education programs. While the student enrollment at the high school over the last three years has remained steady, the enrollment of Howell Public Schools has shown a decline of approximately 100 students per year. This trend is similar to other county schools as well as many public high schools in Michigan due to the struggling economy. The demographics of Howell High School are representative of those in the community. Howell is a predominantly white/Caucasian community with wide range of socioeconomic diversity. Once a small agricultural town, Howell has expanded its business district and recreational opportunities to attract growing families. Howell Public Schools believes all students can excel academically and does not offer an alternative education program in contrast to other county schools. As a result, the challenge within the school setting is to raise the academic achievement of the subgroup of students who receive special education services as well as those who face economic disadvantages. The staff at Howell High School are each Highly Qualified, trained and professional.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Vision Statement:

Creating an environment of continuous improvement that equips students for tomorrow's challenges.

Mission Statement:

Howell Public Schools is an exemplary learning community committed to taking responsibility for student achievement as we engage parents, partners, and community to maximize every student's success.

Beliefs Statement:

VALUES:

1. The focus of Howell Public Schools is to prepare all students academically and socially.
2. Students learn best in a safe, secure, and enthusiastic environment that encourages students to achieve to their potential while fostering the students' love of learning.
3. All students have dignity, value, and worth. We will act with integrity, communicate respectfully, and foster a healthy and diverse environment.
4. We believe in and support multiple learning styles, interests and motivators of our students; all students can learn.
5. All staff commit to relevant professional development, responsible behavior, innovative teaching and collaboration in the continuous improvement process.
6. We value the collaboration of staff and students with external partners in addressing mutual interests as well as to provide opportunities for volunteerism.

GUIDING ACTIONS

1. Advocacy for students is the responsibility of all persons in the educational process. to this end, we will hold each other accountable for student achievement and keep it foremost in our minds in conversations and actions.
2. We value learning and will invest in the continuous improvement of our staffs' instructional methods and strategies towards achieving excellence in each classroom. We demonstrate a culture of evidence where decisions are based in data.
3. We honor our role as financial stewards of the public trust through effective and efficient use of resources. We encourage our stakeholders to understand and support fiscal responsibility

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Howell High School has made great strides academically in recent years. Raising the composite ACT score by from 19 to 21 for a school that is as large as Howell is a tremendous accomplishment. Howell was the recipient of the AP Honors award presented by College Board for the second consecutive year as both course offerings, student enrollment in AP programs and student achievement grew substantially. Howell High School continues to expand course offerings in both career and college settings. During the 2013-2014 school year Howell High School staff successfully implemented a Fire Fighter 1&2 course as well as Pilot Ground School. Additionally, plans have been made for several additional courses including Air Force Junior ROTC, AP Spanish, and new AP English courses. Reading achievement for students with disabilities shows an upward trend, which will continue to be a focus of improvement. School wide initiatives will be focused on raising the graduation rate of students with disabilities as well as academic achievement including problem solving across all subjects and engaging lessons.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

Consistent stakeholders are involved in every school improvement meeting that is held throughout the school year. Those staff members are subject areas goal chairs, a data team leader and a school improvement chair who were interviewed and selected by school administration. In addition, parents and community members are invited to participate and asked to be involved on a consistent basis. From there, meeting schedules and agendas go out to all high school staff inviting their participation in the monthly meetings as well as to the students when the need arises. Meetings are scheduled as needed basis and all parties are consulted on a time that fits their schedules.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

While the school improvement process is open to all teachers, the high school School Improvement Team consisted of two school administrators, a school improvement chair, subject area teachers, a data team leader, and community members/parents as needed. Throughout the school year meetings were held with consistent stakeholder involvement from the members involved.

Additional school members attended school improvement meetings based on the agenda for individual meetings. All members participated fully in the meetings giving and receiving input on the topics presented at each meeting.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

As the school year came to a close multiple meetings were held with the school improvement team to review and discuss how we did with last year's plan and where we need to go with our school improvement plan for the 2014-2015 school year. All of the goals, strategies, and activities for the upcoming school year's plan were reviewed, revamped, and new activities were put in place to meet the needs of the high school. Stakeholders received emails regarding information and progress as the plan was being developed and once it was completed.

School Data Analysis

Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths, challenges, and directions for improvement based on an analysis of data and responses to a series of data related questions. This data collection and analysis process includes the identification of content area achievement gaps and reflections on causation. Please note that questions related to gaps and causes for a gap are marked with an asterisk (*). This diagnostic represents the various types of student data that should be continuously collected, reviewed, and analyzed in conjunction with other local school data. Completion of the SDA is required.

Student Enrollment Data

How do student enrollment trends affect staffing?

Howell Public Schools uses student enrollment in the spring to plan for staffing needs in the fall. At the secondary level, student course requests are gathered and staffing needs are determined according to student interest at the course level. Howell Public Schools has adjusted its staffing needs as a result of enrollment in the district.

How do student enrollment trends affect staff recruitment?

Staff recruitment in the area of specific programs has been the result of student enrollment and/or request in those programs. As student interest and enrollment in special programs changes, Howell Public Schools responds accordingly and recruits staff members who are highly qualified and certified for those positions.

How do student enrollment trends affect budget?

Howell Public Schools' budget is greatly affected by two factors: pupil foundation allowance granted by the State, and the number of students enrolled at HPS. Budget increases and/or cuts fluctuate according to these factors. As enrollment increases at HPS, the budget responds accordingly, increasing in the areas that are needed in order to ensure that resources for students and staff are properly supported.

How do student enrollment trends affect resource allocations?

Howell Public Schools' budget is greatly affected by two factors: pupil foundation allowance granted by the State, and the number of students enrolled at HPS. Budget increases and/or cuts fluctuate according to these factors. As enrollment increases at HPS, the budget responds accordingly, increasing in the areas that are needed in order to ensure that resources for students and staff are properly supported.

How do student enrollment trends affect facility planning and maintenance?

Howell Public Schools' has implemented a Facilities Use Committee to determine the maximum use of its buildings, rooms and grounds. As enrollment changes at HPS, the committee reviews our current use and makes recommendations to change or modify accordingly.

How do student enrollment trends affect parent/guardian involvement?

Parent/guardian involvement has not been directly impacted by student enrollment at the secondary level. Involvement has remained high in athletics and extra curricular activities as enrollment fluctuates. Involvement in communication at the classroom level has transitioned to electronic communications as technology becomes accessible in the home and with personal devices.

How do student enrollment trends affect professional learning and/or public relations?

Professional learning has been determined by the student achievement results as well as district initiatives in our School Improvement Plan. Student enrollment has a greater impact on our public relations than it does professional learning. As a school of choice district, Howell Public Schools closely monitors the enrollment trends of our students and neighboring school districts. HPS for 2013-2014 school year brought in a Public Relations Director position in order to communicate the opportunities that are available to students and their families at HPS and draw students into the community and school which will be continuing for next school year.

What are the challenges you noticed based on the student enrollment data?

