



Priority School Improvement Plan

Ottawa Hills High School

Grand Rapids Public Schools

Mr. Rodney C Lewis, Principal
2055 Rosewood Ave Se
Grand Rapids, MI 49506-5248

TABLE OF CONTENTS

Introduction	1
School Data Analysis	
Introduction	3
Demographic Data	4
Process Data	7
Achievement/Outcome Data	9
Perception Data	16
Summary	20
School Additional Requirements Diagnostic	
Introduction	23
School Additional Requirements Diagnostic	24
Title I Schoolwide Diagnostic	
Introduction	27
Component 1: Comprehensive Needs Assessment	28
Component 2: Schoolwide Reform Strategies	31
Component 3: Instruction by Highly Qualified Staff	33
Component 4: Strategies to Attract Highly Qualified Teachers	34
Component 5: High Quality and Ongoing Professional Development	36

Component 6: Strategies to Increase Parental Involvement..... 37

Component 7: Preschool Transition Strategies..... 40

Component 8: Teacher Participation in Making Assessment Decisions..... 41

Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards..... 42

Component 10: Coordination and Integration of Federal, State and Local Programs and Resources... 43

Evaluation:..... 45

Ottawa Hills Priority School Improvement 16-17

Overview..... 47

Goals Summary..... 48

 Goal 1: All students at Ottawa Hills High School will be proficient in Reading, Writing, Mathematics, Science and Social Studies..... 49

 Goal 2: All stakeholders involved with Ottawa Hills High School will support and sustain a new "mission statement" . 64

 Goal 3: Develop and implement a professional development plan to provide teachers with instructional strategies that encourages student collaboration and develops critical thinking skills in literacy. 65

 Goal 4: All students at Ottawa Hills High School will be able to read and write using complex text. 67

Activity Summary by Funding Source..... 70

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.

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 and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.

Demographic Data

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, graduation rate, suspensions/expulsions, etc.

Student Demographic Data

1. In looking at the three year trend in student enrollment data, what challenges have been identified?

Some of the challenges identified are being able to offer the necessary classes that students need that may come later in the year as enrollment changes. Student enrollment has begun to slightly decline over the last year when looking at a changing 3 year trend. Our school, as well as district's, goal is to recruit and retain students to maintain our current enrollment and to increase our student numbers each year, which the district has shown small growth over the last 2 school years.

Student Demographic Data

2. In looking at the three year trend in student attendance data, what challenges have been identified?

Student attendance has stabilized, at 87-88%, when looking at the 2015-2016 school year. However, our chronic absenteeism percents have decreased by 5% compared to the 2014-2015.

First-hour tardy rates continue to be an issue and concern. Finding the motivation needed to get the student here for the start of class is an ongoing priority. PBIS has developed a system to reward students who arrive on time. Youth Advocates are assigned to follow up on individual students. Also, a Family Support Specialist, Truancy Officer, and our district Attendance Challenge has helped address the attendance issues we face. Ottawa Hills and the district are using a new system, Synergy, to use the data collected on attendance to support those areas of low attendance issues.

Student Demographic Data

3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified?

Reviewing the school's behavior data, there have been challenges in a high rate of referrals for African-American male students. Also, there are challenges to decrease the number of classroom behavior referrals in the 9th and 10th-grade classes. There is a high rate of 9th-grade suspensions that we are looking to decrease with the use of 9th-grade specific interventions, Restorative Practices and PBIS supports.

Student Demographic Data

4. What action(s) could be taken to address any identified challenges with student demographic data?

Some actions that were reviewed and to be implemented and/or continued into the next school year are:

-continuing a stronger initiative to support PBIS in the classrooms and school

-Implement a district initiative of Restorative Practices that is utilized by every staff member. We are in at the 3rd year of the pilot program that is gathering data to help develop high needs areas of specific student groups in our school.

- Youth Advocate structure
- Addressing attendance and enrollment by communication with parents and students through social media, teacher calls, and opportunities to allow parent/teacher/student contacts easier.
- Use of Google Classrooms program in the school
- Utilize resources in Synergy grading/attendance system for parents/teachers/students
- Collaboration with community members and the school through the Project LIFT through Believe to Become.
- Support the district attendance challenge.
- Credit tracking reports from counselors and Youth Advocates are meeting with students to assist with attendance and behavior.

Teacher/School Leader(s) Demographic Data

5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what impact might this have on student achievement?

This data is not kept by the school/district as leaders only report absences due to illness or sickness to their payroll supervisor. With there being 5 administrators, there is always an administrator present at school. On most days, all administrators are present. Administrators are highly visible in the hallways and classrooms and have frequent conversations with students about achievement, behavior, and goals. This cultural shift is having a positive impact of student academic and culture achievement.

Teacher/School Leader(s) Demographic Data

6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?

The 2015-16 school year we had a high number of staff members who were new to the building and had 1-2 years of teaching experience if any at all. The impact this had on our student achievement was varied between content areas. Student success was higher and more successful in certain areas compared to others. As staff continue to be retained at the building their teaching strategies grow to impact student achievement at a higher success rate. With open/unfilled vacancies during the year, administration and district personnel are supporting those classes so students success can continue to happen.

Teacher/School Leader(s) Demographic Data

7. As you review the total number of days for school leader absences and note how many were due to professional learning and /or due to illness, what impact might this have on student achievement?

This data is not kept by the school/district as leaders only report absences due to illness or sickness to their payroll supervisor. With there being 5 administrators, there is always an administrator present at school. On most days, all administrators are present. Administrators are highly visible in the hallways and classrooms and have frequent conversations with students about achievement, behavior, and goals. This cultural shift is having a positive impact of student achievement.

Teacher/School Leader(s) Demographic Data

8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?

Student success and achievement struggles when their teachers are out of the building more often. There were a few classrooms in the 15-16 school year that had long-term substitutes for the entire year or had a new staff member half-way through the year. Student learning decreases as there are not consistent teachers, with course specific content, in front of them. There were more opportunities for staff to attend professional development either before or after school. The amount of PD was done at the beginning of the school year to not increase teacher absence during the school year.

Teacher/School Leader(s) Demographic Data

9. What actions might be taken to address any identified challenges regarding teacher/school leader demographics?

Creating additional time and restructuring PLC time after school each month for staff to engage in professional learning to meet, collaborate, and develop better skill sets to help increase student achievement. Supplying proper resources for staff members to use in the classroom for better collaboration with other teachers. At some staff meetings, there was designated time for professional learning to address a specific topic to help increase/support student achievement.

Process Data

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

10. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as strengths?

The areas of strength identified by the Interim-Self Assessment were Resources and Support Systems, Teaching and Assessing for Learning, and Using Results for Continuous Improvement.

11. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as challenges?

Governance and Leadership

Purpose and Direction

12. How might these challenges impact student achievement?

The challenges will impact student achievement by the need to ensure that students are supported with the proper resources they need to succeed. Also, the need to address all the school's stakeholders in a main purpose and direction. Also, to solidify that each classroom has a qualified professional to support the needs of students and support the purpose and direction of the school. We have developed a "focus" mission statement, "Quality Education through Respectful Relationships" where the focus is on the students to build positive classroom and school culture that will support student achievement.

13. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment.

Continued development and implementation of the new "focused" mission statement that ALL stakeholders of Ottawa Hills High School know as the main purpose and have a like-minded direction to grow the positive culture of the school and help students succeed during and post high school.

14. How do you ensure that students with disabilities have access to the full array of intervention programs available i.e. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities?

By identifying students with needs and assigning to the necessary services and staff that can provide support. Progress is assessed regularly and changes made where necessary.

15. Describe the Extended Learning Opportunities that are available for students and in what grades they are available?

Enrichment program, credit recovery, Saturday school, after school tutoring, study tables, WMCAT and job fairs are open to all grade levels at Ottawa Hills. Our 11th and 12th-grade students make up the majority of our dual enrollment programs in the school as well as the online e2020 courses we offer.

16. What is the process for identifying students for Extended Learning Opportunities and how are parents notified of these opportunities?

Newsletters, announcements, mailings, conversation, telephone calls, visual monitor (screen), school social media sites, parent/teacher conferences, Parent Counsels Group, and Parent involvement in food truck distribution and through our onsite Health Center

17. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?

Every teacher is required to design and implement a lesson plan through the use of a school-wide lesson plan template. The use of the lesson plan template is a major point through our Redesign Plan and to be continued to be implemented during the turnaround process. Our staff also participate in short learning cycle reviews four times a year. The district's School Support Team analyze and review staff members learning cycle data so they can lend support to meet the needs of students and staff development. School administration then supports teachers to build better instruction strategies or identify data points to meet the needs of students.

18. How does your school use health survey/screener results (i.e. MiPHY) to improve student learning? Answer only if you completed a health survey/ screener.

Using the results from the MiPHY survey responses, student learning is improved through the school-based health center and health classes. Students receive instruction and information in regards to specific health risk behaviors that are shown through the MiPHY results. Health center organizes information made readily to students through visits and consultation. Health classes use instruction time and the health curriculum to teach about health risks.

Achievement/Outcome Data

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert 'See Student Performance Diagnostic' in each text box.

19a. Reading- Strengths

PSAT/NMSQT Fall 2015: We had 51% of our 10th-grade students meet benchmark and 49% of our 11th graders meet benchmark

MAP: We did increase our RIT scores in Reading in each grade level when comparing Spring '15 to Spring '16 growth

9th grade: 4.4 points

10th grade: 3.7 points

11th grade: 1.4 points

Reading Classes- We showed 3 point improvement in growth from the Fall-Winter-Spring testing.

SAT/PSAT 8/9 and 10 Spring 2016: Our baseline statistics see that we will need to continue to build reading strengths according to the new College Board benchmarks, that changed from the Fall '15 to Spring '16.

The percentage of students meeting benchmark on the PSAT 9 increased by 3% from Fall '15 to Spring '16

The percentage of students meeting benchmark on the PSAT 10 decreased by 40% from Fall '15 to Spring '16, however, the mean total score increased by 8 points.

There was only baseline data for the SAT for 11th/12th graders in Spring '16.

19b. Reading- Challenges

PSAT/NMSQT Fall 2015: We want to increase the students who meet benchmark levels for the 2016 Fall testing cycle. Many of our students are struggling in topics that will increase their own proficiency scores.

The percentage of students meeting benchmark on the PSAT 10 decreased by 40% from Fall '15 to Spring '16, however, the mean total score increased by 8 points.

Priority School Improvement Plan

Ottawa Hills High School

Students meeting benchmark decreased by 48% with only 9% meeting benchmark. However, there was an increase in English mean score by 5 points.

MAP: Even though we showed growth, our students are still (on average) under the benchmarks set by NWEA and below the District average.

Reading Classes: Students did not show as much growth as desired and were below the NWEA RIT score benchmarks.

SAT Spring 2016: Based on SAT results 23% of students met benchmark standards.

Only 11% of students reached benchmark on the PSAT 10 during Spring '16, while only 9% of students reached benchmark on the PSAT 9 during Spring '16

In classrooms students are seeing challenges with fluency and comprehension of complex text that are being asked of them on standardized assessments. We are developing professional development with a district-wide goal to increase student achievement in literacy with the ability to read, write, and speak using complex text.

