



# **School Improvement Plan**

Saugatuck High School

Saugatuck Public Schools

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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. <br><br> 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?**

### General Organizational Description

The Saugatuck School District has approximately 840 pre-kindergarten through 12th grade students. The Early Childhood Center, located on the Douglas Elementary School campus, houses 3-year-old and 4-year-old tuition-based preschool programs. Douglas Elementary School is a pre-kindergarten through 5th grade building and Saugatuck Middle-High School educates our 6th through 12th grade students.

Data from the Michigan School Data Portal shows approximately 1/3 of the students in our school system are enrolled as schools of choice. Most students come from the surrounding districts of Fennville, Holland, and Hamilton. School choice in our area is very competitive.

Our

program offerings and test scores are compared to Black River Charter School and the larger districts in the Ottawa ISD by our Board of Education, community members, and the parents of our students. We are significantly smaller than the other districts in our ISD, but are expected to perform at the same academic level or a higher level than the districts around us. As a result, we are constantly looking for ways to offer a personalized education that the big districts can't offer. That's how we compete. Without our school of choice population, our district would be hurting financially.

The ethnic make up of the district is primarily white with a few students of color and a few Hispanic students. Data from the Michigan School Data Portal shows approximately 1/3 of our students are economically disadvantaged.

### Summary of Key Community Demographics

The Saugatuck School District serves residents of the City of Saugatuck, the City of the Village of Douglas, and portions of Saugatuck and Laketown Townships -approximately 5,500 residents total. Located on Lake Michigan and the Kalamazoo River, the community has very little industry, but is close to large employment and cultural centers. The community is within commuting distance of Holland, Grand Rapids, and Kalamazoo. It is very art centered with festivals and activities related to the arts offered throughout the year. In the summer, tourism is the major source of income for the towns. Beaches, shops, restaurants, bars, and tourist activities bring visitors from Chicago and other cities to the Saugatuck area tripling the population during the warmer seasons.

Approximately 3% of all households in the Saugatuck/Douglas community are gay or lesbian. In addition, four low-income housing developments and numerous million-dollar summer homes are scattered throughout the school district. The percentage of residents with incomes below the poverty level is only slightly less than the state average (15.5% compared to state 16.2% in 2009) (web sources cited, retrieved 1/13/2012).

### Changes in the past 3 years

Similar to national and state trends, our student population is shifting as there are fewer students entering the system at lower elementary levels. As a result, we've moved from a solid 3 section school at the elementary school to a 2 and 3 section school as more 5th grade students move to the middle school than kindergarten students move into the elementary building. A reduction in state funding has added additional problems and our ability to maintain ideal class sizes has been negatively impacted.

## **School's Purpose**

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

Vision Statement: Support Every Child by providing a personalized education, culture conducive to learning, excellence in offerings and delivery, while maintaining district strength and viability.

Mission: Prepare students for life.

We value: Every individual, Integrity, Excellence, and Our Community.

Saugatuck High School students engage in a variety of curricular and extra-curricular activities such as Summer Immersion Courses, Tech Center, Dual Enrollment, Advanced Placement, college visit days, Senior Seminar, Youth in Government and Interact Club, Art, music and athletics to prepare for post-secondary education. High expectations for student performance and behavior combined with experiential learning, differentiated instruction, and positive relationships prepare high school students for life.

## **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.**

Athletic teams have won numerous conference, district and regional championships in recent years including a state runner-up finish in football in 2010 and a state championship in boys' track in 2013.

Students win many awards in art, industrial arts, and band. The high school band has earned a I rating at district festival for the past two years.

High school students are actively engaged in being of service to others through the Interact Club Water Filter Project, and National Honor Society.

Saugatuck High School consistently ranks in the top 15% of all public schools in Michigan.

Writing is an area of strength for our students.

Goals for improvement include improving academic vocabulary, higher level depth of knowledge, mathematical problem solving and fluency, social studies and science.

