

School Improvement Plan

School Year: 2011 - 2012

School District: Coloma Community Schools

ISD/RESA: Berrien RESA

School Name: Coloma High School

Grades Served: 10,11,12

Principal: Mr. David Ehlers

Building Code: 00753

District Approval of Plan:

Authorized Official Signature and Date

Board of Education Approval of Plan:

Authorized Official Signature and Date

School Improvement Plan

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

School Information

School:	Coloma High School
District:	Coloma Community Schools
Public/Non-Public:	Public
Grades:	10,11,12
School Code Number:	00753
City:	COLOMA
State/Province:	Michigan
Country:	United States

Vision, Mission and Beliefs

Vision Statement

Our vision for Coloma High School is empowered students making responsible decisions. We are a learning community that reflects the spirit of teaching and learning driven by student inquiry, reflection, and passion.

Mission Statement

We are dedicated to fostering pride in the school, the community, and nourishing a positive self-image for every student. Our belief is that all students can and will learn best when excellence is expected, educational achievement will be obtained only when students are encouraged and challenged to attain this excellence.

Beliefs Statement

At Coloma Community Schools, we believe:

- in an educational program that teaches high order thinking skills, critical thinking, problem solving, communications, creativity strategies for effective learning and working cooperatively.
- in what's best for kids.
- in team work.
- that every child is important.
- that it is important that an education system foster in every child and staff member a respect for self and others regardless of sex, race, religion, age, creed, color, or national origin.
- that all students can learn.
- in promoting positive home/school relations.
- that education of students by the school should be done in partnership with the home and community.
- that public education is the foundation of democracy.
- in quality and equity in education.
- that education leads to gainful employment.
- that learning is a lifelong process.
- that school improvement is an important process that is ongoing.
- that a positive self-esteem generates confidence in ones self.
- in the development of life-long, leisure time activities for all.
- in the promotion of patriotism to one's country.
- that students learn in different ways, and different rates and at different times and need to be appropriately challenged and motivated.
- that students need positive role models.
- that every staff member makes a difference.
- that a positive attitude is important.
- that the education of students should include the concept of community responsibility and involvement.

Goals

Name	Development Status	Progress Status
ELA - 2011	Complete	Open
Mathematics - 2011	Complete	Open
Science -2011	Complete	Open
Social Studies - 2011	Complete	Open

Goal 1: ELA - 2011

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: Students will be proficient in reading skills on the state assessment or at least 60% proficient in reading skills through local common assessments.

Gap Statement: Traditionally a gap between male and female

Significant ethnic gap

Students with disabilities gap

Cause for Gap: We are so strong in Title I areas, we forget about the other areas.

Multiple measures/sources of data you used to identify this gap in student achievement: MME, classroom assessments

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? Information on the implementation of this goal will be collected during the school year as delineated above. Evidence collected will include: Use of a common rubric across curricular, Data driven through Data Director use, updated curriculum maps, and growth shown through common assessments.

Contact Name: Building Administrator

List of Objectives:

Name	Objective
Curriculum Maps	The majority (>80%) of students will achieve proficiency in reading skills on the MME, state assessment, or demonstrate at least 60% proficiency on local common assessments.

1.1. Objective: Curriculum Maps

Measurable Objective Statement to Support Goal: The majority (>80%) of students will achieve

proficiency in reading skills on the MME, state assessment, or demonstrate at least 60% proficiency on local common assessments.

List of Strategies:

Name	Strategy
Curriculum Maps	Curriculum Maps will be developed according to the district curriculum improvement process in order to vertically and horizontally align the state content expectations.
Formative and Summative Assessments	Staff will collaborate to create common assessments
Instructional Strategies	Instructional Strategies (Research based) will be given and added to the classroom curriculum to increase student reading scores.

1.1.1. Strategy: Curriculum Maps

Strategy Statement: Curriculum Maps will be developed according to the district curriculum improvement process in order to vertically and horizontally align the state content expectations.

Selected Target Areas

I.1.A.1 The curriculum documents are the basic framework for instruction. They contain essential and rigorous content that guides what is taught within and across grade levels. They provide consistency and continuity to the curriculum and instruction practiced at the school and reflects the belief that all students should actively construct and apply knowledge.

I.1.A.2 The school's curriculum framework is based upon and organized around the adopted state and local curriculum documents.

I.1.A.3 The school's curriculum documents are designed in a way that ensures cohesion within and across grade levels and content areas.

I.1.A.4 The school community holds the belief that quality curriculum and instruction requires frequent review and revision based upon input of appropriate stakeholders within a structured process.

I.1.A.5 The curriculum is sufficiently flexible to allow for adaptation and modification to meet the wide range of needs and abilities of all students.

Other Required Information for Strategy

Mapping the Big Picture, Heidi Hayes Jacobs
Master Instruction Strategies Michael L Lujan

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Common Vocabulary	2011-08-22	2015-06-05	Building Administrators Curriculum Content Team Curriculum Director
Curriculum Maps	2011-08-22	2015-06-05	Building Administrator Curriculum Content Teams Curriculum Director

1.1.1.1. Activity: Common Vocabulary

Activity Type: Professional Development

Activity Description: Commonly assessed vocabulary will be incorporated into teaching lessons as well as curriculum maps.