19c. Reading- Trends

PSAT/NMSQT Fall 2015: We have students who are below the benchmark points.

MAP: When reviewing cohort year to year data we are seeing an increase in reading RIT scores. Analyzing grade level year to year data, we are showing a slight decrease in RIT scores.

Reading Classes: Our reading class did show some improvement, but students were still performing under the benchmark proficiency scores set by NWEA for the 9th grade. :

SAT, PSAT 8/9 and 10 Spring 2016: These scores will be used as a baseline data points to use as the benchmarks have been adjusted within a year.

19d. Reading- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

The challenges that will be addressed in the School Improvement Plan will review the need to increase literacy skills in reading, writing and speaking. With students who are still below grade-level in reading, the emphasis on literacy strategies in the classrooms and in the school will be pushed. The continuation of our reading course for lower level Lexile students will increase reading scores and improvement in overall student achievement. Professional Development will be made available to staff to fully implement literacy strategies through the summer of 2016 and at the beginning of the 2016-17 school year. The focus of these professional development opportunities will be related to the district's Academic Plan that is heavily aligned with literacy strategies and students who can read, write and comprehend complex text.

20a. Writing- Strengths

SAT: Based on SAT results 23% of students met benchmark standards.

In classrooms, students are writing to help build the common core skills in summarizing and identifying complex text.

20b. Writing- Challenges

SAT: Based on SAT results 23% of students met benchmark standards.

All students are not proficient in identifying and writing in complex text yet.

20c. Writing- Trends

SAT: These scores will be used as a baseline data points to use as the benchmarks have been adjusted within a year.

Classroom assessments do have some skill building for writing, but developing more detailed assignments and assessments will continue to be built by staff and district personnel to help students achievement in writing across the curriculum and in different content areas. There is a literacy team at Ottawa Hills who will help implement different strategies for staff to use to meet the needs of students to reach proficiency benchmarks and achievement.

20d. Writing- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Writing challenges will be addressed through the literacy strategies that staff members will be trained on and will implement in their daily instruction outlined in their weekly lesson plans. As there was a slight increase in writing scores (in the ACT) over a three-year trend, there are still students who are below-writing proficiency levels. We will engage in a more in-depth analysis when student scores in writing are official from College Board on Spring SAT assessments. Writing across all content levels will be emphasized and a focus to build the skill in students.

21a. Math- Strengths

PSAT/NMSQT Fall 2015: Results showed more than half of the students are below benchmarks.

MAP: When reviewing our cohort year to year growth, we are showing success in rising RIT scores in all grade levels.

9th grade: .8 points

10th grade: 3.7 points

11th grade: 2.0 points

SAT, PSAT 8/9 and 10 Spring 2016: Initial data points show more than half of the students are below benchmark according to College Board.

The percentage of students meeting benchmark on the PSAT 9 increased by 4% from Fall '15 to Spring '16

21b. Math- Challenges

PSAT/NMSQT Fall 2015: Scores showed students were below benchmark points.

MAP: When analyzing grade level year to year growth, students in upper-level classes were not showing as much growth as those students in lower grade levels.

SAT, PSAT 8/9 and 10 Spring 2016: Initial data points show more than half of the students are below benchmark according to College Board.

Based on SAT results 1% of students met benchmark standards.

Only 3% of students reached benchmark on the PSAT 10 during Spring '16 (a decrease of 7% from the Fall), while only 5% of students reached benchmark on the PSAT 9 during Spring '16 (an increase of 4% from the Fall).

21c. Math- Trends

PSAT/NMSQT Fall 2015: This was the first attempt at the new Redesign style standardized assessment and showed students were uncomfortable with the "student response" question format and that more work needed to be done on Algebra skills.

MAP: Students who took the MAP in consecutive years showed growth from previous years, however, a majority of the students are still performing under the NWEA benchmark for grade level performance.

*SAT/PSAT 8/9 and 10 Spring 2016: These scores will be used as a baseline data points to use as the benchmarks have been adjusted within a year. The initial data points will be used to help address issues in Algebra and students response questions that need greater attention to show progress and success.

21d. Math- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Math challenges in MAP testing, the SAT test, and in MME proficiency levels are below benchmark, even though there were slight increased in the MAP math scores (when reviewing cohorts) and a baseline data point when analyzing SAT data. Through the School Improvement Plan, students will see multiple instruction techniques from the 9th grade to the 12th grade Math classrooms. Strategies to re-address areas of deficiency will help guide instruction to assist students to become proficient learners and have higher academic achievement. Also, the inclusion of literacy strategies in Math classess will be a focus to hlep build "math literacy" in students.

22a. Science- Strengths

M-STEP: Students demonstrated 3% growth in meeting benchmark standards in the area of Chemistry from Spring '15 to Spring '16

Science standards and skills are built into different Reading and Math sections in standardized assessments. Students are asked to answer

questions that deal with reading data from graphs to summarize and comprehend information. This skill is worked on in all science classes.

22b. Science- Challenges

M-STEP: Students faced challenges meeting benchmark standards in the areas of Physics(2% decrease) and Earth Science(4% decrease) from Spring '15 to Spring '16

Science standards and skills are built into different Reading and Math sections in standardized assessments. Students are asked to answer questions that deal with reading data from graphs to summarize and comprehend information. This skill is worked on in all science classes.

22c. Science- Trends

Based on the three year trend, Earth Science scores are on the rise based on MME and M-STEP scores from Spring '14 to Spring '16. While Chemistry and Physics scores have held stable.

Science standards and skills are built into different Reading and Math sections in standardized assessments. Students are asked to answer questions that deal with reading data from graphs to summarize and comprehend information. This skill is worked on in all science classes.

22d. Science- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

There was minimal change in Science scores from the MME and there was a decrease score in Science from 2015 to 2016, however, students increased their Science scores from the Fall of 2015 to the Spring of 2016. Stronger learning strategies will be implemented using the lesson plan template for each Science teacher in their grade-level courses throughout the school.

Baseline data has been established in the Spring SAT/PSAT scores for our 9-11th-grade students in related Science areas in English Reading Writing and in Math sections in the SAT Suite of Assessments.

23a. Social Studies- Strengths

M-STEP: Students demonstrated growth meeting benchmark standards in the areas of U.S. History/Geography(2% increase) and World History/Geography(9% increase) from Spring '15 to Spring '16

Social Studies standards and skills are built into different Reading sections in standardized assessments. Students are asked to answer questions that deal with analyzing data from graphs, reading content specific texts, and summarizing complex texts. This skill is worked on in

all social studies classes.

23b. Social Studies- Challenges

M-STEP: Students faced challenges meeting benchmark standards in the areas of Civics(9% increase) and Economics(1% increase) from Spring '15 to Spring '16

Social Studies standards and skills are built into different Reading sections in standardized assessments. Students are asked to answer questions that deal with analyzing data from graphs, reading content specific texts, and summarizing complex texts. This skill is worked on in all social studies classes.

23c. Social Studies- Trends

Based on the three year trend, World History and Civics scores are on the rise based on MME and M-STEP scores from Spring '14 to Spring '16. Economics and Inquiry & Reflection scores are falling, while U.S. History scores have held stable.

Social Studies standards and skills are built into different Reading sections in standardized assessments. Students are asked to answer questions that deal with analyzing data from graphs, reading content specific texts, and summarizing complex texts. This skill is worked on in all social studies classes.

23d. Social Studies- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

There was very little change in the Social Studies scores over the three-year trend data. Students are still below the proficiency levels and an increase in reading and writing strategies through our literacy plan will help to improve student success in their course work and on standardized tests.

Baseline skill levels have been set by the Spring SAT Suite of Assessments and will be used to highlight deficient areas in that relate to building better understanding of Social Studies skills in the classroom.

Perception Data

Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert 'See Stakeholder Feedback Diagnostic' in each text box for survey feedback already collected from students, parents and staff.

24a. Student Perception Data

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

Based on Tripod Student Survey results:

The highest level of satisfaction from students was "Care" and "Consolidate" from the 7C's criteria.

24b. Student Perception Data

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

Based on Tripod Student Survey results:

The lowest areas of satisfaction from the 7C's criteria were in Classroom Management and Challenge.

24c. Student Perception Data

What actions will be taken to improve student satisfaction in the lowest area(s)?

Professional development around classroom management, behavior management, and positive relationships between students and staff to create a better culture in the building. Also, we will look, as a building staff, for more challenging assessments and classroom work.

25a. Parent/Guardian Perception Data

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

Based on the 2015-2016 parent survey for the External Review, the following areas showed the highest level of satisfaction:

- Purpose and Direction
- Teaching and Assessing for Learning.

With a parent survey given in the Spring Parent/Teacher Conferences, parents showed that over half agreed that they would recommend the school to other families, Ottawa has high achievement expectations for students and children are given challenging work at school. Over a majority of parents also said the school provides their child with additional support when needed and the school keeps parents informed of their child's progress in school.

According to this particular survey, parents were not as engaged in school events and were not aware of different ways that they, the parent,
SY 2016-2017

can be involved in their child's school.

25b. Parent/Guardian Perception Data

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

Based on the 2015-2016 parent survey for the External Review, the following areas showed the lowest level of satisfaction:

- Governance and Leadership
- Resources and Support Systems
- Using Results for Continuous Improvement.

With a parent survey given in the Spring Parent/Teacher Conferences, parents showed that over half agreed that they would recommend the school to other families, Ottawa has high achievement expectations for students and children are given challenging work at school. Over a majority of parents also said the school provides their child with additional support when needed and the school keeps parents informed of their child's progress in school.

According to this particular survey, parents were not as engaged in school events and were not aware of different ways that they, the parent, can be involved in their child's school.

25c. Parent/Guardian Perception Data

What actions will be taken to improve parent/guardian satisfaction in the lowest area(s)?

Continue to keep parents involved in activities and also use feedback from parents to plan school activities. Continued work on changing school culture. There will be a new notification system through the district that will allow parents to have an easier and more interactive role in their child's attendance, grades, and learning. Staff members supply parents and students with better and more differentiated ways of communication with parents through web pages, social media, and at extracurricular activities. Also, the addition of community support through the Believe to Become Project LIFT initiative to connect with parents about their child's grades and attendance will show better student success rates via parent communication.

26a. Teacher/Staff Perception Data

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

Based on the 2015-2016 teacher survey for the External Review, the following areas showed the highest level of satisfaction:

- Using Results for Continuous Improvement
- Teaching and Assessing for Learning.

According to the Spring 2016 TriPod surveys the highest levels of satisfaction among teachers and staff were:

- Evaluation Quality, Quality of PLC Time Use, and Schoolwide Academic Press.

26b. Teacher/Staff Perception Data

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

Based on the 2015-2016 staff survey for the External Review, the following areas showed the lowest level of satisfaction:

- Purpose and Direction
- Governance and Leadership
- Resources and Support Systems

According to the Spring 2016 TriPod surveys:

- Professional Development Quality, Organizational Effectiveness, and School Leadership.