## **Additional Information**

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

Saugatuck High School offers a rigorous core curriculum, excellent instructors and academic support to challenge students in their preparation for life after high school. Many students graduate with college credit and it is possible for a Saugatuck High School student to earn over 30 college credits while in high school.

# **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.**

Stakeholders have participated in the development of the school's improvement plan in the following ways:

\*Board of Education members met formally to provide the vision and mission for the schools. Regular progress updates were presented to the Board throughout the school year.

\*Steering Committee members met to discuss the Board strategic plan and direction of the district's work for the school year.

\*Teams in each building worked collaboratively during scheduled professional days to plan, design, monitor, and evaluate each school's improvement goals. Administrators provided data to teacher teams to analyze and then make recommendations for building and district improvements.

\*Building team members created, delivered, and analyzed data that has resulted in the development of all components of the plan.

\*Surveys were created, administered, and analyzed by building administration to collect input from stakeholders both inside and outside of the school.

\*Title 1 staff met individually with parents of students receiving Title 1 services to gather input about the district and school parent involvement policies, compacts, and plan for services.

\*The elementary, middle and high school health teams collected input from parents and community members about health related policies and procedures.

\*The special education team collected input from parents via parent liaison.

\*Community member input was collected by the district superintendent through informal conversations, service clubs, community forums, and municipality meetings.

Stakeholders were selected by the district team, building teams, principals, superintendent, or committee based on interest, relevance, expertise, and ability to provide input (ie, parent, student, and staff surveys, community meetings, school-level committees, etc.)

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

Decisions about curriculum, instruction, and assessment are driven by the input, process, outcome, and satisfaction data collected by the District Steering Committee, building level committees, and district administration. Team members serve as liaisons between the buildings and organizations they represent and the District Steering Committee. The process flows from classroom to building to district level and from district to building to classroom level with decisions being made collaboratively.

In addition, stakeholder input was gathered in the following ways:

\*Students and student groups - annual surveys, informal input, anecdotal data.

\*Parents and parent groups - annual surveys, informal input, building level committees in health, one-to-one Title 1 interviews, special education parent input via IEP process and liaison. \*Teachers and teacher teams - annual surveys, informal input, building level committees, formal meetings.

\*Community members - surveys, informal input, community forums, formal meetings.

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

Institution and student information and progress will be shared with all stakeholders through our school website, school board communications, and district annual reports. Within the buildings, all faculty will receive a copy of the working documents for that building at the beginning of each school year. Regular updates will be presented to all faculty members during staff meetings, collaboration days, and staff inservice days. Updates will be presented to the Board of Education by school administration during winter and spring presentations.

# 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?**

The high school welcomes a large (for us) freshman class with large classes coming from the middle school behind them. Enrollment in four years should be around 290 students. This may require additional staffing.

### **How do student enrollment trends affect staff recruitment?**

We may need to recruit a high school teacher in the next few years.

### **How do student enrollment trends affect budget?**

Districtwide, enrollment trends place the middle school and high school in difficult situation. The middle school and high school continue to increase enrollment but lower numbers of students in the elementary school negatively affect the budget. Additional students in middle school and high school mean more textbooks, technology, desks, etc. with less money.

### **How do student enrollment trends affect resource allocations?**

Overall resource allocations have not been modified due to changing enrollments. Overall enrollments have not necessitated a shift of resources between buildings.

### **How do student enrollment trends affect facility planning and maintenance?**

School of choice openings are limited to ensure that student populations have adequate facility space and resources. The goal is to maximize each grade at around 75 students. The cafeteria may not be adequate to feed all high school students at the same time in the near future. This may require additional eating space or an altered schedule.

### **How do student enrollment trends affect parent/guardian involvement?**

There should be no effects to parent/guardian involvement as a result of current enrollment trends.

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

There should be no effect on professional learning or public relations due to current enrollment trends.

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

The biggest challenge noticed is the recent increase in students qualifying for free and reduced lunch. Poverty is the biggest challenge to educating students in America.

