



School Improvement Plan

Hudsonville High School

Hudsonville Public School District

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Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

Hudsonville High School is a Suburban/Rural bedroom community located in between the Grand Rapids and Holland business areas. Our 10-12 enrollment is in the top 5% for Michigan High Schools. We have over 100 square miles of school district that is experiencing growth in the housing market even through the economic decline over the past five years. This growth presents challenges in managing staffing, facilities, and programming while facing declining funding from State and Federal Government. Further challenges arise from our increasing Free and Reduced Lunch eligible student population (~19%) and growth of a more affluent group of families. The dichotomy of our student clientele requires attention to both groups in order to insure a rigorous and challenging curriculum and programming, both in the classroom and for co-curricular activities, that also provides timely interventions for at-risk students. The Main Campus staff (10-12) consists of 67 teachers, 3 school counselors, one Principal, two Assistant Principals and one Athletic Director. It is a veteran staff of highly qualified teachers, with 56 teacher having over 9 years of teaching experience.

School's Purpose

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

Hudsonville High School's purpose statement is "Addressing the needs of every student, every day." We believe that we have a quality and highly dedicated staff that is committed to identifying the needs of our students and provide them with a wide range of services and offerings that ensures academic success. Such services and offerings includes Guided Academics class, tutoring, paraprofessional support (inside and outside the class), as well as a number of AP courses and other college credit earning opportunities. Students also have the opportunity to work along side area business in a collaborative effort.

Vision Statement:

The Board of Education and staff of Hudsonville Public Schools are committed to the pursuit of excellence and student success in preparation of life after graduation. It is our intent and purpose to provide a solid foundation of opportunities for students to build upon in development of personal goals and life dreams

Mission Statement:

The mission of Hudsonville Public Schools is to educate, challenge, and inspire all learners to become contributing, responsible members of a global society.

Belief Statement:

- The Hudsonville Public School District believes all students can learn
- The Hudsonville Public School District is committed to providing a challenging and engaging curriculum, effective instruction, and a positive, supportive environment
- The Hudsonville Public School District realizes success will be achieved through a cooperative partnership of students, teachers, support staff, administration, board members, parents and the community.

Notable Achievements and Areas of Improvement

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

Hudsonville High School continues to improve in all areas of student performance including the Michigan Merit Exam, ACT assessment and growth of our Advanced Placement program. We have successfully established partnerships with Royal Technologies and the Van Andel Education Institute to enhance business and science education.

We are striving to continue our growth in academic performance and to ensure Hudsonville students are "career and college ready" by increasing the rigor and relevance of instruction, particularly in the area of critical thinking and inquiry based instruction.

Additional Information

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

Hudsonville Public Schools is currently involved in a bond project that consists of building a new Freshman Campus on the existing high school site that will allow students greater access to available programming and services. The project also includes a new competition pool and fine arts auditorium as well as technology upgrades.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

The School Improvement Team was selected in the fall of the school year. The team selection was a combination of appointment and voluntary participation. Meetings were held at a variety of times (during school hours or after school hours) to accommodate the needs of team members.

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

The school improvement team (SIT) is made up of teachers, administrators, and parent volunteers. There is one teacher representative from the HS Main Campus as well as one from the Freshman campus representing each content area. Stakeholders were responsible for reviewing collected data as well as identifying strengths and areas for growth. Finally, stakeholders had input in the development of the school improvement plan and sharing with entire staff.

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

The final improvement plan is communicated to all stakeholders through the Hudsonville Public School's website. A copy of the plan is sent to all High School and Freshman Campus staff members and is reviewed at a High School Staff Meeting. Progress of the plan is monitored by High School administration and School Improvement Team members and is shared with staff through staff meetings, department/content meetings as well as through the building Instructional Council.

School Data Analysis

Introduction

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

Student Enrollment Data

How do student enrollment trends affect staffing?

Despite growth in enrollment at Hudsonville High School, there has been no change in the number of teaching staff members. The result is larger class sizes in all core subject areas. Support services (tutoring, special education services, guided academics) are also seeing larger caseloads and/or students needing services.

How do student enrollment trends affect staff recruitment?

Due to the hiring freeze, there has been no recruitment. Consideration for new staff members added (to replace retiring or leaving staff) includes certification and experience. The highest qualified person is sought for each position.

How do student enrollment trends affect budget?

With increased enrollment there is more state aid. However, among other factors (retirement contribution, insurance) the amount of state aid per student has decreased resulting in a larger budget deficit.

How do student enrollment trends affect resource allocations?

Despite increasing enrollment, resources are being reallocated for basic needs (paper, books, classroom supplies). Budgets for auxiliary supplies items are being eliminated (colored paper).

How do student enrollment trends affect facility planning and maintenance?

Due to increasing high school enrollment, costs associated with transportation and the need for space for a growth in students qualifying for early childhood services, a bond issue was proposed and approved by the voters (May 2010). The result has been the start of a major building project to relocate freshman to main campus, increase number of classrooms, and update the current facility. Projected completion of this project is Fall of 2014.