26c. Teacher/Staff Perception Data

What actions will be taken to improve teacher/staff satisfaction in the lowest area(s)?

A more dedicated role to support and supply staff with more directly related professional development to help address those concerns. Also, the introduction of a new grading/attendance system through the district as well as the Google Classroom program will allow staff the ability to stay better connected to every school item. The use of PLC time will be more centered and focused that will allow staff to have clear expectations and protocols to discuss topics that support student success. Focus on Literacy strategies will be presented in professional development and the ongoing work in PLC's will support that initiative

27a. Stakeholder/Community Perception Data

What area(s) indicate the overall highest level of satisfaction among stakeholders/community?

Based on the 2015-2016 stakeholder/community survey for the External Review, the following areas showed the highest level of satisfaction:

- Purpose and Direction
- Using results for continuous improvement

27b. Stakeholder/Community Perception Data

What area(s) indicate the overall lowest level of satisfaction among stakeholders/community?

Based on the 2015-2016 stakeholder/community survey for the External Review, the following areas showed the lowest level of satisfaction:

- Resources and Support Systems
- Governance and Leadership
- Teaching and Assessing for Learning.

27c. Stakeholder/Community Perception Data

What actions will be taken to improve the level of stakeholder/community satisfaction in the lowest area(s)?

Direct and more engaged communication with ALL stakeholder for the school. Also, the incorporated work with those community programs already based in the school and the introduction to more local community members to reach students and engage student success throughout the community.

Summary

28a. Summary

Briefly summarize the strengths and challenges identified in the four kinds of data-demographic, process, achievement/outcomes and perception.

Ottawa Hills' strengths are in the support given to staff through professional development to develop more effective teaching strategies to enhance student learning. The areas of Teaching and Assessing for Learning and Using Results for Continuous Improvement help support areas for students success on assessments and the staff's abilities to utilize current strategies to show effectiveness. Our students are supported as well through multiple programs through the school district and by community members that are communicated in differentiated ways to reach all parents and students. Even though assessment scores are below the set proficiency levels, we are seeing growth and sustaining our scores in all areas through our trend data. Our main area that was identified as a strength in perception was Teaching and Assessing for Learning by all stakeholders with the school.

In regards to our challenges, as a school and support of our district and community, we will continue to address the different areas through the use of our School Improvement Plan and "Big 3" strategies in our Redesign Plan that was created through the Turnaround Model. Increasing student attendance from the start of the day till the end and to reduce our classroom behavior referrals by utilizing strategies to support a positive classroom culture and atmosphere will be priorities. Addressing our assessment scores by using our Lesson Plan template and our Literacy strategies (supported by the new GRPS Academic Plan) will help to strengthen the scores that are below benchmarks will help increase student achievement. Also, addressing the areas through perception data by communicating with our stakeholders in a more efficient way to minimize our lowest areas of satisfaction.

28b. Summary

How might the challenges identified in the demographic, process and perception data impact student achievement?

These challenges will impact student achievement by having a fully implemented staff that are sustained and remain at the school to have continuity with each other and students. This will strengthen teacher and staff collaboration for better teaching strategy implementation. Students will be supported with the proper resources they need to succeed. Also, the need to address all the school's stakeholders in a main purpose and direction. Also, to solidify that each classroom has a qualified professional to support the needs of students and support the school's purpose and direction. Students will be exposed to many different ways to assist them in their academic success and needs. The challenges outlined in each area will have support through professional development, school climate and culture, student reading strategies, literacy strategies, emphasis in a positive classroom environment, and the proper support from the school and teachers to grow standardized assessment scores to meet the set benchmarks.

28c. Summary

How will these challenges be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign Plan?

These challenges will be addressed through the high need areas to inform the Big Ideas of the Reform/Redesign Plan from a better (and fully) implementation process to support the lowest areas in each of the goals, objectives, and strategies.

Our Big Ideas are, using a school-wide lesson plan template to help facilitate better teaching and learning by each staff member, using the TeachScape 360 camera for staff to self-evaluate their teaching and use in collaboration time in Professional Learning Communities, and the use of our Literacy strategies that will help identify student deficiencies in reading and writing across the curriculum.

One of our goals will revolve around our districts work with Fisher and Frey in building Literacy strategies that build to having students read, write and comprehend complex text. We are organizing a Literacy team within the building to help plan staff PLC time support teacher implementation of the strategies into the course curriculum, across all content areas. Other objectives, strategies, and activities will focus on building school culture and relating literacy work to student successes in all grades and classes.

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
1.	Literacy and math are tested annually in grades 1-5.	No	N/A Ottawa Hills is a high school program.	

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	No	MDE is not requiring the AER at this time.	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	N/A Ottawa Hills is a high school program.	

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

Label	Assurance	Response	Comment	Attachment
5.	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		

Priority School Improvement Plan

Ottawa Hills High School

Label	Assurance	Response	Comment	Attachment
6.	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	Kurt Johnson Executive Director of K-12 Athletics, K-12 Physical Education Supervisor, K-12 Student Activities and Dual Enrollment Grand Rapids Public Schools 1331 Franklin SE Grand Rapids, MI 49501-0117 616.819.2010 johnsonk@grps.org	

Label	Assurance	Response	Comment	Attachment
7.	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		Parents-Guardians Involvement Policy Parent Involvement Plan 16-17

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes		Parent Compact 16-17

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	Yes		District Academic Plan

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

Data was analyzed from MME, MSTEP, and PSAT/NMSQT, SAT/PSAT, and spring to spring MAP assessments. Perception surveys results were used from parents/community, students and teachers. Copies of the draft needs assessment were shared with ILT members for feedback and then shared with full staff and parents. Feedback, discussion on information were held and changes were made accordingly. Staff then reviewed the completed document for final input.

2. What were the results of the comprehensive needs assessment process? What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

MAP: We did increase our RIT scores in Reading in each grade level when comparing growth from Spring '15 to Spring '16

9th grade: 4.4 points

10th grade: 3.7 points

11th grade: 1.4 points

Based on the available data from the Spring '16 ACT and PSAT 9 and 10, we are scoring below the benchmark and District standards of proficiency in all subject areas.

Reading:

PSAT 9: 11% reached benchmark

PSAT 10: 9% reached benchmark

SAT: 23% reached benchmark

Math:

PSAT 9: 3% reached benchmark

PSAT 10: 4% reached benchmark

SAT: 1% reached benchmark

These scores will be used as a baseline data points to use as the benchmarks have been adjusted within a year.

M-STEP: Based on the data from the Spring of '16, the majority of the students were not proficient. 4.8% of students met the benchmarks in science, and 11.3% of students met the benchmarks in social studies. Looking at students bordering the line of proficiency and not proficient, we are going review the group of students who are partially proficient and move them to proficiency. We have 12.2 percent Partially Proficient in Science from 2015 that increased to 16.2 percent partially proficient in Science. In Social Studies, we were increased from 65.9 to 74.2 percent partially proficient. If we can continue to move a majority of the students into proficiency, we can grow our percent of students who are proficient in Science and Social Studies.

Priority School Improvement Plan

Ottawa Hills High School

connections for students in their learning. Areas indicated that need some work are control(student lack of respect and orderly classrooms) and students feel as if they are not being challenged.

Teacher perception data indicates that using results and data for continuous learning and their ability to teach and assess for learning are the most positive areas. Areas of concern are purpose/direction, governance/leadership, and resources and support systems.

Parent perception data indicates that parents have more opportunities to be involved and give input. Parents are positive about the purpose and direction of the school, as well as the teaching and assessing being done for learning. Parents are concerned about governance/leadership and resources and support systems.

Information provided through analyzing the data leads us to the following conclusions:

Implementation of PBIS on a more rigid and consistent basis to improve culture in school.

Encourage the new format of parent involvement be continued and involve staff and administration in meetings

Use instructional rounds and PLC to focus on implementation and student learning.

Student Count Trend

All Students:

2013-2014 - 660

2014-2015 - 600

2015-2016 - 559

Asian Students

2013-2014 - 7

2014-2015 - 3

2015-2016 - 9

African Americans

2013-2014 - 480

2014-2015 - 455

2015-2016 - 408

Hispanic/Latino

2013-2014 - 94

2014-2015 - 79

2015-2016 - 71

Two or More Races

2013-2014 - 26

2014-2015 - 22

2015-2016 - 24

White

2013-2014 - 51

2014-2015 - 41

SY 2016-2017

2015-2016 - 47

Economically Disadvantaged

2013-2014 - 514

2014-2015 - 480

2015-2016 - 355

Not Economically Disadvantaged

2013-2014 - 146

2014-2015 - 120

2015-2016 - 204

Students with Disabilities

2013-2014 - 177

2014-2015 - 141

2015-2016 - 129

Students Without Disabilities

2013-2014 - 483

2014-2015 - 459

2015-2016 - 430

3. How are the school goals connected to priority needs and the needs assessment process? It is clear that a detailed analysis of multiple types of data was conducted to select the goals.

Based on the data analysis, School goals will focus on strategies and activities that support student achievement and will provide staff the necessary training to implement the strategies as they support each content area and the different needs of students.

Results are included in the goal information and how the strategies will support each of the needed areas. Activities support the implementation of the strategy for each content area.

4. How do the goals address the needs of the whole school population? How is special recognition paid to meeting the needs of children who are disadvantaged?

With the total school economically disadvantaged percentage being 64%, with almost all students coming from a low-income house hold, all goals are focused on the varied needs of students. On going analysis of data and student work will be used to determine changes that need to be made.

Component 2: Schoolwide Reform Strategies

1. Describe the strategies in the schoolwide plan which focus on helping ALL students reach the State's standards.

Focus on Content Area Literacy and Student Engagement strategies.

We are engaging staff in the following areas with professional development from Smekens Literacy groups and trainings in Fischer and Frey Literacy strategies.

- Literacy, being able to read and write using complex text.
- Reading, Writing, Unpacking Standards, and Close and Critical Reading.

2. Describe how the research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction (which accelerates and enriches the curriculum).

Literacy strategies and Student Engagement across content areas and the professional development needed to increase staff competency for implementation. Feedback is gathered from staff during training, and also instructional rounds, PLCs with a focus on analyzing student work and the impact of strategy implementation. SIP reflection tool is used at PLCs to analyze and document strategy implementation.

Using differentiation strategies and project based learning.

Using data to analyze progress and developing a plan to meet the needs of all students.

We are also using our Teachscape camera, Unpacking standards, and backwards lesson planning using Depth of Knowledge and creating rigorous tasks.

3. Describe how the research-based reform strategies in the schoolwide plan align with the findings of the comprehensive needs assessment.

Literacy strategies and Student Engagement strategies across all content areas are the research-based strategies that will be implemented along with the activities to support the implementation

4. Describe the strategies in the schoolwide plan which provide a level of INTERVENTIONS for students who need the most instructional support in all major subgroups participating in the schoolwide program.

Focus on differentiation using small group instruction in Tier 2, Tier 3.