Planned staff responsible for implementing activity: Building Administrators
Curriculum Content Team
Curriculum Director

Actual staff responsible for implementing activity: Building Administrators
Curriculum Content Team

Planned Timeline: Begin Date - 2011-08-22, End Date - 2015-06-05

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Professional Development	Title II Part A		

1.1.1.2. Activity: Curriculum Maps

Activity Type: Professional Development

Activity Description: Instructional strategies will be developed and implemented for students with disabilities and at-risk students (differentiated instruction, one on one assistance, peer tutoring, other research-based strategies by Lujan, etc)

Planned staff responsible for implementing activity: Building Administrator
Curriculum Content Teams

Curriculum Director

Actual staff responsible for implementing activity: Building Administrator
Curriculum Content Teams

Planned Timeline: Begin Date - 2011-08-22, End Date - 2015-06-05

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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1.1.2. Strategy: Formative and Summative Assessments

Strategy Statement: Staff will collaborate to create common assessments

Selected Target Areas

I.3.A.1 Assessments are aligned with the curriculum and instruction. They have been designed by matching the appropriate measurement method to the type of learning targets (knowledge, reasoning, skill, performance or disposition.)

I.3.A.2 Procedures are employed to ensure that assessments administered consistently and reliably measure common learning targets.

I.3.A.3 Student assessment is viewed as an essential component in the monitoring of student achievement. Aligned standardized assessments, periodic benchmark assessments as well as a variety of culminating assessments are incorporated into daily practice. In addition, teachers use frequent formative assessment activities to inform instruction.

I.3.B.1 The school believes in open communication about student achievement. Assessment results based upon the Content Expectations (GLCE, HSCE) or Michigan Curriculum Framework (where appropriate) are provided to teachers, students, and parents. The results are kept current so that staff members can use them to inform instruction and to work with students to increase proficiency. Parents and students have the opportunity to meet with staff for the purpose of clarifying the information and planning for the future.

Other Required Information for Strategy

Classroom Assessment & Grading that Work, Robert J. Marzano,
Classroom Assessment for Student Learning, Richard J. Stiggins,

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Common Assessments	2011-08-22	2015-06-05	ELA Curriculum Content Team Building Administrator Curriculum Director

Dissemination of data derived from common assessments	2011-08-22	2015-06-05	ELA Curriculum Content Team Building Administrator Curriculum Director
Professional Development in the use of DataDirector for online/paper test	2011-08-22	2015-06-05	ELA Curriculum Content Team Building Administrator Curriculum Director

1.1.2.1. Activity: Common Assessments

Activity Type: Professional Development

Activity Description: Staff will collaborate to create common assessments.

Planned staff responsible for implementing activity: ELA Curriculum Content Team Building Administrator Curriculum Director

Actual staff responsible for implementing activity: ELA Curriculum Content Team Building Administrator

Planned Timeline: Begin Date - 2011-08-22, End Date - 2015-06-05

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

1.1.2.2. Activity: Dissemination of data derived from common assessments

Activity Type: Professional Development

Activity Description: Staff will disseminate data derived from common assessments

Planned staff responsible for implementing activity: ELA Curriculum Content Team Building Administrator Curriculum Director

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-22, End Date - 2015-06-05

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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1.1.2.3. Activity: Professional Development in the use of DataDirector for online/paper test

Activity Type: Professional Development

Activity Description: Professional Development in the use of DataDirector for online/paper testing.

Planned staff responsible for implementing activity: ELA Curriculum Content Team
Building Administrator
Curriculum Director

Actual staff responsible for implementing activity: ELA Curriculum Content Team
Building Administrator

Planned Timeline: Begin Date - 2011-08-22, End Date - 2015-06-05

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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1.1.3. Strategy: Instructional Strategies

Strategy Statement: Instructional Strategies (Research based) will be given and added to the classroom curriculum to increase student reading scores.

Selected Target Areas

I.2.A.2 Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students. The result is a curriculum that allows students to derive meaning from all of their educational experiences.

I.2.A.3 A collaborative culture that incorporates a philosophy of continuous improvement exists at the school or within a program. Staff members work as teams to gather and analyze information and make decisions regarding the modification of their instructional practice.

I.2.B.1 The school or program ensures that students have the supports they need to meet the required standards. Teachers provide opportunities for students to use many and varied approaches to demonstrate competency. The school or program continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.