How do student enrollment trends affect parent/guardian involvement?

Parent/guardian involvement has not been significantly impacted by enrollment trends.

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

There has been no change in the number of professional days. Nevertheless, when professional development activities occur within a regular school day, some teachers are unable to participate based on an increase in workload due to an increase in class size. Increase enrollment allows for a larger variety of course offerings which improves public relations. The changing demographics require more attention to public relations.

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

The challenges based on student enrollment data include but are not limited to: increased class sizes, increase workload, limited resources, limited space, decreased student accessibility to technology, decrease in teacher/student ratio, logistics due to the need to transport students from the freshman campus to the main campus (1.5 miles) each hour of the day.

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

The actions that will be taken to address these challenges are completion of the bond related to transportation, (new and updated facility), input regarding how to use technology bonds to increase technology resources, collaboration between departments to facilitate learning (science and math) and share an increased workload, and collaboration among staff members to incorporate a wider variety of skills in core classes (teamwork, presentations, writing skills).

What are the challenges you noticed based on student attendance?

The challenges based on student attendance include but are not limited to student failure of classes due to the need to pass the end of course exam when the student has acquired more than six absences in a class and an increased workload concerning materials missed due to an absence based on an increase in class size.

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

The actions that will be taken to address these challenges include access to online materials, continuing/improving support services in the second half of a trimester to support student preparation for end of course exam, develop a citizenship grade which incorporates the importance of attendance on education and prospective employment and promotes better attendance among an increasingly diverse population.

Student Achievement Data for All Students

This area includes data questions.

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

On the Michigan Merit Exam, the class of 2014 demonstrates the highest level of proficiency in Writing (67% proficient). On the ACT, the highest percentage of students meeting College Readiness Benchmarks was in English (75%) and the highest average ACT score was in Science (22.7).

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

The class of 2014 has demonstrated a positive trend performance in the Michigan Merit Exam from the previous year in Reading, Writing, and Mathematics. Over the last five years, there has been a positive trends in Reading, Writing and Science.

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

Student performance was above the targeted performance towards 85% proficiency in the area of Writing.

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

Increases in the percentage of students in the "advanced" levels of proficiency in Reading, Writing and Mathematics. Decreases in the percentage of students in the "advanced" levels of proficiency in Science and Social Studies.

What factors or causes contributed to improved student achievement?

Student achievement has improved due to enhanced professional development of teachers along with the revision of current and development of new curriculum.

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

After implementing professional development along with making revisions to existing and developing new curriculum, students have shown increased growth from year-to-year, beginning with the 9th Grade PLAN assessment and continuing until the 11th Grade ACT assessment.

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

On the 2013 MME, the lowest content area of student achievement was in Science (40%). On the ACT the lowest average score was in English (21.2). The lowest percentage of students meeting the College Readiness Benchmarks on the ACT was in Science (40%).

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

From the 2012 MME to the 2013 MME, student performance declined in Science. Over the last five years, student performance on the MME has declined in Math and Social Studies.

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

Student performance did not meet the target of performance towards 85% proficiency in the areas of Math, Reading, Science and Social Studies.

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

Percentage of student in the "not proficient" range on the 2013 MME increased in the area of Reading, Percentage of student in the "not proficient" range on the 2013 MME decreased in Writing, Math, Science and Social Studies.

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

Changing demographics, lack of interventions

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

MME data analysis, PLAN, EXPLORE item analysis

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

HHS should continue to implement our curriculum revisions and development along with continuing the recent commitment to specifically targeted professional development in order to encourage continued growth.

Subgroup Student Achievement

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

Response:

- Female

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

Response:

- Female

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

Based on MME data, females are closing the achievement gap in math and science.

How do you know the achievement gap is closing?*

Based on MME data, females demonstrated a significant gain in math and science achievement.

What other data support the findings?

PLAN/EXPLORE data, grades, completion rates

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

Instructional strategies, course enrollment trends

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

Data analysis, pre and post test classroom strategy analysis

What actions could be taken to continue this positive trend?

Continue implementation of effective instructional strategies.

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

Response:

- Male
- Economically Disadvantaged
- Students with Disabilities

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

Response:

- Male
- Economically Disadvantaged
- Students with Disabilities

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

Based on MME data, the achievement gap for students with disabilities has increased in all content areas but Reading. The achievement gap for economically disadvantaged areas increased in all areas but math.

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

These conclusions were derived from data provided by MME for the Classes of 2013 and 2014.

What other data support the findings?*

PLAN/EXPLORE data, School assessment data

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

Changing demographic, changes in Special Education qualification standards, lack of intervention

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

Data, perception analysis

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

Implementation of instructional strategies, increase of intervention strategies, identification of students in sub groups

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

The performance of three ELL students was significantly worse than the school aggregate.