5. Describe how the school determines if these needs of students are being met.

Analyzing qualitative and quantitative data, student grades, assessment scores, expectations in IEP's are being met, and classroom standards are being followed.

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	All paraprofessionals are highly qualified. Training is in place for paraprofessionals needing extra support	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	All present staff is highly qualified and do meet the standards for NCLB. Coaching, training, and mentoring is available for teachers needing extra support, both district and building level.	

Component 4: Strategies to Attract Highly Qualified Teachers

1. What is the school's teacher turnover rate for this school year?

Teacher turnover rate is 15%. We had new staff in Spanish (2 sections), Math (2 sections), and Science (1 section)

2. What is the experience level of key teaching and learning personnel?

Principal 10.5 years

Asst. Principal 3 years

Average teaching 4 years

3. Describe the specific initiatives the SCHOOL has implemented to attract and retain high quality teachers regardless of the turnover rate.

Based on district human resources documents all teachers are highly qualified.

All teachers are supported through professional learning communities, building level professional development that supports the strategies in the school improvement plan and are also provided feedback through learning walks and instructional rounds. Teachers receive monies for after school work, Saturday school and leading clubs/activities. Teachers also have opportunities to collaborate with colleagues through peer to peer mentoring.

4. Describe the specific initiatives the DISTRICT has implemented to attract and retain highly qualified teachers regardless of the turnover rate.

Based on district human resource documents, all teachers are highly qualified. Human Resource Department members and building level administrators attend a variety of local and state wide job fairs and initiate other on campus recruiting efforts.(such as successful student teaching interns). Vacant positions are posted on a variety of publications and on line resources.

In additions, GRPS actively recruits effective Substitute and Temporary contract personnel when appropriate.

Recruitment campaigns such as: (Families of Schools, Party in the Park, Door to Door campaigns) to increase student enrollment are in place to help maintain the consistency of staff in the building. Teacher mentors are provided for new staff support and also there is a process in place to make sure new staff have the training necessary to provide the instructional strategies for increased student achievement.

5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

Sustain staff in the building with strong professional development, Professional Learning Communities and other building supported initiatives such as improve instructional practice through student engagement activities, weekly lesson planning to review data, and school-wide literacy SY 2016-2017

to increase student achievement rates to help meet district and state standards. We are also implementing a building level induction program.

Component 5: High Quality and Ongoing Professional Development

1. Describe the professional learning that the staff will receive that is aligned with the comprehensive needs assessment process and the goals of the school improvement plan.

Staff has received training in Literacy strategies and Differentiation (Thinking Maps, Close and Critical Reading, writing, using rubrics, underlining and highlighting, Academic Vocabulary)

Using data to make instructional decisions (with actual data from their classes to use as practice for implementation)

Using technology to foster student engagement and learning.

Literacy Strategies from Fisher and Frey models.

Backward Mapping of Common Core State Standards.

2. Describe how this professional learning is "sustained and ongoing."

Professional development is ongoing through using feedback from actual training and what the participants feel they need next.

Instructional rounds where implementation of PD is observed and next steps decided for further training.

Using the data-driven PD in school improvement plan as a guide using staff expertise in building to deliver professional development.

Staff professional development is also done on Monday Staff meeting/PLC meetings.

School Improvement Facilitator and building administration team will continue to observe teacher work and recommend expanded opportunities for professional growth.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes		OHHS PD Calendar/Plan

Component 6: Strategies to Increase Parental Involvement

1. Describe how parents are (will be) involved in the design of the schoolwide plan.

The Schoolwide plan was shared with parents and input requested from them. If changes were needed, the plan was changed to accommodate the parent concerns. Also, there is a growing interest in our PTTC program and meetings.

2. Describe how parents are (will be) involved in the implementation of the schoolwide plan.

Parents have opportunities to give feedback on the implementation of the program at monthly Parent Title I meetings and also through surveys. Parents are welcome at the school and feedback on programs is welcomed to help plan activities and programs to help support students and families. On-going communication is in place with members of the parent leadership team to increase collaboration and communication. Also, there is a growing interest in our PTTC program and meetings.

3. Describe how parents are (will be) involved in the evaluation of the schoolwide plan.

Parents have opportunities to give feedback at monthly Title I meetings and also through surveys. Feedback is analyzed and changes are made as needed. Ongoing communication between administration, teachers, and youth advocates help keep parents aware of student achievement. Formal assessment information is shared with parents at parent meetings, newsletters, and individual parent/teacher meetings. Also, there is a growing interest in our PTTC program and meetings.

Label	Assurance	Response	Comment	Attachment
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	Yes	At Ottawa Hills High School, parents are included in all aspects of the educational programming. OHHS parents are encouraged at orientation, academic nights, family fun nights, open house, career fairs and monthly newsletters to become involved in the design, implementation, and evaluation of the school improvement plan. (Parent Policy is attached at the end of this plan)	Parent Involvement Plan

5. Describe how the school is carrying out the activities outlined in ESEA Section 1118 (e) 1-5, 14 and (f).

The school provides training, information nights, career fairs, surveys, joint meetings with support services, and etc. to make sure that parents feel and are involved in the activities that are part of their child/children's learning

6. Describe how the parent involvement component of the schoolwide plan is (will be) evaluated.

The schoolwide plan is available in the office. It is available for discussion at any time. A parent survey is given and information used by the team to develop the school improvement plan. Each time there is an event, parent feedback is requested both orally and written.

7. Describe how the results of the evaluation are (will be) used to improve the schoolwide program.

Based on feedback from this years survey, parents will have more opportunities to receive ways to work and support their children.

8. Describe how the school-parent compact is developed.

Leadership from the parent group provided input for the compact. A copy of the parent compact is available at the open house and parent teacher conferences. The compact will be reviewed with the parents and students by the counselors, teachers, and youth advocates. Parents also have an opportunity to provide comments on their section of the compact. The compact is available in both English and Spanish. As we enroll new students during the year, they are given an opportunity to discuss and sign the compact.

9. Describe how the School-Parent Compact is used at elementary-level parent teacher conferences.

N/A

10. How is the School-Parent Compact shared with middle school or high school parents (depending on the grade span of the school)?

Compact is shared by teachers, counselors, youth advocates at open house, parent-teacher conferences and other parent events. New students and parents receive information on the compact when they enroll.

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes		Parent Compact

11. Describe how the school provides individual student academic assessment results in a language the parents can understand.

Translators and support for parents are available during parent teacher conferences and parent meetings. Information is shared at the initial fall open house. Student assessment results are provided to parents in a timely, understandable, and uniform format and to the extent practicable in a language that is understandable to parents. Assessment results include itemized score analyses so that parents can interpret and address the specific academic needs and areas of excellence of their student. Teachers are available for follow up meetings with parents to discuss individual student results. Parents also have opportunities to discuss results at IEPs, MET, and child study team meetings.

Component 7: Preschool Transition Strategies

1. In what ways does the school connect with preschool age children more than a once a year visitation to the kindergarten classroom?

Visits are made to middle schools to talk about expectations at high school.

Eighth graders from feeder schools visit the high school and are taken on tour and meet with students from the high school

2. What types of training does the school provide preschool parents and/or preschool teachers on the skills preschool age children will need when they enter kindergarten?

N/A

Component 8: Teacher Participation in Making Assessment Decisions

1. How do teachers provide their input into the decisions regarding the use of school-based academic assessments?

School based assessments are provided by content area specialists with support and input from content area teachers at the building. Teachers also have opportunities to develop formative assessments as part of department work. Teachers share assessment plans as part of the lesson planning template.

2. How are teachers involved in student achievement data analysis for the purpose of improving the academic achievement of all students?

Teachers have been trained in how to use data for instructional planning and to evaluate student learning. Teachers use both formative, summative, pre test information and student work. Support for students is provided depending on the information gained from the analysis. Teachers meet bimonthly in PLC meetings and 4 times a year for Data Dialogue as a content area to share the strategies used for instruction and the student results plus analyze whether the strategies have worked and if not what are the plans to ensure proficiency.

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

1. Describe the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level.

Student progress is continually monitored through formative assessment.

Staff looks at the data provided through the state's assessment dept. Item analysis information is provided and studied along with the comparison of each content area data information at the school, district, and state level.

During PLC time each week student work is analyzed and plans made to reteach and reassess those students needing extra support. Standardized assessments from SAT Suite of Assessment data is used to provide intervention support for students.

2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

All assessment results are analyzed as received. Supports are put in place depending on the needs of students. After school tutoring, Saturday school, specific intervention (Tier 2 support) during the school day, Weekly PLC meetings are held where student work and strategy implementation are studied for the achievement impact.

3. How are students' individual needs being addressed through differentiated instruction in the classroom?

Support staff is available to work with small groups or individual students. Pre-test information provides insight into specific areas needing support. Staff has been trained in strategies for differentiating instruction to increase student learning.

Component 10: Coordination and Integration of Federal, State and Local Programs and Resources

1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals? Include a LIST of the State, local and Federal programs/resources that will be supporting the schoolwide program.

Staff collaborate and plan together on ways to increase overall achievement and meet the goals defined in the school improvement plan. The strategies and activities directly support the achievement of all students with a particular focus on students not meeting the expected achievement standards. Resources have been identified to help support the goals based on the guidelines provided with the funding sources.

Community agencies work with students for mentoring, counseling, etc. and are part of our wheel meetings.

Timely and additional assistance for needy students such as LOFT, Credit recovery, youth advocates, E2020, Cherry Health dental services, health center, counseling services, WHEEL services (housing, psychological services, etc). These services are funded through Title I, 31a, and special ed.

Coordination of funds is completed by the office of Special Programs in collaboration with building leadership, staff and parents.

2. Describe how the school will use the resources from Title I and other State, local and Federal sources to implement the ten required schoolwide components.

1. CNA-General fund and Title I - school improvement, collaboration, subs for data analysis for data profile
2. School wide reform strategies - General fund, Title I, Title II, 31a, SIG - stipends for summer collaboration and PD, extended school day work, (differentiation, literacy strategy PD), subs for in school collaboration.
3. Highly Qualified staff- General fund, Title I, Title II, 31a, all staff meet highly qualified expectations of NCLB
4. Attract high quality teachers - general fund, Title I, Title II - new teacher orientation, mentoring, KISD training, District DL training
5. PD - Title I, Title II - PD in MAP, using data, Differentiation, PBIS, reading strategies, technology
6. Increase Parent Involvement - Title I - Parent nights, Curriculum Nights, Open House, Training, Food for Parent Nights
7. High School transition - Title I - Mentors, School visits, GAINS, reading support
8. Teacher/Assessment decisions - General fund, Title I, Title II - Collaboration, PLC meetings, intervention training, testing data analysis, alternative assessment development
9. Timely and Additional Assistance for students - Title I, Special Ed, 31a - LOFT, Credit Recovery, Youth Advocates, Academic strategies, Saturday School, E2020, Summer School
10. Coordination of Resources - General Funds, Title I - Coordination of funds is completed by Office of Special Programs in collaboration with building leadership, Asst. Supt. for Specially Funded Programs.