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

We recently added transportation for at-risk students to attend homework club after school. We routinely provide financial assistance to students to participate in experiential learning opportunities such as art trips, band trips, summer immersion courses, summer school, and athletic camps.

### **What are the challenges you noticed based on student attendance?**

Student attendance is excellent in the high school.

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

We added an intervention specialist to track academic performance, attendance and classroom discipline last year. This specialist is a resource for getting students to school and getting caught up when they have been absent.

## **Student Achievement Data for All Students**

This area includes data questions.

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

Writing is an area of strength for Saugatuck High School students with ACT writing scores averaging over 22 the past two years. Reading and English are also areas of strength. ACT science scores have improved to a 21.4 over the past five years.

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

Reading, Writing, English, Science, Social Studies and Math all show a positive trend based on ACT scores for juniors. Math shows a more gradual improvement slope than the other subjects.

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

For the 2012-13 school year, student achievement did not meet state performance targets in any subject area based on the percentage of students proficient on the Michigan Merit Exam.

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

Writing scale scores have improved for the top 30% over the past four years from 1135 to 1147. Social studies scores have also improved from 1152 to 1164. Math, reading and science scale scores for the top 30% of students on the MME have remained consistent for the past three years.

### **What factors or causes contributed to improved student achievement?**

School wide writing and realigned English instruction and sequence has improved writing scores. Document based questions and social studies realignment has improved Social Studies scores for the top 30%.

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

These intentional changes to curriculum and instruction seem to have given us a jump in student performance and held performance at this higher level for two to three years.

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

Mathematics scale scores and percent proficiency lag behind the other subjects.

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

No subject areas show a clear negative trend in student achievement on MME scale scores over the last four years.

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

Student achievement is below our state targets of performance in all subject areas based on 2013 MME scores.

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

With the exception of 2013 math scale scores for the bottom 30% of students show a positive trend. Reading scores for the bottom 30% are variable. Science scale scores for this group of students shows a positive four year trend. Social studies scale scores for the bottom 30% of students remain constant while writing scores are generally improved.

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

No significant decline in student achievement for the bottom 30% of students.

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

No significant decline in student achievement for the bottom 30%.

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

Continued implementation of differentiated instruction, school wide writing prompts, after school office hours, and formative assessment strategies will address achievement challenges. Standards based grading and academic vocabulary instruction will also improve student achievement.

## Subgroup Student Achievement

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

**Response:**

- White
- Female
- Economically Disadvantaged

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

**Response:**

- Economically Disadvantaged

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

The achievement gap for economically disadvantaged students is closing in math and social studies.

**How do you know the achievement gap is closing?\***

Comparison of free/reduced lunch student percent proficient with non-free/reduced percent proficient on MME over time.

**What other data support the findings?**

No other data support the findings.

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

Mathematics and social studies teachers differentiating instruction, using formative assessment strategies and building quality relationships with students.

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

Social Studies and mathematics instructors consistently employ these strategies in their classrooms.

**What actions could be taken to continue this positive trend?**

Improve formative assessment strategies, continue to provide after school help and engaging instruction.

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

**Response:**

- Female

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

**Response:**

- None

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

No growing achievement gaps.

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

No growing achievement gaps.

**What other data support the findings?\***

No growing achievement gaps.

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

No growing achievement gaps.

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

No growing achievement gaps.

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

No growing achievement gaps.

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

Only three ELL students last school year. Not a large enough subgroup to draw conclusions.

**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.)?**

Students with disabilities receive accommodations and modifications to the core curriculum as planned for and agreed to during the IEP process. In addition high school special education teachers meet with students daily during lunch to provide social and academic support including encouragement to take part in co-curricular activities, credit recovery when necessary and tutoring after school. We also have an intervention specialist who tracks students grades, attendance and classroom discipline and arranges for after school support with teachers. Section 504 plans are coordinated with the guidance counselor for students with disabilities not receiving special education services.