As student enrollment decreases at the secondary level, the number of teaching staff needed decreases. As this happens, the ability to create a master schedule that meets every need becomes increasingly challenging. Class sizes are maximized in order to stretch our resources. There is also the challenge of perception when enrollment decreases. HPS faces the challenge of communicating to stakeholders the reasoning behind declining enrollment to ensure that everyone is aware of economic factors that inform parents decisions to move out of district, rather than a lack of satisfaction with services at HPS.

What action(s) will be taken to address these challenges?

Howell Public Schools has formalized two steps in order to meet the challenges of declining enrollment. The first is to implement the Net Promoter Scoring system as part of a way to gather input from the community and respond to the needs and feedback. Understanding that our families in the community are our customers and promoting HPS with our school system is a key step in bringing students into the school. The district has also hired a Public Relations Director.

What are the challenges you noticed based on student attendance?

Student attendance reveal our at-risk population of students has difficulty with consistent school attendance. As a result, academic performance is hindered. We face the challenge of educating all students and maintaining a consistent program with students who have inconsistent attendance. With poor attendance comes a variety of other concerns including engagement in the classroom, compliance with school expectations and ultimately the potential for some students not to graduate with their cohort.

What action(s) will be taken to address these challenges?

As a result of our attendance data, we implemented attendance guidelines for the 2012-2013 school year. These guidelines required students who had excessive absences to attend make-up sessions in order to be granted their credit for the course(s). While this proved successful, it revealed additional layers of obstacles that students needed help overcoming. For the 2013-2014 school year, we created an At-Risk Social Worker position at the high school who will be charged with working with at-risk students and families who demonstrate poor attendance and support them in their education, decision making and life skills in order to provide the best educational setting possible. We continue to monitor that data and effectiveness of both of these initiatives.

Student Achievement Data for All Students

This area includes data questions.

Which content area(s) indicate the highest levels of student achievement?

Our student achievement data for 11th grades students is highest in the areas of Reading on the Michigan Merit Exam with 65% of students receiving a score of Proficient or Advanced. According to the results of the ACT and PLAN assessment given to all 9th, 10th and 11th grade students, the highest level of achievement realized at the high school was in the subject area of ELA. At all grade levels the percent of students achieving at or above ACT's College Readiness Benchmarks was the highest in ELA. Scores demonstrate that 43% of all 9th grade students, 63% of all 10th grade students and 63% of all 11th grade students reached a score that was at or above college readiness. Our 9th grade numbers did decrease significantly from the previous school year however, the students are no longer taking the EXPLORE they are taking the PLAN which is more difficult exam.

Which content area(s) show a positive trend in performance?

Over the last four (4) years, Howell High School has shown a positive trend in the area of ELA on ACT assessments. While the trends in other subject areas demonstrate consistent performance, ELA scores (both composite score and percent at/above College Readiness) have increased.

On the State MME assessments, Howell has shown a positive trend in all subject areas over the last five (5) years. This trend, however, is not shown in the cohort data for the graduating class of 2015, as scores fell slightly on spring MME assessments.

In which content area(s) is student achievement above the state targets of performance?

While comparison data for 9th and 10th grade students on the ACT PLAN assessments is not available, comparisons on 11th grade ACT/MME assessments are made available at www.mischooldata.org. The data demonstrate that Howell High School student achievement is above the state average in all subject areas.

What trends do you notice among the top 30% percent of students in each content area?

The students who achieve at the top 30% in each content area have several factors in common. Courses taken by these students are representative of the most rigorous, often honors and/or AP courses, that Howell offers. Many of them take more science credits than are required for graduation as well. Additionally, the students at the top 30% enter the high school performing at or above the college readiness benchmarks in most, if not all, subjects on the ACT or PLAN assessments. There is also a strong correlation with these students and the connection to an extracurricular activity.

What factors or causes contributed to improved student achievement?

Improved student achievement is the result of intentional supports and high expectations. At the high school, the Reading Apprenticeship program has been implemented and each teacher has received training in the program. High expectations for student writing have been set and an intentional focus on allowing students to re-work and master the components of essays has been at the forefront of work done in Professional Learning Communities within the ELA department. Additionally, support classes in the areas of math and English have been implemented to give struggling students additional support and time on task within the school day.

How do you know the factors made a positive impact on student achievement?

The continued support of Strategic Literacy courses, as well as the continuation of the Reading Apprenticeship program, has led to improvement in student achievement. Professional learning communities, scope and sequence documents, and common assessments in all Michigan Merit Curriculum (MMC) subjects have contributed to increases in achievement. Monitoring academic achievement prior to and after implementation of these programs supports the validity of the impact they have had on the positive trend.

Which content area(s) indicate the lowest levels of student achievement?

Upon review of the ACT assessments, it is noted that lowest percentage of students achieving at or above ACT's College Readiness Benchmarks are in the areas of science and mathematics at each grade level. According to the data only 32% of 9th grade students, 43% of 10th grade students and 31% of 11th grade students in mathematics achieve at or above the College Readiness Benchmarks for their grade level and only 26% of 9th grade students, 38% of 10th grade students and 34% of 11th grade students in science achieve at or above the College Readiness Benchmarks.

Which content area(s) show a negative trend in achievement?

While all content area on ACT assessments show a steady average over a 4 year trend, MME assessments reflect a minimal decrease in achievement. The decrease for the 2013-2014 school year varies by content area but ranges from a 1% - 4% decrease.

In which content area(s) is student achievement below the state targets of performance?

While comparison data for 9th and 10th grade students on the ACT PLAN assessments is not available, comparisons on 11th grade ACT/MME assessments are made available at www.mischooldata.org. The data demonstrate that Howell High School student achievement is above the state average in all subject areas.

What trends do you notice among the bottom 30% of students in each content area?

The students who achieve at the bottom 30% in each content area have several factors in common. Students who perform in the bottom 30% on assessments often fail to demonstrate consistent attendance throughout the school year. Students at the bottom 30% enter the high school performing below the college readiness benchmarks in most, if not all, subjects on the ACT or PLAN assessments. There is also a strong correlation with these students and low socioeconomic status and/or whether they receive special education services.

What factors or causes contributed to the decline in student achievement?

Student achievement remains consistent according to the ACT assessment, yet reflects a slight decline on the MME assessment. This can be attributed to rising cut scores which are set by the state as well as increased obstacles for families and students to overcome as a result of the struggling economy.

How do you know the factors made a negative impact on student achievement?

We know the change in cut scores on the MME had a negative impact on the student achievement data because the ACT scores remain consistent for the same group of students. The ACT college readiness standards do not change and are based on national statistics gathered over the years. The MME cut scores, however are set each year and are not predictable, nor transparent. When measuring the same students, Howell High School produces consistent scores on the ACT yet slightly decreasing performance on the MME as cut scores are modified each year.

The impact of economic factors on student achievement are noticed most as students' families experience financial stress and the impact on the family structure, support for learning, consistent attendance and emphasis on academic achievement are weakened.

What action(s) could be taken to address achievement challenges?

For the 2013-2014 school year, the high school School Improvement Team allocated resources to hire an At-Risk Social Worker. The goal of this position was to work with At-Risk students and their families to assist in overcoming the obstacles in the way of academic achievement, including improved attendance in school. The continued support of our At-Risk Social Worker will be in place for the 2014-2015 to provided support that was developed during the previous school year.