3. How does the school coordinate and integrate the following Federal, State and local programs and services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Timely and additional assistance for needy students such as LOFT, Credit recovery, Academic strategies Youth Advocates, E2020, Cherry street dental services, health center, counseling and special ed. Coordination of funds is completed by the Office of Special Programs in collaboration with building leadership, staff and parents.

Evaluation:

1. Describe how the school evaluates, at least annually, the implementation of the schoolwide program.

Schoolwide program is evaluated yearly with MME, SAT, MAP assessments. Continuous evaluation takes place weekly, monthly to evaluate instruction and its impact on student achievement. Student, Parent, Teacher surveys are conducted yearly and the results used to evaluate implementation.

2. Describe how the school evaluates the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement.

Instructional teams look at data and its impact on student learning and which positions or resources had the biggest impact on students. PLC look at student work to analyze the results of strategies implemented in classrooms.

3. Describe how the school determines whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards.

SIP team looks at test results on each individual student and individual performance and their relationship to state and district performance. Staff analyze data from the demographic report to determine areas needing extra support

4. What process is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

ILT looks at data continuously at their meetings and highlights areas of concern. PLC meetings are used to analyze student work and other data.

If revisions are necessary, the plan is changed.

Staff is kept informed and gives input on changes needed.

Ottawa Hills Priority School Improvement 16-17

Overview

Plan Name

Ottawa Hills Priority School Improvement 16-17

Plan Description

Goals and Plans for the 2016-17 School Year

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 Ottawa Hills High School will be proficient in Reading, Writing, Mathematics, Science and Social Studies	Objectives: 5 Strategies: 2 Activities: 12	Academic	\$75800
2	All stakeholders involved with Ottawa Hills High School will support and sustain a new "mission statement"	Objectives: 1 Strategies: 1 Activities: 5	Organizational	\$0
3	Develop and implement a professional development plan to provide teachers with instructional strategies that encourages student collaboration and develops critical thinking skills in literacy.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$15300
4	All students at Ottawa Hills High School will be able to read and write using complex text.	Objectives: 2 Strategies: 1 Activities: 2	Academic	\$29750

Goal 1: All students at Ottawa Hills High School will be proficient in Reading, Writing, Mathematics, Science and Social Studies

Measurable Objective 1:

A 5% increase of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in Reading in English Language Arts by 06/16/2017 as measured by MAP and SAT/Work Keys.

(shared) Strategy 1:

Student Engagement - All staff will incorporate a variety of activities which will promote and increase student engagement which will allow students to actively participate in their own learning.

Category:

Research Cited: Pickering, Debra J., and Marzano, Robert J. (2011). The Highly Engaged Classroom.

Marzano Research Laboratory.

"Engagement is a central aspect of effective teaching. If students are not engaged, there is little, if any chance that they will learn what is being addressed in class. Student engagement has long been recognized as the core of effective schooling."

Tier:

Activity - PLC and PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will participate in professional development which supports the understanding of student engagement techniques, follow up within departmental PLC to analyze data and develop lessons to incorporate student engagement strategies.	Professional Learning			08/31/2016	06/15/2017	\$36650	Other, Other	Instructional staff, support staff, and Instructional Leadership Team.

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will use differentiated instruction activities based on the needs from an analysis of classroom data to engage students and meet their individual needs.	Direct Instruction			09/06/2016	06/14/2017	\$0	No Funding Required	Instructional Staff and Support Staff

Priority School Improvement Plan

Ottawa Hills High School

Activity - Academic Rigor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will build students' foundation of content by engaging them in the thinking process to deepen their overall content knowledge. Staff will use the Fischer and Frey Literacy strategies which were learned in professional development from the previous school year and vetted by the district to identify best practices for student learning.	Direct Instruction			09/06/2016	06/14/2017	\$0	No Funding Required	Instructional Staff and Support Staff
Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will embed the use of technology into daily lessons to support students learning objectives. Students will engage with technology as a means to demonstrate their learning.	Technology			09/06/2016	06/14/2017	\$0	No Funding Required	Instructional Staff and Support Staff
Activity - Clear Expectations and Protocols	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will be trained to adopt and communicate common classroom and building expectations and protocols. All staff will implement Positive Behavior Interventions and Support and Restorative Practice in the school to improve the academic learning behaviors of all students.	Academic Support Program			09/06/2016	06/14/2017	\$500	Title I Schoolwide	All Staff
Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Administrators, Instructional Leadership Team, and Staff will monitor the level of student engagement in the classrooms through Learning Walks, Instructional Rounds, and through the evaluation process. Learning Walks and Instructional Rounds are conducted each marking period. The evaluation process follows the district protocol.	Monitor			09/06/2016	06/14/2017	\$0	No Funding Required	Administration, Instructional Staff, and Support Staff

(shared) Strategy 2:

Content Area Literacy - The school staff will implement and incorporate into their instruction a variety of activities such as: Close and Critical Reading, Thinking Maps, and Rubrics to increase students' Content Area Literacy.

Category: Career and College Ready

Tier: Tier 1

Activity - PLC and PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Priority School Improvement Plan

Ottawa Hills High School

All staff will participate in professional development which supports understanding of student engagement techniques, especially working within departmental PLC to analyze data and develop lessons to incorporate student literacy strategies.	Professional Learning			08/31/2016	06/14/2017	\$38650	Title I Schoolwide, Other, Other	Instructional Staff and Support Staff
Activity - Rubrics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will use the Ottawa Hills Writing Rubric and Scoring Rubric, and exemplars to set clear expectations. Staff will use the rubric data to provide feedback to students to improve overall content area literacy. Staff will use DOK Rubric to guide lesson planning.	Other			09/06/2016	06/14/2017	\$0	No Funding Required	Instructional Staff and Support Staff
Activity - Close and Critical Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will use CCR strategies to assist in the comprehension of complex text to increase understanding of content being presented.	Direct Instruction			09/06/2016	06/14/2017	\$0	No Funding Required	Instructional Staff and Support Staff
Activity - Disciplinary Literacy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will use the seven Principles of Learning in their instruction in order to increase Content Area Literacy.	Direct Instruction			08/26/2013	06/04/2016	\$0	No Funding Required	Instructional Staff and Support Staff
Activity - Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use Thinking Maps in their instruction to support literacy and metacognition. Use of Thinking Maps deepens student understanding of academic vocabulary, assists in writing across the curriculum, enhances note-taking strategies and improves reading comprehension. Teachers will model 2 Thinking Maps per content area (2 in each content for a total of all 8) and students will be expected to use a variety of them when appropriate.	Direct Instruction			09/06/2016	06/14/2017	\$0	No Funding Required	Instructional Staff and Support Staff
Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Priority School Improvement Plan

Ottawa Hills High School

The Administrators, Instructional Leadership Team, and Staff will monitor the level of content area literacy strategies in the classroom through Learning Walks, Instructional Rounds, and through the evaluation process. Learning Walks and Instructional Rounds are conducted each marking period. The evaluation process follows the district protocol. Changes will be put in place or additional training offered based on feedback.	Monitor			09/06/2016	06/14/2017	\$0	No Funding Required	Administrators, Instructional Staff, Support Staff
--	---------	--	--	------------	------------	-----	---------------------	--

Measurable Objective 2:

A 5% increase of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in the writing process in English Language Arts by 06/14/2017 as measured by SAT/WorkKeys.

(shared) Strategy 1:

Student Engagement - All staff will incorporate a variety of activities which will promote and increase student engagement which will allow students to actively participate in their own learning.

Category:

Research Cited: Pickering, Debra J., and Marzano, Robert J. (2011). The Highly Engaged Classroom.

Marzano Research Laboratory.

"Engagement is a central aspect of effective teaching. If students are not engaged, there is little, if any chance that they will learn what is being addressed in class.

Student engagement has long been recognized as the core of effective schooling."

Tier:

Activity - PLC and PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will participate in professional development which supports the understanding of student engagement techniques, follow up within departmental PLC to analyze data and develop lessons to incorporate student engagement strategies.	Professional Learning			08/31/2016	06/15/2017	\$36650	Other, Other	Instructional staff, support staff, and Instructional Leadership Team.

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will use differentiated instruction activities based on the needs from an analysis of classroom data to engage students and meet their individual needs.	Direct Instruction			09/06/2016	06/14/2017	\$0	No Funding Required	Instructional Staff and Support Staff

Priority School Improvement Plan

Ottawa Hills High School

Activity - Academic Rigor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will build students' foundation of content by engaging them in the thinking process to deepen their overall content knowledge. Staff will use the Fischer and Frey Literacy strategies which were learned in professional development from the previous school year and vetted by the district to identify best practices for student learning.	Direct Instruction			09/06/2016	06/14/2017	\$0	No Funding Required	Instructional Staff and Support Staff
Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will embed the use of technology into daily lessons to support students learning objectives. Students will engage with technology as a means to demonstrate their learning.	Technology			09/06/2016	06/14/2017	\$0	No Funding Required	Instructional Staff and Support Staff
Activity - Clear Expectations and Protocols	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will be trained to adopt and communicate common classroom and building expectations and protocols. All staff will implement Positive Behavior Interventions and Support and Restorative Practice in the school to improve the academic learning behaviors of all students.	Academic Support Program			09/06/2016	06/14/2017	\$500	Title I Schoolwide	All Staff
Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Administrators, Instructional Leadership Team, and Staff will monitor the level of student engagement in the classrooms through Learning Walks, Instructional Rounds, and through the evaluation process. Learning Walks and Instructional Rounds are conducted each marking period. The evaluation process follows the district protocol.	Monitor			09/06/2016	06/14/2017	\$0	No Funding Required	Administration, Instructional Staff, and Support Staff

(shared) Strategy 2:

Content Area Literacy - The school staff will implement and incorporate into their instruction a variety of activities such as: Close and Critical Reading, Thinking Maps, and Rubrics to increase students' Content Area Literacy.

Category: Career and College Ready

Tier: Tier 1

Activity - PLC and PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Priority School Improvement Plan

Ottawa Hills High School

All staff will participate in professional development which supports understanding of student engagement techniques, especially working within departmental PLC to analyze data and develop lessons to incorporate student literacy strategies.	Professional Learning			08/31/2016	06/14/2017	\$38650	Other, Other, Title I Schoolwide	Instructional Staff and Support Staff
Activity - Rubrics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will use the Ottawa Hills Writing Rubric and Scoring Rubric, and exemplars to set clear expectations. Staff will use the rubric data to provide feedback to students to improve overall content area literacy. Staff will use DOK Rubric to guide lesson planning.	Other			09/06/2016	06/14/2017	\$0	No Funding Required	Instructional Staff and Support Staff
Activity - Close and Critical Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will use CCR strategies to assist in the comprehension of complex text to increase understanding of content being presented.	Direct Instruction			09/06/2016	06/14/2017	\$0	No Funding Required	Instructional Staff and Support Staff
Activity - Disciplinary Literacy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will use the seven Principles of Learning in their instruction in order to increase Content Area Literacy.	Direct Instruction			08/26/2013	06/04/2016	\$0	No Funding Required	Instructional Staff and Support Staff
Activity - Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use Thinking Maps in their instruction to support literacy and metacognition. Use of Thinking Maps deepens student understanding of academic vocabulary, assists in writing across the curriculum, enhances note-taking strategies and improves reading comprehension. Teachers will model 2 Thinking Maps per content area (2 in each content for a total of all 8) and students will be expected to use a variety of them when appropriate.	Direct Instruction			09/06/2016	06/14/2017	\$0	No Funding Required	Instructional Staff and Support Staff
Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Priority School Improvement Plan

Ottawa Hills High School

The Administrators, Instructional Leadership Team, and Staff will monitor the level of content area literacy strategies in the classroom through Learning Walks, Instructional Rounds, and through the evaluation process. Learning Walks and Instructional Rounds are conducted each marking period. The evaluation process follows the district protocol. Changes will be put in place or additional training offered based on feedback.	Monitor			09/06/2016	06/14/2017	\$0	No Funding Required	Administrators, Instructional Staff, Support Staff
--	---------	--	--	------------	------------	-----	---------------------	--

Measurable Objective 3:

A 5% increase of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in Numbers and Operations and Algebraic Functions in Mathematics by 06/14/2017 as measured by MAP and SAT/Work Keys.