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

All students' attendance, grades and discipline are monitored frequently by our intervention specialist. Recommendations to implement individual plans for "at risk" students may come from the intervention specialist, teachers, parents or principal.

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

Extended learning opportunities include Summer Immersion classes, summer athletic camps, summer band camps, after school office hours, homework help, art trip, Spanish trip, Interact club, Youth in Government, and Model United Nations. We also offer online summer courses.

Label	Question	Value
	What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?	70.0

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

Extended learning opportunities are communicated to parents at Open House, Student Orientations, through Facebook, instant messages, email, back to school letters from the superintendent, daily announcements, and the district website.

Label	Question	Value
	What is the total FTE count of teachers in your school?	16.0

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Label	Question	Value
	How many teachers have been teaching 0-3 years?	2.0

Label	Question	Value
	How many teachers have been teaching 4-8 years?	3.0

Label	Question	Value
	How many teachers have been teaching 9-15 years?	4.0

Label	Question	Value
	How many teachers have been teaching >15 years?	9.0

### What impact might this data have on student achievement?

We have many excellent teachers in the prime of their careers with a few new teachers every few years. We must do a good job mentoring new teachers and providing professional development in line with district goals to maintain high student achievement.

Label	Question	Value
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	33.0

Label	Question	Value
	Indicate the total number of days for teacher absences due to illness.	95.0

### What impact might this data have on student achievement?

It is really important to have our teachers in school as much as possible. Too many teacher absences may cause student achievement to decline.

## **Perception Data - Students**

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

Senior exit surveys from the class of 2012 and 2013 show students feel that coursework was challenging, 88% feel well prepared in English, while 81% feel well prepared in Social studies. Eighty six percent of students felt elective courses were a valuable part of their education, and 81% felt their co-curricular activities were a valuable part of their experience at Saugatuck High School. Eighty-three percent of seniors felt well prepared for their next life experience.

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

Baseline data 2012-13.

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

Only 58% of class of 2012 and 2013 seniors feel well prepared in science, and only 50% felt well prepared in mathematics.

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

Baseline data 2012-13.

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

Student performance lags somewhat in math and science on the MME. These difficult subjects may leave students feeling not as well prepared.

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

There have been personnel changes in mathematics in the past year, we have added pre-calculus, calculus, statistics and personal finance to provide options for juniors and seniors. We will be teaming with the VanAndel Institute for professional development in inquiry based science. Mathematics teachers will be attending professional development in balanced assessment this year.

## **Perception Data – Parents/Guardians**

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

Results of the spring 2013 parent survey showed that parents feel that the overall school atmosphere is safe and caring, the staff cares about their child, their child receives a quality academic program, and students have opportunities to participate in enrichment activities.

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

Compared to 2010 parent responses parents feel that the overall school atmosphere remains safe and caring, the staff cares about students, and students receive a quality educational program.

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

There is a great deal of uncertainty regarding the quality of differentiated instruction, bullying and the student discipline system.

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

Compared to 2011, parents perceive less opportunities for students to achieve extra help, they perceive the staff to be slightly less student centered, and feel less informed about school events and happenings.

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

Parents were more uncertain about many things in the 2013 survey. This indicates a need to improve communication to parents regarding programming, school discipline, and to refocus on differentiated instruction.

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

More frequent communication to parents in the form of newsletters, emails, facebook, and instant messages will be implemented to better explain school processes, programs, events, curriculum and teaching pedagogy.

## **Perception Data – Teachers/Staff**

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

Teacher satisfaction is highest in shared beliefs and sense of community and cooperation, clear school goals, intellectual stimulation, and quality interactions with students and teachers.

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

Baseline data for this survey was collected in 2013.

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

Rewarding individual accomplishments, curriculum development, and Student Responsibility Center procedures and effectiveness are the biggest concerns for teachers.

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

Baseline data for this survey was collected in 2013.