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

Parent/staff communication, website, IEPC

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

Child Study Team

- Powerschool notifications based on previous assessment data in reading and math

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

- after-school tutoring in High School Media Center
- Freshman Campus after-school tutoring
- We The People
- Summer Science
- Science Olympiad
- Drama Club
- E2020 Online Education
- After-school ACT Preparation
- Junior State of America (JSA)

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

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

These opportunities are discussed in classrooms announcements, through various school websites, and in school newsletters.

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Label	Question	Value
	What is the total FTE count of teachers in your school?	67.44

Label	Question	Value
	How many teachers have been teaching 0-3 years?	3.0

Label	Question	Value
	How many teachers have been teaching 4-8 years?	8.0

Label	Question	Value
	How many teachers have been teaching 9-15 years?	39.0

Label	Question	Value
	How many teachers have been teaching >15 years?	26.0

What impact might this data have on student achievement?

The experience levels of the staff create an environment conducive to increasing student achievement because staff is willing to collaborate by learning from past experience while incorporating new ideas.

Label	Question	Value
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	131.0

Label	Question	Value
	Indicate the total number of days for teacher absences due to illness.	371.0

What impact might this data have on student achievement?

Teachers are absent relatively infrequently due to illness and approximately the same amount of time due to professional development, suggesting that while teachers are committed to professional development, they are also committed to providing as much continuity as possible in the classroom in order to facilitate growth in student achievement.

Perception Data - Students

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

- Students feel that a high quality education is offered to them.
- There are many services available during the school day as well as programs offered before and after school to help students succeed. Some resources students have access to include counseling, career planning, technology, media center, and teaching staff.
- Students report that they are being assessed in a variety of ways.

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

- Students feel there are more opportunities offered with career planning.
- Students are prepared to deal with issues that they may face in the real world.

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

- There is a lack of respect between students, between students and staff, and in regards to property.
- Teachers do not change teaching styles to meet the needs of students.

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

There is a decrease in students' feeling that there is at least one adult that knows them well and shows interest in their education and future.

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

- The implementation of trimesters and increased class sizes have negatively affected student/teacher relationships.
- The increase in student:staff ratio makes it more difficult to enforce respect among students.
- The positive trend in career planning and real world issues is possibly due to the implementation of additional curricular options and training.
- Additional financial resources has contributed to the positive trend in instructional support and services.

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

- We have a student group developing to focus on improving areas where students are generally unsatisfied.
- The Renaissance program is working on ways to establish better relationships among students and staff.

Perception Data – Parents/Guardians

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

- There are high expectations for all students in all classes.
- There are qualified staff members and access to a variety of informational resources to support student learning.
- There are a variety of activities offered based on student interest.
- School provides a safe learning environment.

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

- More up-to-date technology offered to integrate twenty-first century skills.
- Students have access to support services based on their identified needs.

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

- All teachers don't meet the individualized instructional needs of students in the class room.
- All teachers don't keep parents informed of how the students are being graded.
- Students don't see a connection between class content and everyday life.

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

- There is a decrease in parents feeling informed of the school's goal and activities.
- Parents feel the school is not using its financial resources effectively.

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

- The implementation of trimesters and increased class sizes has made it more difficult for staff to meet the individualized needs of students and to have resources in place to communicate grading policies to parents on a regular basis.
- The decrease in parents' perception of the school's effective use of financial resources could be due to the current economic instability.
- Additional funding for technology and professional development for staff have contributed to a positive trend in parent satisfaction in opportunities available to the students.
- The increase in resources available is possibly the reason for the school identifying students' needs.

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

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- The school improvement team will discuss ways to make grading policies more consistent and how to communicate those policies to parents.
- The school will provide professional development for incorporating individualized instruction in the class room.
- We will continue to collaborate with area businesses to connect curriculum with the real world.

Perception Data – Teachers/Staff

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

- Our purpose statement is focused on student success.
- School has continuous improvement based on data, goals, actions, and measures for growth.
- Our school board appropriately uses its power.
- Staff is qualified to support student learning.

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

- Teachers report that there is an increase in the amount of technology available for use in the class room.
- Professional development is improving to promote better collaborative learning communities.

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

- Staff uses inconsistent grading and reporting policies.
- Teachers have not been trained to implement a formal process the promotes discussion about student learning.
- A formal structure does not exist so that each student is well known by at least one adult advocate.
- School personnel do not regularly engage families in their children's learning progress.

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

- Teachers feel there has been a decrease in providing a safe learning environment.

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

- Additional funding has caused the increased amount of technology available and used.
- The administration has been using staff feedback to provide more effective professional development.
- The decrease in safety could be due to the increase of student:staff ratio.

Other

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

N/A

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

Hudsonville Public School's Director of Curriculum and Instruction works with Building administration and staff on curriculum and instructional issues. There is a district Curriculum Council as well as a building Instructional Council to address instructional and curriculum issues. One of the High School Assistant Principals works specifically with curriculum and instruction.

What evidence do you have to indicate the extent to which the Common Core State Standards are being implemented?

Each Content area has developed Course Frameworks, which includes standards infused into curriculum.