Subgroup Student Achievement

Statement or Question:Which subgroup(s) show a trend toward increasing overall performance?

Response:

- Students with Disabilities

Statement or Question:For which subgroup(s) is the achievement gap closing?*

Response:

- Students with Disabilities

In what content areas is the achievement gap closing for these subgroups?*

Students with disabilities show a 5 year upward trend in all subject areas on the MME except in Writing where the proficiency level dropped by 7% for the class of 2015 .

How do you know the achievement gap is closing?*

Close monitoring of the ACT and MME data demonstrate that the students with disabilities have slowly began to close the achievement gap with the general education population.

What other data support the findings?

In addition to the ACT/MME, the high school uses the PLAN assessment to monitor the progress of all subgroups of students.

What factors or causes contributed to the gap closing? (Internal and External)*

Staff analysis of the data has determined that over the past five years, from 2008-2012, students with disabilities have experienced slight increases in performance in all areas of the Michigan Merit Exam. However, a significant gap remains between the achievement of general education students and special education students in all areas. We ensure through administrative oversight and through Individual Education Program (IEP) meetings that all students have access to a rigorous curriculum. We provide information to parents/guardians using various methods including social media, e-mail, and telephone, and information is provided in daily school announcements. Information is also provided to students and parents/guardians during meetings with case workers and/or counselors. Students have the opportunity to take credit recovery and summer school which is communicated to them through the previously mentioned methods. Administration enforces the SY 2014-2015

School Board policy prohibiting discrimination of student placement into state and federal programming.

How do you know the factors made a positive impact on student achievement?

The implementation of Strategic Literacy courses, as well as the implementation of the Reading Apprenticeship program, has lead to improvement in student achievement. Professional learning communities, scope and sequence documents, and common assessments in all Michigan Merit Curriculum (MMC) subjects have contributed to increases in achievement. Monitoring academic achievement prior to and after implementation of these programs supports the validity of the impact they have had on the positive trend.

What actions could be taken to continue this positive trend?

Continued support of students with disabilities in the areas of access to a rigorous curriculum and increased student engagement by utilizing Marzano's instructional strategies are steps that could be taken to continue the positive trend.

Statement or Question:Which subgroup(s) show a trend toward decreasing overall performance?

Response:

- None

Statement or Question:For which subgroup(s) is the achievement gap becoming greater?*

Response:

- None

In what content areas is the achievement gap greater for these subgroups?*

N/A

How do you know the achievement gap is becoming greater?*

N/A

What other data support the findings?*

N/A

What factors or causes contributed to the gap increasing? (Internal and External)*

N/A

How do you know the factors lead to the gap increasing?*

N/A

What actions could be taken to close the achievement gap for these students?*

N/A

How is each of the English Language Learners (ELLs) demographics achieving in comparison to the school aggregate?

The MME data does not provide information in this area.

How do you ensure that students with disabilities have access to the full array of intervention programs (Title 1, Title III, Section 31a, credit recovery programs, after-school programs, etc.)?

We ensure this through administrative oversight and through Individual Education Program (IEP) meetings. We provide information to parents/guardians using various methods including social media, e-mail, and telephone, and information is provided in daily school announcements. Information is also provided to students and parents/guardians during meetings with case workers and/or counselors. Students have the opportunity to take credit recovery and summer school which is communicated to them through the previously mentioned methods. Administration enforces the School Board policy prohibiting discrimination of student placement into state and federal programming. The School Improvement Team allocates appropriate resources to support the needs of ELL students and At-Risk students. Credit recovery and summer school opportunities are funded through Section 31a resources at the high school in order to ensure adequate opportunity is provided for all students for credit attainment.

How are students designated 'at risk of failing' identified for support services?

Grade level guidance counselors closely monitor the academic progress of students in addition to other factors that identify students as at-risk. Documentation of these criteria is noted through Data Director, a web-based student information system.

School Improvement Plan

Howell High School

What Extended Learning Opportunities are available for students (all grade configurations respond)?

After school Credit Recovery and Summer School programs are available to all grade levels for students identified as At-Risk according to criteria set forth in Section 31a. Advance Placement and Dual Enrollment opportunities are also available for eligible students in grades 9-12.

Label	Question	Value
	What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?	20.0

What is the school doing to inform students and parents of Extended Learning Opportunities?

The information regarding credit recovery and summer school is communicated via e-mail blasts, phone calls, and web posts. Teachers and counselors encourage students and parents/guardians to take advantage of the learning opportunities as well. Furthermore, counselors discuss these options at 8th Grade Parent Night as well as during Curriculum Night.

Label	Question	Value
	What is the total FTE count of teachers in your school?	123.25

Label	Question	Value
	How many teachers have been teaching 0-3 years?	19.0

Label	Question	Value
	How many teachers have been teaching 4-8 years?	27.0

Label	Question	Value
	How many teachers have been teaching 9-15 years?	49.0

Label	Question	Value
	How many teachers have been teaching >15 years?	34.0

What impact might this data have on student achievement?

The variety of staff experience and years of service at Howell High School may contribute to our scores being above the state average in all subject areas. The population of veteran teachers is complemented with teaching staff that have come directly from teacher preparation programs or have entered the teaching profession after previous experiences.

School Improvement Plan

Howell High School

Label	Question	Value
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	376.0

Label	Question	Value
	Indicate the total number of days for teacher absences due to illness.	1578.0

What impact might this data have on student achievement?

Any absences from the classroom setting either for professional development or illness impacts the learning process and can have a direct impact on student achievement if the time outside of the classroom becomes frequent. The average number of days out per staff member was about 15 days.

Perception Data - Students

Which area(s) indicate the highest overall level of satisfaction among students?

Students in the 9th through 12th grade were surveyed in early spring; in stark contrast to last year, there were 289 students that participated in the survey when only 25 students took the survey from the previous year. From the students that participated in the survey the following areas were highlighted as ones that the students found satisfaction in. 72% of students strongly agreed or agreed that Howell High School give multiple assessments to check their understanding of what is taught and a similar amount felt that the principal and teachers had high expectations for them. 77% of students strongly agreed or agreed that the school has activities that interest the students that they can participate in; 13% disagreed or strongly disagreed. 71% of students strongly agreed or agreed that teachers use tests, projects, presentations and portfolios to check their understanding of what was taught; 15% disagreed. These categories showed that highest level of satisfaction this year as they did in our previous survey from the last school year.

Which area(s) show a positive trend toward increasing student satisfaction?

After reviewing the survey results from this year compared to the feeling the students from previous years the overall feeling of satisfaction among students has stayed consistent. Students feel that they there are programs and services available to help them succeed, that they are given multiple assessments to check their understanding, and that they school provides them with activities that interest them. Even with a larger number of students participating in the survey this year we continue to see that the school continues to do well and the students continue to be satisfied in the same areas as previous years.

What area(s) indicate the lowest overall level of satisfaction among students?