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

Three different employees have been in charge of the SRC in the past three years. Some stability and a review of procedures and SRC philosophy is needed. Curriculum has been in a constant upheaval since the new Michigan Merit Curriculum and now the Common Core State Standards and Next Generation Science Standards.

## 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.**

District vision, mission and goals drive the decision making process in all Saugatuck Public Schools buildings. Potential changes must align to our board goals to provide a personalized education, promote excellence in offerings and delivery, create a culture conducive to learning, and increase our district's strength and viability.

Teacher teams work on a rotating basis to study best practice programs and methods in each core academic area. State and national standardized test data, classroom assessment data, and building assessment data are used to identify gaps and problem areas. After all data is gathered and analyzed, teams research potential programs that are working in other districts. Content teams recommend changes to the building steering team. Parent, student, and teacher survey data are used to identify areas of strengths and weaknesses and gather stakeholder input. Course changes and major curriculum changes are presented to the Board of Education for approval following a process for parent and Board review.

Ongoing curriculum adjustments, along with changes in methods and assessments, are constantly being made following data analysis in each core instructional area. Stakeholder input is requested in the following ways: students and student groups - annual surveys, informal input, anecdotal data; parents and parent groups - annual surveys, informal input, building level committees in health, one-to-one Title 1 interviews, special education parent input via IEP process; teachers and teacher teams - annual surveys, informal input, building level committees, formal meetings; community members - surveys, informal input, community forums, and formal meetings.

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

Professional development last year focused on formative assessment and the depth of knowledge of student learning targets. In general Common Core state standards require higher level thinking skills at DOK 2,3, and 4. Teacher leaders and I have attending curriculum updates and conferences on alignment in mathematics, language arts and Next Generation Science Standards.

# School Additional Requirements Diagnostic

## **Introduction**

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

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
	Literacy and math are tested annually in grades 1-5.	No	Saugatuck High School serves students in grades 9-12.	

Label	Assurance	Response	Comment	Attachment
	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	The Annual Education Report and Annual Education Report Cover letter are both posted on our district website.	

Label	Assurance	Response	Comment	Attachment
	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	Saugatuck High School serves students in grades 9-12.	

Label	Assurance	Response	Comment	Attachment
	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes	EDP's are updated annually using Career Cruising.	

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

Label	Assurance	Response	Comment	Attachment
	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Elizabeth Broderick Director of Business and Human Resource Services P.O. Box 818 Douglas, MI 49406 269-857-1444	

# School Improvement Plan

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

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

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

# Health and Safety (HSAT) Diagnostic

## **Introduction**

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

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

## Health and Safety (HSAT)

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

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

	Statement or Question	Response	Rating
Question 2	All teachers in our school have received professional development in management techniques to create calm, orderly classrooms.	No	N/A

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

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

	Statement or Question	Response	Rating
Question 5	Our school has taken action on the Michigan State Board of Education Policy on Comprehensive School Health Education.	Adopted policy, but not fully implemented	N/A

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

**School Improvement Plan**

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	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 7</b>	The health education curriculum used in our school is the Michigan Model for Health® Curriculum.	No, but use a health education curriculum	N/A

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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 9</b>	Our school has taken action on the Michigan State Board of Education Policy on Quality Physical Education.	Reviewed policy, but not yet adopted	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 10</b>	At our school, physical education teachers annually participate in professional development specific to physical education.	No	N/A

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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 12</b>	At least three times during the past 12 months, our school offered programs, activities or events for families about physical activity.	No	N/A

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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 14</b>	Our school has taken action on the Michigan State Board of Education Policy on Nutrition Standards.	Adopted policy, but not fully implemented	N/A

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

**School Improvement Plan**

Saugatuck High School

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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 17</b>	During the past 12 months, our school collected information from parents to help evaluate/improve school meals or foods offered a la carte, in concessions, school stores, vending machines, or as a part of classroom celebrations/parties or at school events.	No	N/A

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

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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 20</b>	Our school has a written policy on school safety that involves parents, and broader community, in collaborative efforts to help ensure a safe school environment.	No Written Policy	N/A