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

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

Assurance	Response	Comment	Attachment
Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	http://www.hudsonville.k12.mi.us/HPS/images/stories/AnnualReport/AER/highschoolaer.pdf	

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

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

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

Assurance	Response	Comment	Attachment
The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Scott Smith, Human Resource Director Hudsonville Public Schools 3886 Van Buren Hudsonville, MI 49426 (616)669-1740	

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Assurance	Response	Comment	Attachment
The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	No		

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

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

2013-14 HHS School Improvement Plan

Overview

Plan Name

2013-14 HHS School Improvement Plan

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will demonstrate proficiency in Mathematics.	Objectives: 3 Strategies: 3 Activities: 5	Academic	\$6400
2	All students will demonstrate proficiency in Reading.	Objectives: 3 Strategies: 3 Activities: 5	Academic	\$6400
3	All students will demonstrate proficiency in Science.	Objectives: 3 Strategies: 3 Activities: 5	Academic	\$11400
4	All students will demonstrate proficiency in Social Studies.	Objectives: 3 Strategies: 3 Activities: 5	Academic	\$6400
5	All students will demonstrate proficiency in Writing.	Objectives: 3 Strategies: 3 Activities: 5	Academic	\$12400

Goal 1: All students will demonstrate proficiency in Mathematics.

Measurable Objective 1:

A 4% increase of All Students will Demonstrate a proficiency on state assessments in Mathematics by 06/06/2014 as measured by the 2014 Michigan Merit Exam.

Strategy 1:

Mathematical Practices - Teachers will incorporate mathematical practices into their daily instruction in order to increase rigor and relevancy of the math curriculum

Research Cited: Common Core State Standards www.commoncore.org

Schmoker, Michael J. (2011). Focus: Evaluating the Essentials-To Radically Improve Student Learning. Virginia: ASCD

Activity - Project Based Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
High School mathematics teachers will research, develop and implement 3-5 project-based learning activities per trimester into mathematics instruction.	Implementation	08/26/2013	06/06/2014	\$0	No Funding Required	Principal, Assistant Principal and Mathematics Teachers

Measurable Objective 2:

A 7% increase of Economically Disadvantaged students will Demonstrate a proficiency on state assessments in Mathematics by 06/06/2014 as measured by the 2014 Michigan Merit Exam.

Strategy 1:

Timely Interventions ED - Classroom teachers and 31A paraprofessionals will provide timely interventions for identified at-risk math students.

Research Cited: Allington, R. (2008) What really matters in response to intervention: Research-based designs. New York. Allyn & Bacon

U.S. Department of Education Institute of Education Sciences What Works Clearinghouse <http://ies.ed.gov/ncee/wwc/>

Activity - Intervention Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
31A paraprofessionals will provide timely interventions to targeted students.	Academic Support Program	09/03/2013	06/06/2014	\$6400	Section 31a	HS Principal, 31A Paraprofessional

Activity - Math Academy Class	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Develop a "math academy" intervention class designed for 1st trimester at the Freshman Campus. This class will focus on developing skills that have been identified as areas of struggle in math. It will be taught with a project-based, inquiry style of instruction. Students will be identified by Middle School math performance and EXPLORE scores in math.	Academic Support Program	06/10/2013	11/29/2013	\$0	General Fund	Math Teacher, High School Administration, Counselor, Director of Curriculum.
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Measurable Objective 3:

A 6% increase of Students with Disabilities students will Demonstrate a proficiency on state assessments in Mathematics by 06/06/2014 as measured by the 2014 Michigan Merit Exam.

Strategy 1:

Timely Interventions SPED - Special Education teachers and paraprofessionals will provide timely interventions for identified math students.

Research Cited: Allington, R. (2008) What really matters in response to intervention: Research-based designs. New York. Allyn & Bacon

U.S. Department of Education Institute of Education Sciences What Works Clearinghouse <http://ies.ed.gov/ncee/wwc/>

Activity - ACT Testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
11th students with disabilities are encouraged to take an accommodated version of the ACT test in the fall of their Junior year to become familiar with the test and setting before the MME.	Getting Ready	09/03/2013	01/31/2014	\$0	No Funding Required	High School Special Education Staff

Activity - ACT Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify struggling students by examining EXPLORE and PLAN test results to determine students that are below the targeted ACT College Ready Benchmark in math and provide support including enrollment in ACT Prep Course, infusion of ACT test taking strategies, as well as access to the online ACT Prep website.	Academic Support Program	08/26/2013	12/02/2013	\$0	No Funding Required	High School Administration, Counselors, Special Education teachers

Goal 2: All students will demonstrate proficiency in Reading.

Measurable Objective 1:

A 2% increase of All Students will Demonstrate a proficiency in Reading on state assessments in English Language Arts by 06/06/2014 as measured by the 2014 Michigan Merit Exam.