Students in the 9th through 12th grade were surveyed in early spring; however only 25 students took the survey. From the students that participated in the survey the following areas were highlighted as ones that the students found dissatisfaction in. 57% of students disagreed or strongly disagreed that all students at Howell High School are treated with respect; 19% strongly agreed or agreed. 60% of students disagreed or strongly disagreed that students respect the property of others and 17% strongly agreed or agreed. 45% of students disagreed or strongly disagreed that the students help each other even if they are not friends; additionally there were 27% that were neutral. Finally, 60% of students disagreed or strongly disagreed that teacher's change their teaching to meet their learning needs; 19% agreed.

Which area(s) show a trend toward decreasing student satisfaction?

After reviewing the survey results from this year compared to the feeling the students from previous years the overall feeling of dissatisfaction among students has stayed consistent in the same areas. Students feel that they are not treated with respect, that their personal property or property of others is not respected and that teachers do not change their teaching to meet students' learning needs. However, with a larger number of students completing the survey this year we did see the percentages go down in those areas but the schools learning environment, climate and the relationships piece continue to be an issue.

What are possible causes for the patterns you have identified in student perception data?

Areas identified that require improvement are primarily in the affective domain and most probably are related to the large student population of the school. In addition the implication of Link Crew was only done on a very small scale focusing on the transition between Middle School and the Freshman Campus which has been helping with the freshman transitioning to high school but we still struggle with the transition to the 10-12 building and the students difficulty to find a place in such a large building.

What actions will be taken to improve student satisfaction in the lowest areas?

There will be continued implementation of the LINK Crew program in the 2014-2015 school year as additional staff have been trained in this area which is designed to address many of these weaknesses, as is the continued addition of a "At-Risk" counselor to support our at-risk population. Additionally, investigation and research to begin implication of a new discipline and behavior intervention plan with the potential of including peer mediation.

Perception Data – Parents/Guardians

Which area(s) indicate the overall highest level of satisfaction among parents/guardians?

Parents with students in the grades 9-12 were surveyed in early spring; however this year only 33 parents took the survey versus the 97 that took it last year. From the parents that participated in the survey the following areas were highlighted as ones that the parents found satisfaction in. 85% of parents strongly agreed or agreed that their child knows the expectations for their learning in all classes; 11% disagree. 74% of parents strongly agreed or agreed that Howell High School provides a safe learning environment; 4% disagree or strongly disagree. Finally, the highest area of satisfaction, 93% of parents strongly agreed or agreed that the school provides opportunities for students to participate in activities that interest them and there no parents that disagreed with this.

Which area(s) show a trend toward increasing parents/guardian satisfaction?

After reviewing the survey results from this year compared to the feeling the parents/guardians from previous years the overall feeling of satisfaction among parents/guardians has stayed consistent. Parents/guardians still believe that the teachers give clear expectations for the students learning in classes, they feel that the high school is a safe learning environment and that there are many different opportunities for students to participate in activities that interest them. Even with only a small number of parent/guardians completing the survey this year we continue to see that the school continues to do well in these areas and the parents/guardians continue to be satisfied in the same areas as previous years.

Which area(s) indicate the overall lowest level of satisfaction among parents/guardians?

Parents with students in the grades 9-12 were surveyed in early spring; however this year only 33 parents took the survey versus the 97 that took it last year. From the parents that participated in the survey the following areas were highlighted as ones that the parents found dissatisfaction in. In the areas of concern the survey results were somewhat confounded do to the fact that 18%-37% of the respondents chose the "neutral" response for these questions. 56% of parents disagreed or strongly disagreed that all of their child's teachers meet his/her learning needs by individualizing instruction; 19% strongly agreed or agreed. 44% of parents disagreed or strongly disagreed that their child sees a relationship between what is being taught and his/her everyday life; 19% of parents strongly agreed or agreed, leaving 33% of people unsure. 41% of parents disagreed or strongly disagreed that all of their child's teachers keep them informed regularly of how my child is being graded; 19% strongly agreed or agreed; again there was a large number of neutral responses. Finally, 45% of parents disagreed or strongly disagreed that our school provides excellent support services (e.g., counseling, and/or career planning); 33% strongly agreed or agreed.

Which area(s) show a trend toward decreasing parents/guardian satisfaction?

After reviewing the survey results from this year compared to the feeling the parents/guardians from previous years the overall feeling of dissatisfaction among parents/guardians has stayed consistent. They are still concerned that all of their students' learning needs are not individualized, and that the high school doesn't provide excellent support services. Even with only a small number of parents/guardians

completing the survey this year we continue to see that the schools guidance department and the support given to students to meet their learning needs continues to be an issue.

What are possible causes for the patterns you have identified in parent/guardian perception data?

Areas identified that require improvement are primarily in the affective domain and most probably are related to the large student population of the school and difficulties to provide immediate support and services for both the students and the parents/guardians. This continues to be why we see concerns regarding our counseling/support services especially during the beginning of the semesters at schedule change time. In addition, the net promoter initiative was implemented during the previous school year and has only been in place for a short period of time.

What actions will be taken to increase parent/guardian satisfaction in the lowest areas?

This school year and for the following school year both the high school and the district are continuing to use the Net Promoter initiative. Through this parent surveys have and will be going on multiple times per year to receive on-going parent feedback on how they feel the school year is progressing. It also gives parents the opportunity to receive a phone call from an administrator to discuss both positive and negative concerns.

Perception Data – Teachers/Staff

Which area(s) indicate the overall highest level of satisfaction among teachers/staff?

Staff with students in the grades 9-12 were surveyed in early spring and a similar number of staff members completed the survey this year as did last year. 72 staff members completed the survey this year. From the staff that participated in the survey the following areas were highlighted as ones that the staff found satisfaction in. Providing qualified staff earned one of the highest average score on the survey, with 83% of all staff in agreement and only 8% disagreeing, reflecting the Howell Public schools dedication to ensuring certified and highly qualified teachers in all classrooms. 76% of survey respondents believed that the school's purpose statement is clearly focused on student success; with 12% disagreeing. Finally, 83% of survey respondents agree our school provides opportunities for students to participate in activities that interest them; with 6% disagreeing.

Which area(s) show a trend toward increasing teacher/staff satisfaction?

After reviewing the survey results from this year compared to the feeling of the staff from the previous year, the overall feeling of satisfaction among staff has stayed consistent. Staff still believe that the school provides certified and highly qualified teachers in all classrooms, that the school's purpose statement is clearly focused on student success, that our school provides opportunities for students to participate in activities that interest them and that we participate in collaborative learning communities continue to be areas of strength.

Which area(s) indicate the lowest overall level of satisfaction among teachers/staff?

Staff with students in the grades 9-12 were surveyed in early spring and a similar number of staff members completed the survey this year as did last year. 72 staff members completed the survey this year. From the staff that participated in the survey the following areas were highlighted as ones that the staff found dissatisfaction in. Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership received the overall lowest score among staff with 49% disagreeing or strongly disagreeing; 30% agree. However there was a large percent that were neutral which can confound the data. 43% of staff disagreed or strongly disagreed that our school has a formal process in place to support new staff members; 31% agree. 46% of staff disagreed or strongly disagreed that our school provides a plan for the acquisition and support of technology to support student learning; 33% agree. Finally, 44% of staff disagree or strongly disagree that our school provides sufficient material resources to meet student needs; 35% agree.