(shared) Strategy 1:

Student Engagement - All staff will incorporate a variety of activities which will promote and increase student engagement which will allow students to actively participate in their own learning.

Category:

Research Cited: Pickering, Debra J., and Marzano, Robert J. (2011). The Highly Engaged Classroom.

Marzano Research Laboratory.

"Engagement is a central aspect of effective teaching. If students are not engaged, there is little, if any chance that they will learn what is being addressed in class.

Student engagement has long been recognized as the core of effective schooling."

Tier:

Activity - PLC and PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will participate in professional development which supports the understanding of student engagement techniques, follow up within departmental PLC to analyze data and develop lessons to incorporate student engagement strategies.	Professional Learning			08/31/2016	06/15/2017	\$36650	Other, Other	Instructional staff, support staff, and Instructional Leadership Team.

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will use differentiated instruction activities based on the needs from an analysis of classroom data to engage students and meet their individual needs.	Direct Instruction			09/06/2016	06/14/2017	\$0	No Funding Required	Instructional Staff and Support Staff

Priority School Improvement Plan

Ottawa Hills High School

Activity - Academic Rigor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will build students' foundation of content by engaging them in the thinking process to deepen their overall content knowledge. Staff will use the Fischer and Frey Literacy strategies which were learned in professional development from the previous school year and vetted by the district to identify best practices for student learning.	Direct Instruction			09/06/2016	06/14/2017	\$0	No Funding Required	Instructional Staff and Support Staff
Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will embed the use of technology into daily lessons to support students learning objectives. Students will engage with technology as a means to demonstrate their learning.	Technology			09/06/2016	06/14/2017	\$0	No Funding Required	Instructional Staff and Support Staff
Activity - Clear Expectations and Protocols	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will be trained to adopt and communicate common classroom and building expectations and protocols. All staff will implement Positive Behavior Interventions and Support and Restorative Practice in the school to improve the academic learning behaviors of all students.	Academic Support Program			09/06/2016	06/14/2017	\$500	Title I Schoolwide	All Staff
Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Administrators, Instructional Leadership Team, and Staff will monitor the level of student engagement in the classrooms through Learning Walks, Instructional Rounds, and through the evaluation process. Learning Walks and Instructional Rounds are conducted each marking period. The evaluation process follows the district protocol.	Monitor			09/06/2016	06/14/2017	\$0	No Funding Required	Administration, Instructional Staff, and Support Staff

(shared) Strategy 2:

Content Area Literacy - The school staff will implement and incorporate into their instruction a variety of activities such as: Close and Critical Reading, Thinking Maps, and Rubrics to increase students' Content Area Literacy.

Category: Career and College Ready

Tier: Tier 1

Activity - PLC and PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Priority School Improvement Plan

Ottawa Hills High School

All staff will participate in professional development which supports understanding of student engagement techniques, especially working within departmental PLC to analyze data and develop lessons to incorporate student literacy strategies.	Professional Learning			08/31/2016	06/14/2017	\$38650	Title I Schoolwide, Other, Other	Instructional Staff and Support Staff
Activity - Rubrics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will use the Ottawa Hills Writing Rubric and Scoring Rubric, and exemplars to set clear expectations. Staff will use the rubric data to provide feedback to students to improve overall content area literacy. Staff will use DOK Rubric to guide lesson planning.	Other			09/06/2016	06/14/2017	\$0	No Funding Required	Instructional Staff and Support Staff
Activity - Close and Critical Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will use CCR strategies to assist in the comprehension of complex text to increase understanding of content being presented.	Direct Instruction			09/06/2016	06/14/2017	\$0	No Funding Required	Instructional Staff and Support Staff
Activity - Disciplinary Literacy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will use the seven Principles of Learning in their instruction in order to increase Content Area Literacy.	Direct Instruction			08/26/2013	06/04/2016	\$0	No Funding Required	Instructional Staff and Support Staff
Activity - Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use Thinking Maps in their instruction to support literacy and metacognition. Use of Thinking Maps deepens student understanding of academic vocabulary, assists in writing across the curriculum, enhances note-taking strategies and improves reading comprehension. Teachers will model 2 Thinking Maps per content area (2 in each content for a total of all 8) and students will be expected to use a variety of them when appropriate.	Direct Instruction			09/06/2016	06/14/2017	\$0	No Funding Required	Instructional Staff and Support Staff
Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Priority School Improvement Plan

Ottawa Hills High School

The Administrators, Instructional Leadership Team, and Staff will monitor the level of content area literacy strategies in the classroom through Learning Walks, Instructional Rounds, and through the evaluation process. Learning Walks and Instructional Rounds are conducted each marking period. The evaluation process follows the district protocol. Changes will be put in place or additional training offered based on feedback.	Monitor			09/06/2016	06/14/2017	\$0	No Funding Required	Administrators, Instructional Staff, Support Staff
--	---------	--	--	------------	------------	-----	---------------------	--

Measurable Objective 4:

A 5% increase of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in the area of History and Geography in Social Studies by 06/14/2017 as measured by 9th Grade PSAT 8/9 scores.

(shared) Strategy 1:

Student Engagement - All staff will incorporate a variety of activities which will promote and increase student engagement which will allow students to actively participate in their own learning.

Category:

Research Cited: Pickering, Debra J., and Marzano, Robert J. (2011). The Highly Engaged Classroom.

Marzano Research Laboratory.

"Engagement is a central aspect of effective teaching. If students are not engaged, there is little, if any chance that they will learn what is being addressed in class.

Student engagement has long been recognized as the core of effective schooling."

Tier:

Activity - PLC and PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will participate in professional development which supports the understanding of student engagement techniques, follow up within departmental PLC to analyze data and develop lessons to incorporate student engagement strategies.	Professional Learning			08/31/2016	06/15/2017	\$36650	Other, Other	Instructional staff, support staff, and Instructional Leadership Team.

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will use differentiated instruction activities based on the needs from an analysis of classroom data to engage students and meet their individual needs.	Direct Instruction			09/06/2016	06/14/2017	\$0	No Funding Required	Instructional Staff and Support Staff

Priority School Improvement Plan

Ottawa Hills High School

Activity - Academic Rigor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will build students' foundation of content by engaging them in the thinking process to deepen their overall content knowledge. Staff will use the Fischer and Frey Literacy strategies which were learned in professional development from the previous school year and vetted by the district to identify best practices for student learning.	Direct Instruction			09/06/2016	06/14/2017	\$0	No Funding Required	Instructional Staff and Support Staff
Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will embed the use of technology into daily lessons to support students learning objectives. Students will engage with technology as a means to demonstrate their learning.	Technology			09/06/2016	06/14/2017	\$0	No Funding Required	Instructional Staff and Support Staff
Activity - Clear Expectations and Protocols	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will be trained to adopt and communicate common classroom and building expectations and protocols. All staff will implement Positive Behavior Interventions and Support and Restorative Practice in the school to improve the academic learning behaviors of all students.	Academic Support Program			09/06/2016	06/14/2017	\$500	Title I Schoolwide	All Staff
Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Administrators, Instructional Leadership Team, and Staff will monitor the level of student engagement in the classrooms through Learning Walks, Instructional Rounds, and through the evaluation process. Learning Walks and Instructional Rounds are conducted each marking period. The evaluation process follows the district protocol.	Monitor			09/06/2016	06/14/2017	\$0	No Funding Required	Administration, Instructional Staff, and Support Staff

(shared) Strategy 2:

Content Area Literacy - The school staff will implement and incorporate into their instruction a variety of activities such as: Close and Critical Reading, Thinking Maps, and Rubrics to increase students' Content Area Literacy.

Category: Career and College Ready

Tier: Tier 1

Activity - PLC and PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Priority School Improvement Plan

Ottawa Hills High School

All staff will participate in professional development which supports understanding of student engagement techniques, especially working within departmental PLC to analyze data and develop lessons to incorporate student literacy strategies.	Professional Learning			08/31/2016	06/14/2017	\$38650	Title I Schoolwide, Other, Other	Instructional Staff and Support Staff
Activity - Rubrics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will use the Ottawa Hills Writing Rubric and Scoring Rubric, and exemplars to set clear expectations. Staff will use the rubric data to provide feedback to students to improve overall content area literacy. Staff will use DOK Rubric to guide lesson planning.	Other			09/06/2016	06/14/2017	\$0	No Funding Required	Instructional Staff and Support Staff
Activity - Close and Critical Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will use CCR strategies to assist in the comprehension of complex text to increase understanding of content being presented.	Direct Instruction			09/06/2016	06/14/2017	\$0	No Funding Required	Instructional Staff and Support Staff
Activity - Disciplinary Literacy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will use the seven Principles of Learning in their instruction in order to increase Content Area Literacy.	Direct Instruction			08/26/2013	06/04/2016	\$0	No Funding Required	Instructional Staff and Support Staff
Activity - Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use Thinking Maps in their instruction to support literacy and metacognition. Use of Thinking Maps deepens student understanding of academic vocabulary, assists in writing across the curriculum, enhances note-taking strategies and improves reading comprehension. Teachers will model 2 Thinking Maps per content area (2 in each content for a total of all 8) and students will be expected to use a variety of them when appropriate.	Direct Instruction			09/06/2016	06/14/2017	\$0	No Funding Required	Instructional Staff and Support Staff
Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Priority School Improvement Plan

Ottawa Hills High School

The Administrators, Instructional Leadership Team, and Staff will monitor the level of content area literacy strategies in the classroom through Learning Walks, Instructional Rounds, and through the evaluation process. Learning Walks and Instructional Rounds are conducted each marking period. The evaluation process follows the district protocol. Changes will be put in place or additional training offered based on feedback.	Monitor			09/06/2016	06/14/2017	\$0	No Funding Required	Administrators, Instructional Staff, Support Staff
--	---------	--	--	------------	------------	-----	---------------------	--

Measurable Objective 5:

A 5% increase of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in the area of Inquiry and Reflection in Science by 06/14/2017 as measured by SAT and M-STEP.