Strategy 1:

Aligned Reading Core Curriculum - Curriculum, instruction, and assessment will be aligned in order to ensure an articulated High School (ELA) curriculum

Research Cited: Calkins, Lucy (2012). Pathways to the Common Core: Accelerating Achievement. New York: Heinemann

Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement. New York: Prentice Hall. Marzano, R.J. (2009)

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Kittle, P. (2013). Book Love: Developing depth, stamina, and passion in adolescent readers. Portsmouth, NH: Heinemann
Common Core State Standards www.corestandards.org

Activity - Identify Struggling Readers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify struggling readers by examining EXPLORE and PLAN test results to determine students not meeting College Readiness Standards and communicate information to staff	Communication	08/26/2013	12/02/2013	\$0	General Fund	HS Administration

Activity - Reading Workshop	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
High School ELA teachers will utilize reading workshop as the primary ELA delivery model	Implementation	09/03/2013	06/06/2014	\$0	General Fund	Curriculum Director, Professional Development Instructional Coach, High School Administration, ELA teachers

Measurable Objective 2:

A 6% increase of Students with Disabilities students will Demonstrate a proficiency in Reading on state assessments in English Language Arts by 06/06/2014 as measured by the 2014 Michigan Merit Exam.

Strategy 1:

Timely Interventions SPED - Special Education teachers and paraprofessionals will provide timely interventions for identified ELA students.

Research Cited: Allington, R. (2008) What really matters in response to intervention: Research-based designs. New York. Allyn & Bacon U.S. Department of Education Institute of Education Sciences What Works Clearinghouse <http://ies.ed.gov/ncee/wwc/>

Activity - ACT Testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
11th students with disabilities are encouraged to take an accommodated version of the ACT test in the fall of their Junior year to become familiar with the test and setting before the MME.	Getting Ready	09/03/2013	01/31/2014	\$0	No Funding Required	High School Special Education Staff

Activity - ACT Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify struggling students by examining EXPLORE and PLAN test results to determine students that are below the targeted ACT College Ready Benchmark in Reading and provide support including enrollment in ACT Prep Course, infusion of ACT test taking strategies, as well as access to the online ACT Prep website.	Academic Support Program	08/26/2013	12/02/2013	\$0	No Funding Required	High School Administration, Counselors, Special Education teachers

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Measurable Objective 3:

A 4% increase of Economically Disadvantaged students will Demonstrate a proficiency in Reading on state assessments in English Language Arts by 06/06/2014 as measured by the 2014 Michigan Merit Exam.

Strategy 1:

Timely Interventions ED - Classroom teachers and 31A paraprofessionals will provide timely interventions for identified at-risk ELA students.

Research Cited: Allington, R. (2008) What really matters in response to intervention: Research-based designs. New York. Allyn & Bacon U.S. Department of Education Institute of Education Sciences What Works Clearinghouse <http://ies.ed.gov/ncee/wwc/>

Activity - Intervention Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
31A paraprofessionals will provide timely interventions to targeted students.	Academic Support Program	09/03/2013	06/06/2014	\$6400	Section 31a	HS Principal, 31a Paraprofessional

Goal 3: All students will demonstrate proficiency in Science.

Measurable Objective 1:

A 5% increase of All Students will Demonstrate a proficiency on state assessments in Science by 06/06/2014 as measured by the 2014 Michigan Merit Exam.

Strategy 1:

Aligned Science Core Curriculum - Curriculum, instruction, and assessment will be aligned in order to ensure an articulated High School science curriculum.

Research Cited: Schmoker, Michael J. (2011). Focus: Evaluating the Essentials-To Radically Improve Student Learning. Virginia: ASCD

Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement. New York: Prentice Hall. Marzano, R.J. (2009).

Next Generation Science Standards <http://www.nextgenscience.org/> National Research Council. A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas. Washington, DC: The National Academies Press, 2012.

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
HHS will partner with the Van Andel Education Institute and the OAISD with professional development/coaching around scientific practices and the infusion of inquiry based teaching and learning into science courses.	Professional Learning	08/26/2013	06/06/2014	\$5000	Title II Part A	Curriculum Director, HS Administrator, HS Science teachers.

Activity - ACT Science Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
High School Science Teachers will research and analyze the ACT science portion of the ACT and create and administer two practice ACT activities per trimester.	Direct Instruction	06/10/2013	06/06/2014	\$0	No Funding Required	High School Science Teachers

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Measurable Objective 2:

A 7% increase of Economically Disadvantaged students will Demonstrate a proficiency on state assessments in Science by 06/06/2014 as measured by the 2014 Michigan Merit Exam.

Strategy 1:

Timely Interventions ED - Classroom teachers and 31A paraprofessionals will provide timely interventions for identified at-risk Science students.