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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 22</b>	Our school has taken action on the Michigan State Board of Education Positive Behavior Support Policy.	No action taken	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 23</b>	During the past 12 months, the school counseling staff has provided professional development to school health staff about identification and referral of students related to violence and suicide prevention.	No	N/A

# School Improvement Plan

Saugatuck High School

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

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

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

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

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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 29</b>	During the past year, our school supported staff in healthy eating by providing healthy food choices at staff meetings.	Yes	N/A

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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 31</b>	Our school has a parent education program.	No	N/A

## School Improvement Plan

Saugatuck High School

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 32</b>	During the past 12 months, our school collected information from parents to help evaluate/improve school health education in our school.	Yes	N/A

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

# **Saugatuck High School SIP 2013-14**

## Overview

### Plan Name

Saugatuck High School SIP 2013-14

### Plan Description

School improvement 2013-14.

## 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 be proficient in mathematics.	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$718
2	All students will be proficient in reading and writing.	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$500
3	All students will be proficient in science.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$3225
4	All high school teachers will become proficient in the use of educational technology.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

## Goal 1: All students will be proficient in mathematics.

### Measurable Objective 1:

85% of All Students will demonstrate a proficiency in all math standards in mathematics in Mathematics by 06/30/2022 as measured by state level assessments..

### Strategy 1:

Increase Teacher Capacity - Middle and High School mathematics teachers will use nine high-yield instructional strategies identified as having the greatest positive affect on student achievement for all students.

Research Cited: Classroom Instruction that Works: Research-based strategies for Increasing Student Achievement, Robert Marzano (2001).

Tier:

Activity - Math Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Six teachers will participate in a book study using Vocabulary for the Common Core by Robert Marzano to increase their capacity to teach academic vocabulary.	Professional Learning			09/03/2013	06/06/2014	\$142	Title II Part A	Dorie Galloway, math teacher Tim Travis, principal

Activity - Teacher Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Middle school and high school mathematics teachers will work with Mike Klavon, math specialist from the OAISD to implement high yield instructional strategies in mathematics.	Professional Learning			09/03/2013	06/06/2014	\$0	No Funding Required	Dorie Galloway Brian Ward Melanie Moorer Tim Travis

### Strategy 2:

Common Core Math Alignment - High School math teachers will continue to align mathematics curriculum to the common core math standards.

Research Cited: Westerberg, (2009). Becoming a Great High School.

Tier:

Activity - Teacher Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

Saugatuck High School

High School math teachers will participate in OAISD provided professional development in math. Teachers will collaborate with teachers in other districts to synthesize the latest research strategies, mathematical practices, and resources for teaching the common core state standards in mathematics.	Professional Learning			09/03/2013	06/06/2014	\$576	Title II Part A	Dorie Galloway Brian Ward Melanie Moorer Tim Travis
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## Goal 2: All students will be proficient in reading and writing.

### Measurable Objective 1:

85% of All Students will demonstrate a proficiency in reading and writing standards in English Language Arts by 06/30/2022 as measured by state level assessments..

### Strategy 1:

Informational Reading Strategies - Saugatuck High School teachers will use primary and secondary sources and other informational reading strategies to align to the common core standards and increase student understanding of complex text.

Research Cited: The DBQ project. (Document Based Questions).

Tier:

Activity - Teacher Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Middle School teachers will receive two 2-hour training sessions on using Document Based Questions to improve informational reading and writing.	Professional Learning			09/03/2013	06/06/2014	\$250	Title II Part A	Elizabeth TerHaar Tim Travis

### Strategy 2:

Close and critical reading and writing strategies - High School teachers will use close and critical reading and writing strategies to increase student comprehension of complex text.

Research Cited: Moore, D.W. (2012). Reading Comprehension Strategies.