Which area(s) show a trend toward decreasing teacher/staff satisfaction?

After reviewing the survey results from this year compared to the feeling of the staff from the previous year, the overall feeling of dissatisfaction among staff has stayed fairly consistent. Staff still believe that our school's governing body or school board maintains a distinction between its roles and responsibilities, that our school does not have the technology or resources available to meet the students learning needs and that we don't do enough to provide support for our new staff members. These continue to be an area of weakness for our school.

What are possible causes for the patterns you have identified in staff perception data?

Staff still believe that our school's governing body or school board struggles to maintain a distinction between its roles and responsibilities. These continue to be an area of weakness for our school.

Other

How does your school use the MiPHY online survey health risk behavior results to improve student learning? (Enter N/A if you have not completed the MiPHY survey.)

N/A

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

Curriculum changes and adoptions are developed by individual teachers or departments and then are brought to the school principal who then reviews the curriculum with the school improvement team. This group consists for representation from the individual departments, parents, community members and administration. Upon school level approval the curriculum changes/adoptions go to the district curriculum council who then sends approved curriculum to the school board for the final approval.

What evidence do you have to indicate the extent to which the standards are being implemented?

During the 2013-2014 school year the district held five professional development days focused on implementing the Common Core State Standards. The Marzano Research Institute was brought in to work with the whole district staff for the morning sessions and then focused on supporting the English and Math teachers with beginning to implementation of priority standards in classrooms. In addition the English and Math teachers had release time to work with specialists from the local ISD for additional training and support. These professional development activities are currently scheduled to continue again for the next year.

School Additional Requirements Diagnostic

Introduction

This diagnostic contains certification requirements for Michigan schools. This diagnostic must be completed by all schools.

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
	Literacy and math are tested annually in grades 1-5.	Yes		

Label	Assurance	Response	Comment	Attachment
	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	http://www.howellschools.com/filesystem/HHS%202012-2013%20AER.pdf	

Label	Assurance	Response	Comment	Attachment
	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes		

Label	Assurance	Response	Comment	Attachment
	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes		

Label	Assurance	Response	Comment	Attachment
	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes		

Label	Assurance	Response	Comment	Attachment
	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Cassandra Harmon-Higgins 517-548-6200 ext 80241	

School Improvement Plan

Howell High School

Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes		

Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	No		

Label	Assurance	Response	Comment	Attachment
	The School has additional information necessary to support your improvement plan (optional).	No		

Health and Safety (HSAT) Diagnostic

Introduction

The content for this tool comes directly from the Healthy School Action Tool (HSAT) Assessment (<http://www.mihealthtools.org/hsat>), an online tool for school buildings to assess its school health environments. These assurances are designed to help school improvement teams think about conditions for learning in their school, specifically related to student health and safety, and develop strategies in their school improvement plan to address any identified needs.

This diagnostic is optional and should be completed only if you took the HSAT.

Health and Safety (HSAT)

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

	Statement or Question	Response	Rating
Question 1	Our School has a written policy on school safety that supports proactive, preventative approaches to ensure a safe school environment.	Written policy, fully implemented	N/A

	Statement or Question	Response	Rating
Question 2	All teachers in our school have received professional development in management techniques to create calm, orderly classrooms.	Yes	N/A

	Statement or Question	Response	Rating
Question 3	Our school communicates all of our health and safety policies to students, staff, substitute teachers, parents and visitors through the parent handbook or newsletter at least once a year.	Yes	N/A

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

	Statement or Question	Response	Rating
Question 5	Our school has taken action on the Michigan State Board of Education Policy on Comprehensive School Health Education.	Adopted policy, fully implemented	N/A

	Statement or Question	Response	Rating
Question 6	All teachers who provide health education instruction received annual professional development/continuing education specifically related to health education.	Yes	N/A

School Improvement Plan

Howell High School

	Statement or Question	Response	Rating
Question 7	The health education curriculum used in our school is the Michigan Model for Health® Curriculum.	Yes	N/A

	Statement or Question	Response	Rating
Question 8	The health education curriculum used in our school involves student interaction with their families and their community.	Yes	N/A

	Statement or Question	Response	Rating
Question 9	Our school has taken action on the Michigan State Board of Education Policy on Quality Physical Education.	Adopted policy, fully implemented	N/A

	Statement or Question	Response	Rating
Question 10	At our school, physical education teachers annually participate in professional development specific to physical education.	Yes	N/A

	Statement or Question	Response	Rating
Question 11	Our school uses the Exemplary Physical Education Curriculum (EPEC)	Other curriculum	N/A

	Statement or Question	Response	Rating
Question 12	At least three times during the past 12 months, our school offered programs, activities or events for families about physical activity.	Yes	N/A

	Statement or Question	Response	Rating
Question 13	Our school offers the following amount of total weekly minutes of physical education throughout the year.	150 minutes or more at elementary level, 225 minutes or more at middle/high level	N/A

	Statement or Question	Response	Rating
Question 14	Our school has taken action on the Michigan State Board of Education Policy on Nutrition Standards.	Adopted policy, fully implemented	N/A

	Statement or Question	Response	Rating
Question 15	The food service director/manager participated in professional development related to food or nutrition during the past 12 months.	Yes	N/A

School Improvement Plan

Howell High School

	Statement or Question	Response	Rating
Question 16	The food service director/manager supports/reinforces in the cafeteria what is taught in health education.	Yes	N/A

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

	Statement or Question	Response	Rating
Question 18	Our school makes a good faith effort to ensure that federally reimbursable school nutrition programs are the main source of nutrition at school rather than vending or a la carte.	Yes	N/A

	Statement or Question	Response	Rating
Question 19	Our school has a health services provider or school nurse accessible to students.	No	N/A

	Statement or Question	Response	Rating
Question 20	Our school has a written policy on school safety that involves parents, and broader community, in collaborative efforts to help ensure a safe school environment.	Written policy, fully implemented	N/A

	Statement or Question	Response	Rating
Question 21	Our school has a system in place for collecting relevant student medical information.	Yes	N/A

	Statement or Question	Response	Rating
Question 22	Our school has taken action on the Michigan State Board of Education Positive Behavior Support Policy.	Adopted policy, but not fully implemented	N/A

	Statement or Question	Response	Rating
Question 23	During the past 12 months, the school counseling staff has provided professional development to school health staff about identification and referral of students related to violence and suicide prevention.	Yes	N/A

School Improvement Plan

Howell High School

	Statement or Question	Response	Rating
Question 24	During the past 12 months, the school counselor/psychologist/social worker offered information to students (presentations, materials, individual or group counseling activities, events) about bullying, harassment and other peer to peer aggression.	Yes	N/A

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

	Statement or Question	Response	Rating
Question 26	During the past 12 months, the school counseling staff identified students who are at risk of being victims or perpetrators of violence.	Yes	N/A

	Statement or Question	Response	Rating
Question 27	Our school's mission statement includes the support of employee health and safety.	No	N/A

	Statement or Question	Response	Rating
Question 28	During the past year, our school supported staff participation in health promotion programs by having a budget for staff health promotion.	No	N/A

	Statement or Question	Response	Rating
Question 29	During the past year, our school supported staff in healthy eating by providing healthy food choices at staff meetings.	No	N/A