Research Cited: Research Cited: Allington, R. (2008) What really matters in response to intervention: Research-based designs. New York. Allyn & Bacon

U.S. Department of Education Institute of Education Sciences What Works Clearinghouse <http://ies.ed.gov/ncee/wwc/>

Activity - Intervention Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
31A paraprofessionals will provide timely interventions to targeted students.	Academic Support Program	09/03/2013	06/06/2014	\$6400	Section 31a	HS Administration , 31A Paraprofessional

Measurable Objective 3:

A 9% increase of Students with Disabilities students will Demonstrate a proficiency on state assessments in Science by 06/06/2014 as measured by the 2014 Michigan Merit Exam.

Strategy 1:

Timely Interventions SPED - Special Education teachers and paraprofessionals will provide timely interventions for identified Science students.

Research Cited: Allington, R. (2008) What really matters in response to intervention: Research-based designs. New York. Allyn & Bacon U.S. Department of Education

Institute of Education Sciences What Works Clearinghouse <http://ies.ed.gov/ncee/wwc/>

Activity - ACT Testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
11th students with disabilities are encouraged to take an accommodated version of the ACT test in the fall of their Junior year to become familiar with the test and setting before the MME.	Getting Ready	09/03/2013	01/31/2014	\$0	No Funding Required	High School Special Education Staff

Activity - ACT Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify struggling students by examining EXPLORE and PLAN test results to determine students that are below the targeted ACT College Ready Benchmark in Science and provide support including enrollment in ACT Prep Course, infusion of ACT test taking strategies, as well as access to the online ACT Prep website.	Academic Support Program	08/26/2013	06/06/2014	\$0	General Fund	HS Administration , Counselors, Special Education Teachers

Goal 4: All students will demonstrate proficiency in Social Studies.

Measurable Objective 1:

A 3% increase of All Students will Demonstrate a proficiency on state assessments in Social Studies by 06/06/2014 as measured by the 2014 Michigan Merit Exam.

Strategy 1:

Aligned Social Studies Core Curriculum - Curriculum, instruction, and assessment will be aligned in order to ensure an articulated High School social studies curriculum.

Research Cited: Schmoker, Michael J. (2011). Focus: Evaluating the Essentials-To Radically Improve Student Learning. Virginia: ASCD

Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement. New York: Prentice Hall. Marzano, R.J. (2009).

Common Core State Standards - www.corestandards.org - Writing in English Language Arts - Writing in History/Social Studies, Science and Technical Subjects

Activity - Close and Critical Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In all core social studies classes, low or struggling readers will be identified and the Close and Critical Reading Protocol will be used to increase student comprehension of complex text.	Implementation	08/26/2013	06/06/2014	\$0	General Fund	Curriculum Director, HS Administration, Social Studies Teachers

Activity - Argumentative Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In all core social studies classes, social studies teachers will incorporate research based and data analysis argumentative essay writing prompts for writing assessments during the trimester and on the common final.	Implementation	09/03/2013	06/06/2014	\$0	General Fund	HS Administration, Social Studies Teachers

Activity - Inquiry-Based Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social Studies teachers will be developing and infusing inquiry-based units into select Social Studies courses	Implementation	08/26/2013	06/06/2014	\$0	General Fund	HS Administration, Social Studies Teachers

Measurable Objective 2:

A 8% increase of Students with Disabilities students will Demonstrate a proficiency on state assessments in Social Studies by 06/06/2014 as measured by the 2014 Michigan Merit Exam.

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Strategy 1:

Timely Interventions SPED - Special Education teachers and paraprofessionals will provide timely interventions for identified Social Studies students.

Research Cited: Allington, R. (2008) What really matters in response to intervention: Research-based designs. New York. Allyn & Bacon U.S. Department of Education Institute of Education Sciences What Works Clearinghouse <http://ies.ed.gov/ncee/wwc/>

Activity - Writing Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students with disabilities are provided additional support and strategies by Special Education teachers and paraprofessionals on the process of writing argumentative essays	Academic Support Program	09/03/2013	06/06/2014	\$0	General Fund	Special Ed Teachers and paraprofessionals

Measurable Objective 3:

A 5% increase of Economically Disadvantaged students will Demonstrate a proficiency on state assessments in Social Studies by 06/06/2014 as measured by the 2014 Michigan Merit Exam.

Strategy 1:

Timely Interventions ED - Classroom teachers and 31A paraprofessionals will provide timely interventions for identified at-risk Social Studies students.

Research Cited: Allington, R. (2008) What really matters in response to intervention: Research-based designs. New York. Allyn & Bacon U.S. Department of Education Institute of Education Sciences What Works Clearinghouse <http://ies.ed.gov/ncee/wwc/>

Activity - Intervention Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
31A paraprofessionals will provide timely interventions to targeted students.	Academic Support Program	09/03/2013	06/06/2014	\$6400	Section 31a	HS Principal, 31A Paraprofessional

Goal 5: All students will demonstrate proficiency in Writing.

Measurable Objective 1:

A 2% increase of All Students will Demonstrate a proficiency in Writing on state assessments in English Language Arts by 06/06/2014 as measured by the 2014 Michigan Merit Exam.

Strategy 1:

Aligned Writing Core Curriculum - Curriculum, instruction and assessment will be aligned in order to ensure an articulated K - 12 writing curriculum.