(shared) Strategy 1:

Student Engagement - All staff will incorporate a variety of activities which will promote and increase student engagement which will allow students to actively participate in their own learning.

Category:

Research Cited: Pickering, Debra J., and Marzano, Robert J. (2011). The Highly Engaged Classroom.

Marzano Research Laboratory.

"Engagement is a central aspect of effective teaching. If students are not engaged, there is little, if any chance that they will learn what is being addressed in class.

Student engagement has long been recognized as the core of effective schooling."

Tier:

Activity - PLC and PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will participate in professional development which supports the understanding of student engagement techniques, follow up within departmental PLC to analyze data and develop lessons to incorporate student engagement strategies.	Professional Learning			08/31/2016	06/15/2017	\$36650	Other, Other	Instructional staff, support staff, and Instructional Leadership Team.

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will use differentiated instruction activities based on the needs from an analysis of classroom data to engage students and meet their individual needs.	Direct Instruction			09/06/2016	06/14/2017	\$0	No Funding Required	Instructional Staff and Support Staff

Priority School Improvement Plan

Ottawa Hills High School

Activity - Academic Rigor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will build students' foundation of content by engaging them in the thinking process to deepen their overall content knowledge. Staff will use the Fischer and Frey Literacy strategies which were learned in professional development from the previous school year and vetted by the district to identify best practices for student learning.	Direct Instruction			09/06/2016	06/14/2017	\$0	No Funding Required	Instructional Staff and Support Staff
Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will embed the use of technology into daily lessons to support students learning objectives. Students will engage with technology as a means to demonstrate their learning.	Technology			09/06/2016	06/14/2017	\$0	No Funding Required	Instructional Staff and Support Staff
Activity - Clear Expectations and Protocols	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will be trained to adopt and communicate common classroom and building expectations and protocols. All staff will implement Positive Behavior Interventions and Support and Restorative Practice in the school to improve the academic learning behaviors of all students.	Academic Support Program			09/06/2016	06/14/2017	\$500	Title I Schoolwide	All Staff
Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Administrators, Instructional Leadership Team, and Staff will monitor the level of student engagement in the classrooms through Learning Walks, Instructional Rounds, and through the evaluation process. Learning Walks and Instructional Rounds are conducted each marking period. The evaluation process follows the district protocol.	Monitor			09/06/2016	06/14/2017	\$0	No Funding Required	Administration, Instructional Staff, and Support Staff

(shared) Strategy 2:

Content Area Literacy - The school staff will implement and incorporate into their instruction a variety of activities such as: Close and Critical Reading, Thinking Maps, and Rubrics to increase students' Content Area Literacy.

Category: Career and College Ready

Tier: Tier 1

Activity - PLC and PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Priority School Improvement Plan

Ottawa Hills High School

All staff will participate in professional development which supports understanding of student engagement techniques, especially working within departmental PLC to analyze data and develop lessons to incorporate student literacy strategies.	Professional Learning			08/31/2016	06/14/2017	\$38650	Other, Title I, Schoolwide, Other	Instructional Staff and Support Staff
Activity - Rubrics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will use the Ottawa Hills Writing Rubric and Scoring Rubric, and exemplars to set clear expectations. Staff will use the rubric data to provide feedback to students to improve overall content area literacy. Staff will use DOK Rubric to guide lesson planning.	Other			09/06/2016	06/14/2017	\$0	No Funding Required	Instructional Staff and Support Staff
Activity - Close and Critical Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will use CCR strategies to assist in the comprehension of complex text to increase understanding of content being presented.	Direct Instruction			09/06/2016	06/14/2017	\$0	No Funding Required	Instructional Staff and Support Staff
Activity - Disciplinary Literacy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will use the seven Principles of Learning in their instruction in order to increase Content Area Literacy.	Direct Instruction			08/26/2013	06/04/2016	\$0	No Funding Required	Instructional Staff and Support Staff
Activity - Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use Thinking Maps in their instruction to support literacy and metacognition. Use of Thinking Maps deepens student understanding of academic vocabulary, assists in writing across the curriculum, enhances note-taking strategies and improves reading comprehension. Teachers will model 2 Thinking Maps per content area (2 in each content for a total of all 8) and students will be expected to use a variety of them when appropriate.	Direct Instruction			09/06/2016	06/14/2017	\$0	No Funding Required	Instructional Staff and Support Staff
Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Priority School Improvement Plan

Ottawa Hills High School

The Administrators, Instructional Leadership Team, and Staff will monitor the level of content area literacy strategies in the classroom through Learning Walks, Instructional Rounds, and through the evaluation process. Learning Walks and Instructional Rounds are conducted each marking period. The evaluation process follows the district protocol. Changes will be put in place or additional training offered based on feedback.	Monitor			09/06/2016	06/14/2017	\$0	No Funding Required	Administration, Instructional Staff, Support Staff
--	---------	--	--	------------	------------	-----	---------------------	--

Goal 2: All stakeholders involved with Ottawa Hills High School will support and sustain a new "mission statement"

Measurable Objective 1:

demonstrate a behavior for all Ottawa Hills stakeholders to support a focused mission statement of, "Quality Education through Respectful Relationships" by 06/14/2017 as measured by Ottawa Hills stakeholders actions that revolve around the focused mission statement. .

Strategy 1:

Focused Mission Statement, "Quality Education through, Respectful Relationships - Staff reviewed the schools mission statement and focused it to a five word phrase to help centralize the thinking of all staff, students, parents and community members at Ottawa Hills to build a better school community and standards. The staff took the mission statement, "The staff at Ottawa Hills High School is committed to the ideals of providing both quality and equitable education for all students. We have expectations for and encourage excellence in all of our students. We seek to promote high self-esteem in each individual and mutual respect for one another. Our commitment is to promote and maintain a quality education for all students." After having staff members, during a professional development session, grouped together to summarize and focus the mission statement to a shorter, easier to remember and implement for the 2015-2016 school year. Staff members were asked to share their responses and then each statement was voted on by the staff. The majority of staff voted to use the focused statement, "Quality Education through Respectful Relationships." With this new, focused mission statement, the staff all agreed to use and rally around this new mission statement and focus their relationships, teaching and classroom culture around this statement. Students will be introduced to it throughout the school year and the meaning it holds. All stakeholders will all see the statement on posters and signs around the schools. Announcements, the website, social media posts, and communication will also focus on this mission statement with ongoing implementation.

Category: School Culture

Tier: Tier 1

Activity - Quality Education through Respectful Relationships	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

Priority School Improvement Plan

Ottawa Hills High School

The new mission statement for Ottawa Hills High School, "Quality Education through Respectful Relationships" will be reviewed by returning and new staff members at a PD/PLC session to identify specific areas of their classroom teaching and learning that related to the mission statement.	Policy and Process, Implementation	Tier 1	Implement	09/01/2016	06/14/2017	\$0	No Funding Required	Ottawa Hills administration and staff through PLC work during the year.
Activity - Mission Statement Teacher Survey	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will take a specific survey that will ask staff to answer questions related to what the mission statement means with their work at Ottawa Hills.	Policy and Process	Tier 1	Implement	09/06/2016	12/16/2016	\$0	No Funding Required	Administration team and OHHS staff members
Activity - Mission Statement Student Survey	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
OHHS students will take a short survey that will ask opinion based questions that relate to how the mission statement is seen in the building/classrooms and what the statement means to them with their own personal learning.	Policy and Process	Tier 1	Implement	09/06/2016	12/16/2016	\$0	No Funding Required	Administration Team, teachers, and students at OHHS.
Activity - Mission Statement Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The ILT and Administration teams will review data collection from surveys to help staff and students implement new strategies and structures that meet the needs of all learning and community building at Ottawa Hills.	Policy and Process	Tier 1	Evaluate	01/03/2017	03/31/2017	\$0	No Funding Required	Administration and ILT team.
Activity - 2nd Phase of the Mission Statement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
With new strategies created from staff and student surveys, begin to use the mission statement in conjunction with our Restorative Practice, PBIS celebrations, students, and staff community to continue to build a positive culture at Ottawa Hills	Policy and Process	Tier 2	Implement	01/09/2017	06/14/2017	\$0	No Funding Required	OHHS administration, staff and students.

Goal 3: Develop and implement a professional development plan to provide teachers with instructional strategies that encourages student collaboration and develops critical thinking skills in literacy.

Measurable Objective 1:

5% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will increase student growth by collaboration and critical thinking skills in Reading by 06/14/2017 as measured by using the Professional Development Plan and the impact of student success on MAP and SAT..

Strategy 1:

Literacy Strategies - Staff in all core content classrooms will implement and use strategies identified from Fischer and Frey and Backwards mapping of Common Core State Standards to increase rigor through Depth of Knowledge by designing specific instructional tasks related to student learning and increasing student career and college readiness. The Ottawa Hills Professional Development Plan outlines different strategies that will be used to accomplish a growth in student success.

Category: Career and College Ready

Tier: Tier 1

Activity - Professional Development of Literacy Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will meet through Professional Learning Communities and in Professional Development sessions to work collaboratively on understanding and implementing backwards mapping of Standards and creating Learning Targets that specifically focus on a Common Core State Standard. Staff will also utilize literacy strategies to increase student growth in Reading and Writing.	Teacher Collaboration, Academic Support Program, Curriculum Development, Implementation, Professional Learning	Tier 1	Getting Ready	08/31/2016	06/14/2017	\$12900	Other	Principal, Assistant Principal, School Improvement Facilitator, and teachers.
Activity - Implementation Plan of literacy strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Priority School Improvement Plan

Ottawa Hills High School

The School Improvement Facilitator will develop a plan to implement the strategies from our professional development and PLC work by engaging with staff to highlight areas of success and areas of need to raise student achievement and show growth in assessment scores.	Academic Support Program, Curriculum Development, Professional Learning	Tier 1	Implement	08/31/2016	06/14/2017	\$0	No Funding Required	School Improvement Facilitator and OH administrative team.
---	---	--------	-----------	------------	------------	-----	---------------------	--

Activity - Teachscape 360 degree Camera	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize the Teachscape 360 degree Camera that will allow staff to record and review a lesson, or section of a lesson, for professional feedback. Staff will also utilize a reflection piece from the camera within staff Professional Learning Communities. This is a self monitoring activity for staff to review and reflect on their own teaching practices.	Teacher Collaboration, Implementation, Technology, Professional Learning	Tier 2	Implement	09/06/2016	06/14/2017	\$2400	Other	School Improvement Facilitator and instructional teaching staff members.

Goal 4: All students at Ottawa Hills High School will be able to read and write using complex text.

Measurable Objective 1:

5% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will increase student growth using complex text in Reading by 06/14/2017 as measured by MAP and SAT.

(shared) Strategy 1:

Smekens Education Professional Development and Planning - The ILT and all staff members will be working with Smeken's Education group who specialize in the following areas: reading, writing and literacy strategies, as well as, the development of literacy (reading and writing) plans. The Smeken's group will provide professional development for the Ottawa Hills staff and instructional strategies teachers can use with curriculum and the Common Core Standards to increase students growth and achievement.