	Statement or Question	Response	Rating
Question 30	Our school has a written family involvement policy that advocates for strong connections between the home, school and the community as a means of reducing barriers to student achievement.	Written policy, fully implemented	N/A

	Statement or Question	Response	Rating
Question 31	Our school has a parent education program.	Yes	N/A

School Improvement Plan

Howell High School

	Statement or Question	Response	Rating
Question 32	During the past 12 months, our school collected information from parents to help evaluate/improve school health education in our school.	No	N/A

	Statement or Question	Response	Rating
Question 33	During non school hours the community has access to indoor facilities for physical activity (such as gym, weight room, hallway for walking, pool, basketball court).	Access to some indoor facilities	N/A

Plan for School Improvement 2014 - 2015

Overview

Plan Name

Plan for School Improvement 2014 - 2015

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Howell High School will increase their reading proficiency.	Objectives: 1 Strategies: 3 Activities: 8	Academic	\$15082
2	All students at Howell High School will increase their math proficiency.	Objectives: 1 Strategies: 2 Activities: 6	Academic	\$7364
3	All students at Howell High School will increase their science proficiency.	Objectives: 1 Strategies: 2 Activities: 6	Academic	\$7360
4	All students at Howell High School will increase their social studies proficiency.	Objectives: 1 Strategies: 2 Activities: 6	Academic	\$7360

Goal 1: All students at Howell High School will increase their reading proficiency.

Measurable Objective 1:

70% of All Students will demonstrate a proficiency in reading in English Language Arts by 06/30/2015 as measured by State Assessments.

Strategy 1:

Reading Apprentice - Teachers will implement Reading Apprentice Strategies with an emphasis on metacognitive strategies and informational texts and focus on the claim, evidence and reasoning model.

Research Cited: Marzano, R. (2012). Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement, 2nd Edition;

Reading for Understanding: How Reading Apprenticeship Improves Disciplinary Learning in Secondary and College Classrooms, 2nd Edition By Ruth Schoenbach, Cynthia Greenleaf, Lynn Murphy

Tier: Tier 1

Activity - Provide Professional Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide professional learning opportunities (PLC, grade level, staff meeting, PD) focused on metacognitive strategies with informational text such as RA, Marzano's 9 Tools, and differentiated instruction	Professional Learning	Tier 1	Implement	09/02/2014	06/05/2015	\$0	Title II Part A	All teaching staff, administration, and support staff.

Activity - Informational Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Incorporate focused informational reading in core support classes	Professional Learning	Tier 2	Implement	09/02/2014	06/05/2015	\$0	Title II Part A	All Teaching Staff, Administration and Support Staff

Activity - Participate in Walkthroughs and Instructional Rounds	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

Howell High School

All staff will participate in Walkthroughs and Instructional Rounds	Professional Learning	Tier 1	Monitor	01/05/2015	02/27/2015	\$1463	Title II Part A	All Teaching Staff, Administration and Support Staff
---	-----------------------	--------	---------	------------	------------	--------	-----------------	--

Strategy 2:

Direct and explicit instruction to small groups and individual struggling readers - Teachers will implement direct and explicit instruction to small groups and individual struggling readers.

Research Cited: Marzano, R. (2012). Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement, 2nd Edition

Tier: Tier 2

Activity - Provide staff with learning opportunities to effectively support students with an IEP in the General Education environment.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide staff with learning opportunities to effectively support students with an IEP in the General Education environment.	Professional Learning	Tier 2	Implement	09/02/2014	06/05/2015	\$4568	Title II Part A	Strategic English Teachers, Administration, Support Staff

Activity - Participate in Walkthroughs and Instructional Rounds	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will participate in Walkthroughs and Instructional Round	Professional Learning	Tier 2	Monitor	03/02/2015	04/24/2015	\$3150	Title II Part A	Strategic English Teachers, Administration, Support Staff

Strategy 3:

Implement Authentic Performance Tasks - Teachers will implement authentic performance tasks in order to increase student problem solving.

Research Cited: Assessing Student Outcomes: Performance Assessment Using the Dimensions of Learning Model

Robert J. Marzano, Debra Pickering, & Jay McTighe

Tier: Tier 1

Activity - Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-----------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

Howell High School

Teachers will be given staff meeting, PLC meeting and/or PD meeting time to complete a book study on "Assessing Student Outcomes: Performance Assessment Using the Dimensions of Learning Model" by Robert J. Marzano, and to implement strategies in the classroom.	Professional Learning	Tier 1	Implement	09/02/2014	01/23/2015	\$2438	Title II Part A	All Teaching Staff, Administration, Support Staff
Activity - Cognitive Coaching and Facilitate Instructional Rounds	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School Improvement Chairs will receive training in Cognitive Coaching and facilitate Instructional Rounds.	Professional Learning	Tier 2	Implement	11/03/2014	02/27/2015	\$2000	Title II Part A	School Improvement Chairs, Administration
Activity - Participate in Walkthroughs and Instructional Rounds	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will participate in Walkthroughs and Instructional Rounds	Professional Learning	Tier 1	Monitor	03/02/2015	04/24/2015	\$1463	Title II Part A	All Teaching Staff, Administration, Support Staff

Goal 2: All students at Howell High School will increase their math proficiency.

Measurable Objective 1:

50% of All Students will demonstrate a proficiency in Mathematics by 06/30/2015 as measured by State Assessments.

Strategy 1:

Reading Apprentice - Teachers will implement Reading Apprentice Strategies with an emphasis on metacognitive strategies and informational texts and focus on the claim, evidence and reasoning model.

Research Cited: Marzano, R. (2012). Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement, 2nd Edition;

Reading for Understanding: How Reading Apprenticeship Improves Disciplinary Learning in Secondary and College Classrooms, 2nd Edition By Ruth Schoenbach, Cynthia Greenleaf, Lynn Murphy

Tier: Tier 1

Activity - Provide Professional Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---	----------------------	-------------	--------------	-------------------	-----------------	--------------------------	--------------------------	--------------------------

School Improvement Plan

Howell High School

Provide professional learning opportunities (PLC, grade level, staff meeting, PD) focused on metacognitive strategies with informational text such as RA, Marzano's 9 Tools, and differentiated instruction	Professional Learning	Tier 1	Implement	09/02/2014	06/05/2015	\$0	Title II Part A	All teaching staff, administration, and support staff.
---	-----------------------	--------	-----------	------------	------------	-----	-----------------	--

Activity - Informational Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Incorporate focused informational reading in core support classes	Professional Learning	Tier 2	Implement	09/02/2014	06/05/2015	\$0	Title II Part A	All Teaching Staff, Administration and Support Staff

Activity - Participate in Walkthroughs and Instructional Rounds	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will participate in Walkthroughs and Instructional Rounds	Professional Learning	Tier 1	Monitor	01/05/2015	02/27/2015	\$1463	Title II Part A	All Teaching Staff, Administration and Support Staff

Strategy 2:

Implement Authentic Performance Tasks - Teachers will implement authentic performance tasks in order to increase student problem solving.