Research Cited: Collins, J. (2007). Improving Student Performance Through Writing and Thinking Across the Curriculum.

West Newbury, MA: Collins Education Associates.

Kittle, P. (2008). Write beside them: Risk, voice, and clarity in high school writing. Portsmouth, NH: Heinemann.

Common Core State Standards - www.corestandards.org - Writing in English Language Arts - Writing in History/Social Studies, Science and Technical Subjects

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Activity - Writing Workshop	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
High School ELA teachers will utilize writing workshop as the primary ELA delivery model	Implementation	09/03/2013	06/06/2014	\$0	General Fund	Curriculum Director, Professional Development Instructional Coach, HS Administration, ELA teachers
Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development will be provided for staff on reading and writing strategies with Penny Kittle. In addition, a Professional Development Instructional Coach will work weekly with classroom teachers on integrating best practice instructional/intervention/assessment strategies into daily instruction	Professional Learning	09/03/2013	06/06/2014	\$6000	Title II Part A	Curriculum Director, Professional Development Instructional Coach, Principals, Department Chairs

Measurable Objective 2:

A 8% increase of Students with Disabilities students will Demonstrate a proficiency in Writing on state assessments in English Language Arts by 06/06/2014 as measured by the 2014 Michigan Merit Exam.

Strategy 1:

Timely Interventions SPED - Special Education teachers and paraprofessionals will provide timely interventions for identified ELA students.

Research Cited: Allington, R. (2008) What really matters in response to intervention: Research-based designs. New York. Allyn & Bacon U.S. Department of Education Institute of Education Sciences What Works Clearinghouse <http://ies.ed.gov/ncee/wwc/>

Activity - ACT Testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
11th students with disabilities are encouraged to take an accommodated version of the ACT test in the fall of their Junior year to become familiar with the test and setting before the MME.	Getting Ready	09/03/2013	01/31/2014	\$0	No Funding Required	High School Special Education Staff
Activity - ACT Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Identify struggling students by examining EXPLORE and PLAN test results to determine students that are below the targeted ACT College Ready Benchmark in Writing and provide support including enrollment in ACT Prep Course, infusion of ACT test taking strategies, as well as access to the online ACT Prep website.	Academic Support Program	08/26/2013	12/02/2013	\$0	No Funding Required	High School Administration, Counselors, Special Education teachers
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Measurable Objective 3:

A 4% increase of Economically Disadvantaged students will Demonstrate a proficiency in Writing on state assessments in English Language Arts by 06/06/2014 as measured by the 2014 Michigan Merit Exam.

Strategy 1:

Timely Interventions ED - Classroom teachers and 31A paraprofessionals will provide timely interventions for identified at-risk ELA students

Research Cited: Allington, R. (2008) What really matters in response to intervention: Research-based designs. New York. Allyn & Bacon U.S. Department of Education Institute of Education Sciences What Works Clearinghouse <http://ies.ed.gov/ncee/wwc/>

Activity - Intervention Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
31A paraprofessionals will provide timely interventions to targeted students.	Academic Support Program	09/03/2013	06/06/2014	\$6400	Section 31a	HS Principal, 31A Paraprofessional

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Professional development will be provided for staff on reading and writing strategies with Penny Kittle. In addition, a Professional Development Instructional Coach will work weekly with classroom teachers on integrating best practice instructional/intervention/assessment strategies into daily instruction	Professional Learning	09/03/2013	06/06/2014	\$6000	Curriculum Director, Professional Development Instructional Coach, Principals, Department Chairs
Professional Development	HHS will partner with the Van Andel Education Institute and the OAISD with professional development/coaching around scientific practices and the infusion of inquiry based teaching and learning into science courses.	Professional Learning	08/26/2013	06/06/2014	\$5000	Curriculum Director, HS Administrators, HS Science teachers.
Total					\$11000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ACT Strategies	Identify struggling students by examining EXPLORE and PLAN test results to determine students that are below the targeted ACT College Ready Benchmark in Reading and provide support including enrollment in ACT Prep Course, infusion of ACT test taking strategies, as well as access to the online ACT Prep website.	Academic Support Program	08/26/2013	12/02/2013	\$0	High School Administration, Counselors, Special Education teachers
Project Based Learning	High School mathematics teachers will research, develop and implement 3-5 project-based learning activities per trimester into mathematics instruction.	Implementation	08/26/2013	06/06/2014	\$0	Principal, Assistant Principal and Mathematics Teachers
ACT Strategies	Identify struggling students by examining EXPLORE and PLAN test results to determine students that are below the targeted ACT College Ready Benchmark in math and provide support including enrollment in ACT Prep Course, infusion of ACT test taking strategies, as well as access to the online ACT Prep website.	Academic Support Program	08/26/2013	12/02/2013	\$0	High School Administration, Counselors, Special Education teachers