Category: English/Language Arts

Tier: Tier 1

Activity - Teacher Professional Development on Complex text	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Priority School Improvement Plan

Ottawa Hills High School

Teachers will begin to develop and collaborate with content area staff on strategies to use to build skills in complex text.	Curriculum Development, Professional Learning	Tier 1	Getting Ready	01/24/2017	06/14/2018	\$6000	Other	Ottawa Hills Administration team and instructional staff.
--	---	--------	---------------	------------	------------	--------	-------	---

Activity - ASCD PLC with staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff members will work collaboratively to understand and use backwards mapping the Common Core Standards to address student Learning Objectives for effective classroom learning. Also, staff will utilize literacy strategies to increase student growth from out Literacy Team's work. Also, members of the Association of Supervision and Curriculum Development (ASCD) will also assist staff in implementing literacy strategies to increase student proficiency.	Professional Learning	Tier 1	Implement	08/31/2016	06/14/2017	\$23750	Other	Ottawa Hills High School administrative team and staff. ASCD members.

Measurable Objective 2:

5% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will increase student growth using complex text in Writing by 06/14/2017 as measured by SAT/WorkKeys.

(shared) Strategy 1:

Smekens Education Professional Development and Planning - The ILT and all staff members will be working with Smekens's Education group who specialize in the following areas: reading, writing and literacy strategies, as well as, the development of literacy (reading and writing) plans. The Smekens's group will provide professional development for the Ottawa Hills staff and instructional strategies teachers can use with curriculum and the Common Core Standards to increase students growth and achievement.

Category: English/Language Arts

Tier: Tier 1

Activity - Teacher Professional Development on Complex text	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will begin to develop and collaborate with content area staff on strategies to use to build skills in complex text.	Curriculum Development, Professional Learning	Tier 1	Getting Ready	01/24/2017	06/14/2018	\$6000	Other	Ottawa Hills Administration team and instructional staff.

Priority School Improvement Plan

Ottawa Hills High School

Activity - ASCD PLC with staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff members will work collaboratively to understand and use backwards mapping the Common Core Standards to address student Learning Objectives for effective classroom learning. Also, staff will utilize literacy strategies to increase student growth from out Literacy Team's work. Also, members of the Association of Supervision and Curriculum Development (ASCD) will also assist staff in implementing literacy strategies to increase student proficiency.	Professional Learning	Tier 1	Implement	08/31/2016	06/14/2017	\$23750	Other	Ottawa Hills High School administrative team and staff. ASCD members.

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Teachscape 360 degree Camera	Teachers will utilize the Teachscape 360 degree Camera that will allow staff to record and review a lesson, or section of a lesson, for professional feedback. Staff will also utilize a reflection piece from the camera within staff Professional Learning Communities. This is a self monitoring activity for staff to review and reflect on their own teaching practices.	Teacher Collaboration, Implementation, Technology, Professional Learning	Tier 2	Implement	09/06/2016	06/14/2017	\$2400	School Improvement Facilitator and instructional teaching staff members.
Professional Development of Literacy Strategies	Staff will meet through Professional Learning Communities and in Professional Development sessions to work collaboratively on understanding and implementing backwards mapping of Standards and creating Learning Targets that specifically focus on a Common Core State Standard. Staff will also utilize literacy strategies to increase student growth in Reading and Writing.	Teacher Collaboration, Academic Support Program, Curriculum Development, Implementation, Professional Learning	Tier 1	Getting Ready	08/31/2016	06/14/2017	\$12900	Principal, Assistant Principal, School Improvement Facilitator, and teachers.
PLC and PD	All staff will participate in professional development which supports the understanding of student engagement techniques, follow up within departmental PLC to analyze data and develop lessons to incorporate student engagement strategies.	Professional Learning			08/31/2016	06/15/2017	\$12900	Instructional staff, support staff, and Instructional Leadership Team.
PLC and PD	All staff will participate in professional development which supports understanding of student engagement techniques, especially working within departmental PLC to analyze data and develop lessons to incorporate student literacy strategies.	Professional Learning			08/31/2016	06/14/2017	\$23750	Instructional Staff and Support Staff

Priority School Improvement Plan

Ottawa Hills High School

PLC and PD	All staff will participate in professional development which supports the understanding of student engagement techniques, follow up within departmental PLC to analyze data and develop lessons to incorporate student engagement strategies.	Professional Learning			08/31/2016	06/15/2017	\$23750	Instructional staff, support staff, and Instructional Leadership Team.
PLC and PD	All staff will participate in professional development which supports understanding of student engagement techniques, especially working within departmental PLC to analyze data and develop lessons to incorporate student literacy strategies.	Professional Learning			08/31/2016	06/14/2017	\$12900	Instructional Staff and Support Staff
Teacher Professional Development on Complex text	Teachers will begin to develop and collaborate with content area staff on strategies to use to build skills in complex text.	Curriculum Development, Professional Learning	Tier 1	Getting Ready	01/24/2017	06/14/2018	\$6000	Ottawa Hills Administration team and instructional staff.
ASCD PLC with staff	Staff members will work collaboratively to understand and use backwards mapping the Common Core Standards to address student learning. Also, staff will utilize literacy strategies to increase student growth from our Literacy Team's work. Also, members of the Association of Supervision and Curriculum Development (ASCD) will also assist staff in implementing literacy strategies to increase student proficiency.	Professional Learning	Tier 1	Implement	08/31/2016	06/14/2017	\$23750	Ottawa Hills High School administrative team and staff. ASCD members.

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
PLC and PD	All staff will participate in professional development which supports understanding of student engagement techniques, especially working within departmental PLC to analyze data and develop lessons to incorporate student literacy strategies.	Professional Learning			08/31/2016	06/14/2017	\$2000	Instructional Staff and Support Staff
Clear Expectations and Protocols	All staff will be trained to adopt and communicate common classroom and building expectations and protocols. All staff will implement Positive Behavior Interventions and Support and Restorative Practice in the school to improve the academic learning behaviors of all students.	Academic Support Program			09/06/2016	06/14/2017	\$500	All Staff

Priority School Improvement Plan

Ottawa Hills High School

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Quality Education through Respectful Relationships	The new mission statement for Ottawa Hills High School, "Quality Education through Respectful Relationships" will be reviewed by returning and new staff members at a PD/PLC session to identify specific areas of their classroom teaching and learning that related to the mission statement.	Policy and Process, Implementation	Tier 1	Implement	09/01/2016	06/14/2017	\$0	Ottawa Hills administration and staff through PLC work during the year.
Implementation Plan of literacy strategies	The School Improvement Facilitator will develop a plan to implement the strategies from our professional development and PLC work by engaging with staff to highlight areas of success and areas of need to raise student achievement and show growth in assessment scores.	Academic Support Program, Curriculum Development, Professional Learning	Tier 1	Implement	08/31/2016	06/14/2017	\$0	School Improvement Facilitator and OH administration team.
2nd Phase of the Mission Statement	With new strategies created from staff and student surveys, begin to use the mission statement in conjunction with our Restorative Practice, PBIS celebrations, students, and staff community to continue to build a positive culture at Ottawa Hills	Policy and Process	Tier 2	Implement	01/09/2017	06/14/2017	\$0	OHHS administration, staff and students.
Close and Critical Reading	All staff will use CCR strategies to assist in the comprehension of complex text to increase understanding of content being presented.	Direct Instruction			09/06/2016	06/14/2017	\$0	Instructional Staff and Support Staff
Rubrics	All staff will use the Ottawa Hills Writing Rubric and Scoring Rubric, and exemplars to set clear expectations. Staff will use the rubric data to provide feedback to students to improve overall content area literacy. Staff will use DOK Rubric to guide lesson planning.	Other			09/06/2016	06/14/2017	\$0	Instructional Staff and Support Staff
Mission Statement Student Survey	OHHS students will take a short survey that will ask opinion based questions that relate to how the mission statement is seen in the building/classrooms and what the statement means to them with their own personal learning.	Policy and Process	Tier 1	Implement	09/06/2016	12/16/2016	\$0	Administration Team, teachers, and students at OHHS.
Mission Statement Teacher Survey	Teachers will take a specific survey that will ask staff to answer questions related to what the mission statement means with their work at Ottawa Hills.	Policy and Process	Tier 1	Implement	09/06/2016	12/16/2016	\$0	Administration team and OHHS staff members

Priority School Improvement Plan

Ottawa Hills High School

Differentiated Instruction	All staff will use differentiated instruction activities based on the needs from an analysis of classroom data to engage students and meet their individual needs.	Direct Instruction			09/06/2016	06/14/2017	\$0	Instructional Staff and Support Staff
Thinking Maps	Staff will use Thinking Maps in their instruction to support literacy and metacognition. Use of Thinking Maps deepens student understanding of academic vocabulary, assists in writing across the curriculum, enhances note-taking strategies and improves reading comprehension. Teachers will model 2 Thinking Maps per content area (2 in each content for a total of all 8) and students will be expected to use a variety of them when appropriate.	Direct Instruction			09/06/2016	06/14/2017	\$0	Instructional Staff and Support Staff
Monitoring	The Administrators, Instructional Leadership Team, and Staff will monitor the level of student engagement in the classrooms through Learning Walks, Instructional Rounds, and through the evaluation process. Learning Walks and Instructional Rounds are conducted each marking period. The evaluation process follows the district protocol.	Monitor			09/06/2016	06/14/2017	\$0	Administration, Instructional Staff, and Support Staff
Technology	All staff will embed the use of technology into daily lessons to support students learning objectives. Students will engage with technology as a means to demonstrate their learning.	Technology			09/06/2016	06/14/2017	\$0	Instructional Staff and Support Staff
Disciplinary Literacy	All staff will use the seven Principles of Learning in their instruction in order to increase Content Area Literacy.	Direct Instruction			08/26/2013	06/04/2016	\$0	Instructional Staff and Support Staff
Monitoring	The Administrators, Instructional Leadership Team, and Staff will monitor the level of content area literacy strategies in the classroom through Learning Walks, Instructional Rounds, and through the evaluation process. Learning Walks and Instructional Rounds are conducted each marking period. The evaluation process follows the district protocol. Changes will be put in place or additional training offered based on feedback.	Monitor			09/06/2016	06/14/2017	\$0	Administration, Instructional Staff, Support Staff
Academic Rigor	All staff will build students' foundation of content by engaging them in the thinking process to deepen their overall content knowledge. Staff will use the Fischer and Frey Literacy strategies which were learned in professional development from the previous school year and vetted by the district to identify best practices for student learning.	Direct Instruction			09/06/2016	06/14/2017	\$0	Instructional Staff and Support Staff

Priority School Improvement Plan

Ottawa Hills High School

Mission Statement Data	The ILT and Administration teams will review data collection from surveys to help staff and students implement new strategies and structures that meet the needs of all learning and community building at Ottawa Hills.	Policy and Process	Tier 1	Evaluate	01/03/2017	03/31/2017	\$0	Administrati on and ILT team.
------------------------	--	--------------------	--------	----------	------------	------------	-----	-------------------------------