Research Cited: Assessing Student Outcomes: Performance Assessment Using the Dimensions of Learning Model

Robert J. Marzano, Debra Pickering, & Jay McTighe

Tier: Tier 1

Activity - Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be given staff meeting, PLC meeting and/or PD meeting time to complete a book study on "Assessing Student Outcomes: Performance Assessment Using the Dimensions of Learning Model" by Robert J. Marzano, and to implement strategies in the classroom.	Professional Learning	Tier 1	Implement	09/02/2014	01/23/2015	\$2438	Title II Part A	All Teaching Staff, Administration, Support Staff

School Improvement Plan

Howell High School

Activity - Cognitive Coaching and Facilitate Instructional Rounds	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School Improvement Chairs will receive training in Cognitive Coaching and facilitate Instructional Rounds.	Professional Learning	Tier 2	Implement	11/03/2014	02/27/2015	\$2000	Title II Part A	School Improvement Chairs, Administration

Activity - Participate in Walkthroughs and Instructional Rounds	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will participate in Walkthroughs and Instructional Rounds	Professional Learning	Tier 1	Monitor	03/02/2015	04/24/2015	\$1463	Title II Part A	All Teaching Staff, Administration, Support Staff

Goal 3: All students at Howell High School will increase their science proficiency.

Measurable Objective 1:

50% of All Students will demonstrate a proficiency in Science by 06/30/2015 as measured by State Assessments.

Strategy 1:

Reading Apprentice - Teachers will implement Reading Apprentice Strategies with an emphasis on metacognitive strategies and informational texts and focus on the claim, evidence and reasoning model.

Research Cited: Marzano, R. (2012). Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement, 2nd Edition;

Reading for Understanding: How Reading Apprenticeship Improves Disciplinary Learning in Secondary and College Classrooms, 2nd Edition By Ruth Schoenbach, Cynthia Greenleaf, Lynn Murphy

Tier: Tier 1

Activity - Provide Professional Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide professional learning opportunities (PLC, grade level, staff meeting, PD) focused on metacognitive strategies with informational text such as RA, Marzano's 9 Tools, and differentiated instruction	Professional Learning	Tier 1	Implement	09/02/2014	06/05/2015	\$0	Title II Part A	All teaching staff, administration, and support staff.

School Improvement Plan

Howell High School

Activity - Informational Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Incorporate focused informational reading in core support classes	Professional Learning	Tier 2	Implement	09/02/2014	06/05/2015	\$0	Title II Part A	All Teaching Staff, Administration and Support Staff

Activity - All Teaching Staff, Administration and Support Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will participate in Walkthroughs and Instructional Rounds	Professional Learning	Tier 1	Monitor	01/05/2015	02/27/2015	\$1462	Title II Part A	All Teaching Staff, Administration and Support Staff

Strategy 2:

Implement Authentic Performance Tasks - Teachers will implement authentic performance tasks in order to increase student problem solving.

Research Cited: Assessing Student Outcomes: Performance Assessment Using the Dimensions of Learning Model

Robert J. Marzano, Debra Pickering, & Jay McTighe

Tier: Tier 1

Activity - Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be given staff meeting, PLC meeting and/or PD meeting time to complete a book study on "Assessing Student Outcomes: Performance Assessment Using the Dimensions of Learning Model" by Robert J. Marzano, and to implement strategies in the classroom.	Professional Learning	Tier 1	Implement	09/02/2014	01/23/2015	\$2437	Title II Part A	All Teaching Staff, Administration, Support Staff

Activity - Cognitive Coaching and Facilitate Instructional Rounds	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School Improvement Chairs will receive training in Cognitive Coaching and facilitate Instructional Rounds.	Professional Learning	Tier 2	Implement	11/03/2014	02/27/2015	\$1999	Title II Part A	School Improvement Chairs, Administration

School Improvement Plan

Howell High School

Activity - Participate in Walkthroughs and Instructional Rounds	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will participate in Walkthroughs and Instructional Rounds	Professional Learning	Tier 1	Monitor	03/02/2015	04/24/2015	\$1462	Title II Part A	All Teaching Staff, Administration, Support Staff

Goal 4: All students at Howell High School will increase their social studies proficiency.

Measurable Objective 1:

63% of All Students will demonstrate a proficiency in Social Studies by 06/30/2015 as measured by State Assessments.

Strategy 1:

Reading Apprentice - Teachers will implement Reading Apprentice Strategies with an emphasis on metacognitive strategies and informational texts and focus on the claim, evidence and reasoning model.

Research Cited: Marzano, R. (2012). Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement, 2nd Edition;

Reading for Understanding: How Reading Apprenticeship Improves Disciplinary Learning in Secondary and College Classrooms, 2nd Edition By Ruth Schoenbach, Cynthia Greenleaf, Lynn Murphy

Tier: Tier 1

Activity - Provide Professional Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide professional learning opportunities (PLC, grade level, staff meeting, PD) focused on metacognitive strategies with informational text such as RA, Marzano's 9 Tools, and differentiated instruction	Professional Learning	Tier 1	Implement	09/02/2014	06/05/2015	\$0	Title II Part A	All teaching staff, administration, and support staff.

Activity - Informational Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Incorporate focused informational reading in core support classes	Professional Learning	Tier 2	Implement	09/02/2014	06/05/2015	\$0	Title II Part A	All Teaching Staff, Administration and Support Staff

School Improvement Plan

Howell High School

Activity - Participate in Walkthroughs and Instructional Rounds	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will participate in Walkthroughs and Instructional Rounds	Professional Learning	Tier 1	Monitor	01/05/2015	02/27/2015	\$1462	Title II Part A	All Teaching Staff, Administration and Support Staff

Strategy 2:

Implement Authentic Performance Tasks - Teachers will implement authentic performance tasks in order to increase student problem solving.

Research Cited: Assessing Student Outcomes: Performance Assessment Using the Dimensions of Learning Model

Robert J. Marzano, Debra Pickering, & Jay McTighe

Tier: Tier 1

Activity - Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be given staff meeting, PLC meeting and/or PD meeting time to complete a book study on "Assessing Student Outcomes: Performance Assessment Using the Dimensions of Learning Model" by Robert J. Marzano, and to implement strategies in the classroom.	Professional Learning	Tier 1	Implement	09/02/2014	01/23/2015	\$2437	Title II Part A	All Teaching Staff, Administration, Support Staff

Activity - Cognitive Coaching and Facilitate Instructional Rounds	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School Improvement Chairs will receive training in Cognitive Coaching and facilitate Instructional Rounds.	Professional Learning	Tier 2	Implement	11/03/2014	02/27/2015	\$1999	Title II Part A	School Improvement Chairs, Administration