Tier:

Activity - Teacher Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
High School teachers will receive two 2-hour professional development sessions in the area of close and critical reading and writing strategies.	Professional Learning			09/03/2013	06/30/2014	\$250	Title II Part A	Angel Lohman Tim Travis

### Goal 3: All students will be proficient in science.

**Measurable Objective 1:**

85% of All Students will demonstrate a proficiency in all science standards in Science by 06/30/2022 as measured by state level assessments..

**Strategy 1:**

Best Practice Instruction - High School teachers will learn about best practices associated with the Next Generation Science Standards.

Research Cited: The NGSS Framework for k-12 Science Education.

Tier:

Activity - Depth of Knowledge Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All High School teachers will participate in a one day depth of knowledge training with Karen Bailey.	Professional Learning			09/03/2013	06/06/2014	\$1500	Title II Part A	Tim Travis

Activity - VanAndel partnership	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Five middle school and high school teachers will participate in 3 days of professional training provided by VanAndel Institute science trainers.	Professional Learning			09/03/2013	06/06/2014	\$1725	Title II Part A	Katie Hankins Deb Marcusse Ann Marie Willette Brad Smit Jeff Lukins Tim Travis

### Goal 4: All high school teachers will become proficient in the use of educational technology.

**Measurable Objective 1:**

collaborate to increase staff capacity by 09/05/2014 as measured by the number of teachers demonstrating proficiency with technology use throughout the K-12 curriculum..

**Strategy 1:**

Classroom Technology Integration - Staff will learn about best practices for the use of educational technology to support student learning.

Research Cited: ISTE Standards

Tier:

## School Improvement Plan

Saugatuck High School

Activity - Classroom Technology Integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district technology team will continue its work to implement the technology integration plan.	Academic Support Program			09/03/2013	09/05/2014	\$0	No Funding Required	Nicole Baumann, Linda Dehn, Kim Losik, Traci Jackson, John Green, AnnMarie Willette, Rolfe Timmerman

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Classroom Technology Integration	The district technology team will continue its work to implement the technology integration plan.	Academic Support Program			09/03/2013	09/05/2014	\$0	Nicole Baumann, Linda Dehn, Kim Losik, Traci Jackson, John Green, AnnMarie Willette, Rolfe Timmerman
Teacher Training	Middle school and high school mathematics teachers will work with Mike Klavon, math specialist from the OAISD to implement high yield instructional strategies in mathematics.	Professional Learning			09/03/2013	06/06/2014	\$0	Dorie Galloway Brian Ward Melanie Moorer Tim Travis

### Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Depth of Knowledge Training	All High School teachers will participate in a one day depth of knowledge training with Karen Bailey.	Professional Learning			09/03/2013	06/06/2014	\$1500	Tim Travis
Teacher Training	Middle School teachers will receive two 2-hour training sessions on using Document Based Questions to improve informational reading and writing.	Professional Learning			09/03/2013	06/06/2014	\$250	Elizabeth TerHaar Tim Travis

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Teacher Training	High School math teachers will participate in OAISD provided professional development in math. Teachers will collaborate with teachers in other districts to synthesize the latest research strategies, mathematical practices, and resources for teaching the common core state standards in mathematics.	Professional Learning			09/03/2013	06/06/2014	\$576	Dorie Galloway Brian Ward Melanie Moorer Tim Travis
Teacher Training	High School teachers will receive two 2-hour professional development sessions in the area of close and critical reading and writing strategies.	Professional Learning			09/03/2013	06/30/2014	\$250	Angel Lohman Tim Travis
VanAndel partnership	Five middle school and high school teachers will participate in 3 days of professional training provided by VanAndel Institute science trainers.	Professional Learning			09/03/2013	06/06/2014	\$1725	Katie Hankins Deb Marcusse Ann Marie Willette Brad Smit Jeff Lukins Tim Travis
Math Vocabulary	Six teachers will participate in a book study using Vocabulary for the Common Core by Robert Marzano to increase their capacity to teach academic vocabulary.	Professional Learning			09/03/2013	06/06/2014	\$142	Dorie Galloway, math teacher Tim Travis, principal