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ACT Strategies	Identify struggling students by examining EXPLORE and PLAN test results to determine students that are below the targeted ACT College Ready Benchmark in Writing and provide support including enrollment in ACT Prep Course, infusion of ACT test taking strategies, as well as access to the online ACT Prep website.	Academic Support Program	08/26/2013	12/02/2013	\$0	High School Administration, Counselors, Special Education teachers
ACT Testing	11th students with disabilities are encouraged to take an accommodated version of the ACT test in the fall of their Junior year to become familiar with the test and setting before the MME.	Getting Ready	09/03/2013	01/31/2014	\$0	High School Special Education Staff
ACT Science Strategies	High School Science Teachers will research and analyze the ACT science portion of the ACT and create and administer two practice ACT activities per trimester.	Direct Instruction	06/10/2013	06/06/2014	\$0	High School Science Teachers
ACT Testing	11th students with disabilities are encouraged to take an accommodated version of the ACT test in the fall of their Junior year to become familiar with the test and setting before the MME.	Getting Ready	09/03/2013	01/31/2014	\$0	High School Special Education Staff
ACT Testing	11th students with disabilities are encouraged to take an accommodated version of the ACT test in the fall of their Junior year to become familiar with the test and setting before the MME.	Getting Ready	09/03/2013	01/31/2014	\$0	High School Special Education Staff
ACT Testing	11th students with disabilities are encouraged to take an accommodated version of the ACT test in the fall of their Junior year to become familiar with the test and setting before the MME.	Getting Ready	09/03/2013	01/31/2014	\$0	High School Special Education Staff
Total					\$0	

Section 31a

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Intervention Support	31A paraprofessionals will provide timely interventions to targeted students.	Academic Support Program	09/03/2013	06/06/2014	\$6400	HS Principal, 31A Paraprofessional
Intervention Support	31A paraprofessionals will provide timely interventions to targeted students.	Academic Support Program	09/03/2013	06/06/2014	\$6400	HS Principal, 31A Paraprofessional
Intervention Support	31A paraprofessionals will provide timely interventions to targeted students.	Academic Support Program	09/03/2013	06/06/2014	\$6400	HS Principal, 31a Paraprofessional
Intervention Support	31A paraprofessionals will provide timely interventions to targeted students.	Academic Support Program	09/03/2013	06/06/2014	\$6400	HS Principal, 31A Paraprofessional

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Intervention Support	31A paraprofessionals will provide timely interventions to targeted students.	Academic Support Program	09/03/2013	06/06/2014	\$6400	HS Administration, 31A Paraprofessional
Total					\$32000	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Identify Struggling Readers	Identify struggling readers by examining EXPLORE and PLAN test results to determine students not meeting College Readiness Standards and communicate information to staff	Communication	08/26/2013	12/02/2013	\$0	HS Administration
Writing Workshop	High School ELA teachers will utilize writing workshop as the primary ELA delivery model	Implementation	09/03/2013	06/06/2014	\$0	Curriculum Director, Professional Development Instructional Coach, HS Administration, ELA teachers
Close and Critical Reading	In all core social studies classes, low or struggling readers will be identified and the Close and Critical Reading Protocol will be used to increase student comprehension of complex text.	Implementation	08/26/2013	06/06/2014	\$0	Curriculum Director, HS Administration, Social Studies Teachers
Argumentative Writing	In all core social studies classes, social studies teachers will incorporate research based and data analysis argumentative essay writing prompts for writing assessments during the trimester and on the common final.	Implementation	09/03/2013	06/06/2014	\$0	HS Administration, Social Studies Teachers
Reading Workshop	High School ELA teachers will utilize reading workshop as the primary ELA delivery model	Implementation	09/03/2013	06/06/2014	\$0	Curriculum Director, Professional Development Instructional Coach, High School Administration, ELA teachers

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ACT Strategies	Identify struggling students by examining EXPLORE and PLAN test results to determine students that are below the targeted ACT College Ready Benchmark in Science and provide support including enrollment in ACT Prep Course, infusion of ACT test taking strategies, as well as access to the online ACT Prep website.	Academic Support Program	08/26/2013	06/06/2014	\$0	HS Administration, Counselors, Special Education Teachers
Writing Support	Students with disabilities are provided additional support and strategies by Special Education teachers and paraprofessionals on the process of writing argumentative essays	Academic Support Program	09/03/2013	06/06/2014	\$0	Special Ed Teachers and paraprofessionals
Inquiry-Based Instruction	Social Studies teachers will be developing and infusing inquiry-based units into select Social Studies courses	Implementation	08/26/2013	06/06/2014	\$0	HS Administration, Social Studies Teachers
Math Academy Class	Develop a "math academy" intervention class designed for 1st trimester at the Freshman Campus. This class will focus on developing skills that have been identified as areas of struggle in math. It will be taught with a project-based, inquiry style of instruction. Students will be identified by Middle School math performance and EXPLORE scores in math.	Academic Support Program	06/10/2013	11/29/2013	\$0	Math Teacher, High School Administration, Counselor, Director of Curriculum.
Total					\$0	