Activity - Participate in Walkthroughs and Instructional Rounds	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will participate in Walkthroughs and Instructional Rounds	Professional Learning	Tier 1	Monitor	03/02/2015	04/24/2015	\$1462	Title II Part A	All Teaching Staff, Administration, Support Staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Provide Professional Learning Opportunities	Provide professional learning opportunities (PLC, grade level, staff meeting, PD) focused on metacognitive strategies with informational text such as RA, Marzano's 9 Tools, and differentiated instruction	Professional Learning	Tier 1	Implement	09/02/2014	06/05/2015	\$0	All teaching staff, administration, and support staff.
Provide staff with learning opportunities to effectively support students with an IEP in the General Education environment.	Provide staff with learning opportunities to effectively support students with an IEP in the General Education environment.	Professional Learning	Tier 2	Implement	09/02/2014	06/05/2015	\$4568	Strategic English Teachers, Administration, Support Staff
Provide Professional Learning Opportunities	Provide professional learning opportunities (PLC, grade level, staff meeting, PD) focused on metacognitive strategies with informational text such as RA, Marzano's 9 Tools, and differentiated instruction	Professional Learning	Tier 1	Implement	09/02/2014	06/05/2015	\$0	All teaching staff, administration, and support staff.
Provide Professional Learning Opportunities	Provide professional learning opportunities (PLC, grade level, staff meeting, PD) focused on metacognitive strategies with informational text such as RA, Marzano's 9 Tools, and differentiated instruction	Professional Learning	Tier 1	Implement	09/02/2014	06/05/2015	\$0	All teaching staff, administration, and support staff.
Participate in Walkthroughs and Instructional Rounds	All staff will participate in Walkthroughs and Instructional Rounds	Professional Learning	Tier 1	Monitor	03/02/2015	04/24/2015	\$1462	All Teaching Staff, Administration, Support Staff
All Teaching Staff, Administration and Support Staff	All staff will participate in Walkthroughs and Instructional Rounds	Professional Learning	Tier 1	Monitor	01/05/2015	02/27/2015	\$1462	All Teaching Staff, Administration and Support Staff

School Improvement Plan

Howell High School

Cognitive Coaching and Facilitate Instructional Rounds	School Improvement Chairs will receive training in Cognitive Coaching and facilitate Instructional Rounds.	Professional Learning	Tier 2	Implement	11/03/2014	02/27/2015	\$2000	School Improvement Chairs, Administration
Cognitive Coaching and Facilitate Instructional Rounds	School Improvement Chairs will receive training in Cognitive Coaching and facilitate Instructional Rounds.	Professional Learning	Tier 2	Implement	11/03/2014	02/27/2015	\$2000	School Improvement Chairs, Administration
Participate in Walkthroughs and Instructional Rounds	All staff will participate in Walkthroughs and Instructional Rounds	Professional Learning	Tier 1	Monitor	03/02/2015	04/24/2015	\$1463	All Teaching Staff, Administration, Support Staff
Participate in Walkthroughs and Instructional Rounds	All staff will participate in Walkthroughs and Instructional Round	Professional Learning	Tier 2	Monitor	03/02/2015	04/24/2015	\$3150	Strategic English Teachers, Administration, Support Staff
Participate in Walkthroughs and Instructional Rounds	All staff will participate in Walkthroughs and Instructional Rounds	Professional Learning	Tier 1	Monitor	01/05/2015	02/27/2015	\$1463	All Teaching Staff, Administration and Support Staff
Cognitive Coaching and Facilitate Instructional Rounds	School Improvement Chairs will receive training in Cognitive Coaching and facilitate Instructional Rounds.	Professional Learning	Tier 2	Implement	11/03/2014	02/27/2015	\$1999	School Improvement Chairs, Administration
Participate in Walkthroughs and Instructional Rounds	All staff will participate in Walkthroughs and Instructional Rounds	Professional Learning	Tier 1	Monitor	01/05/2015	02/27/2015	\$1462	All Teaching Staff, Administration and Support Staff
Informational Reading	Incorporate focused informational reading in core support classes	Professional Learning	Tier 2	Implement	09/02/2014	06/05/2015	\$0	All Teaching Staff, Administration and Support Staff

School Improvement Plan

Howell High School

Informational Reading	Incorporate focused informational reading in core support classes	Professional Learning	Tier 2	Implement	09/02/2014	06/05/2015	\$0	All Teaching Staff, Administration and Support Staff
Provide Professional Learning Opportunities	Provide professional learning opportunities (PLC, grade level, staff meeting, PD) focused on metacognitive strategies with informational text such as RA, Marzano's 9 Tools, and differentiated instruction	Professional Learning	Tier 1	Implement	09/02/2014	06/05/2015	\$0	All teaching staff, administration, and support staff.
Book Study	Teachers will be given staff meeting, PLC meeting and/or PD meeting time to complete a book study on "Assessing Student Outcomes: Performance Assessment Using the Dimensions of Learning Model" by Robert J. Marzano, and to implement strategies in the classroom.	Professional Learning	Tier 1	Implement	09/02/2014	01/23/2015	\$2437	All Teaching Staff, Administration, Support Staff
Book Study	Teachers will be given staff meeting, PLC meeting and/or PD meeting time to complete a book study on "Assessing Student Outcomes: Performance Assessment Using the Dimensions of Learning Model" by Robert J. Marzano, and to implement strategies in the classroom.	Professional Learning	Tier 1	Implement	09/02/2014	01/23/2015	\$2438	All Teaching Staff, Administration, Support Staff
Book Study	Teachers will be given staff meeting, PLC meeting and/or PD meeting time to complete a book study on "Assessing Student Outcomes: Performance Assessment Using the Dimensions of Learning Model" by Robert J. Marzano, and to implement strategies in the classroom.	Professional Learning	Tier 1	Implement	09/02/2014	01/23/2015	\$2438	All Teaching Staff, Administration, Support Staff
Informational Reading	Incorporate focused informational reading in core support classes	Professional Learning	Tier 2	Implement	09/02/2014	06/05/2015	\$0	All Teaching Staff, Administration and Support Staff
Informational Reading	Incorporate focused informational reading in core support classes	Professional Learning	Tier 2	Implement	09/02/2014	06/05/2015	\$0	All Teaching Staff, Administration and Support Staff
Cognitive Coaching and Facilitate Instructional Rounds	School Improvement Chairs will receive training in Cognitive Coaching and facilitate Instructional Rounds.	Professional Learning	Tier 2	Implement	11/03/2014	02/27/2015	\$1999	School Improvement Chairs, Administration

School Improvement Plan

Howell High School

Participate in Walkthroughs and Instructional Rounds	All staff will participate in Walkthroughs and Instructional Rounds	Professional Learning	Tier 1	Monitor	01/05/2015	02/27/2015	\$1463	All Teaching Staff, Administration and Support Staff
Book Study	Teachers will be given staff meeting, PLC meeting and/or PD meeting time to complete a book study on "Assessing Student Outcomes: Performance Assessment Using the Dimensions of Learning Model" by Robert J. Marzano, and to implement strategies in the classroom.	Professional Learning	Tier 1	Implement	09/02/2014	01/23/2015	\$2437	All Teaching Staff, Administration, Support Staff
Participate in Walkthroughs and Instructional Rounds	All staff will participate in Walkthroughs and Instructional Rounds	Professional Learning	Tier 1	Monitor	03/02/2015	04/24/2015	\$1462	All Teaching Staff, Administration, Support Staff
Participate in Walkthroughs and Instructional Rounds	All staff will participate in Walkthroughs and Instructional Rounds	Professional Learning	Tier 1	Monitor	03/02/2015	04/24/2015	\$1463	All Teaching Staff, Administration, Support Staff