Other Required Information for Strategy

Master Instruction Strategies, Michael L. Lujan,
Mapping the Big Picture, Heidi Hayes Jacobs

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Professional development in Best practice instructional strategies	2011-08-22	2015-06-05	All Teachers Building Administrators Curriculum Director
Research Based Strategies	2011-08-22	2015-06-05	Building Administrators Curriculum Content Teams Curriculum Director

1.1.3.1. Activity: Professional development in Best practice instructional strategies

Activity Type: Professional Development

Activity Description: Professional development in Best practice instructional strategies

Planned staff responsible for implementing activity: All Teachers
Building Administrators
Curriculum Director

Actual staff responsible for implementing activity: All Teachers
Building Administrators

Planned Timeline: Begin Date - 2011-08-22, End Date - 2015-06-05

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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1.1.3.2. Activity: Research Based Strategies

Activity Type: Professional Development

Activity Description: Best Practice Instruction strategies will be incorporated into lesson plans

Planned staff responsible for implementing activity: Building Administrators
Curriculum Content Teams
Curriculum Director

Actual staff responsible for implementing activity: Building Administrators
Curriculum Content Teams

Planned Timeline: Begin Date - 2011-08-22, End Date - 2015-06-05

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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Goal 2: Mathematics - 2011

Content Area: Math

Development Status: Complete

Student Goal Statement: Students will be proficient in the geometry strand, Figures and properties on the state assessment or at least 60% proficient through local common assessments.

Gap Statement: Gender equity issue, Ethnic issue - white

Cause for Gap: Majority of males in CTE courses, welding, machine tool, getting math content elsewhere, Math courses not promoted.

Multiple measures/sources of data you used to identify this gap in student achievement: MME, Classroom assessments

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? Information on the implementation of this goal will be collected during the school year as delineated above. Evidence collected will include: Use of a common rubric across curricular, Data driven through Data Director use, updated curriculum maps, and growth shown through common assessments.

Contact Name: Building Administrator

List of Objectives:

Name	Objective
Mathematics - 2011	The majority (>80%) of students will achieve proficiency geometry strand Figures & Properties on the MME, state assessment, or demonstrate at least 60% proficiency on local common assessments.

2.1. Objective: Mathematics - 2011

Measurable Objective Statement to Support Goal: The majority (>80%) of students will achieve proficiency geometry strand Figures & Properties on the MME, state assessment, or demonstrate at least 60% proficiency on local common assessments.

List of Strategies:

Name	Strategy
Curriculum Maps	Curriculum Maps will be developed according to the district curriculum improvement process in order to vertically and horizontally align the state content expectations.
Formative and Summative Assessments	Staff will collaborate to create common assessments.
Instructional Strategies	Instructional strategies (research based) will be given and added to the classroom curriculum to increase student math scores.

2.1.1. Strategy: Curriculum Maps

Strategy Statement: Curriculum Maps will be developed according to the district curriculum improvement process in order to vertically and horizontally align the state content expectations.

Selected Target Areas

I.1.A.1 The curriculum documents are the basic framework for instruction. They contain essential and rigorous content that guides what is taught within and across grade levels. They provide consistency and continuity to the curriculum and instruction practiced at the school and reflects the belief that all students should actively construct and apply knowledge.

I.1.A.2 The school's curriculum framework is based upon and organized around the adopted state and local curriculum documents.

I.1.A.3 The school's curriculum documents are designed in a way that ensures cohesion within and across grade levels and content areas.

I.1.A.4 The school community holds the belief that quality curriculum and instruction requires frequent review and revision based upon input of appropriate stakeholders within a structured process.

I.1.A.5 The curriculum is sufficiently flexible to allow for adaptation and modification to meet the wide range of needs and abilities of all students.

Other Required Information for Strategy

Master Instruction Strategies, Michael L. Lujan,

Mapping the Big Picture, Heidi Hayes Jacobs

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Common Vocabulary	2011-08-22	2015-06-05	Building Administrators Curriculum Content Teams Curriculum Director
Curriculum Maps	2011-08-22	2015-06-05	Building Administrators Curriculum Content Teams Curriculum Director

2.1.1.1. Activity: Common Vocabulary

Activity Type: Professional Development

Activity Description: Commonly assessed vocabulary will be incorporated into teaching lessons.

Planned staff responsible for implementing activity: Building Administrators
Curriculum Content Teams
Curriculum Director

Actual staff responsible for implementing activity: Building Administrators
Curriculum Content Teams

Planned Timeline: Begin Date - 2011-08-22, End Date - 2015-06-05

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

2.1.1.2. Activity: Curriculum Maps

Activity Type: Professional Development

Activity Description: Instructional strategies will be developed and implemented for students with disabilities and at-risk students (differentiated instruction, one on one assistance, peer tutoring, other research-based strategies by Lujan, etc.)

Planned staff responsible for implementing activity: Building Administrators
Curriculum Content Teams

Curriculum Director

Actual staff responsible for implementing activity: Building Administrators
Curriculum Content Teams

Planned Timeline: Begin Date - 2011-08-22, End Date - 2015-06-05

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

2.1.2. Strategy: Formative and Summative Assessments

Strategy Statement: Staff will collaborate to create common assessments.

Selected Target Areas

I.3.A.1 Assessments are aligned with the curriculum and instruction. They have been designed by matching the appropriate measurement method to the type of learning targets (knowledge, reasoning, skill, performance or disposition.)

I.3.A.2 Procedures are employed to ensure that assessments administered consistently and reliably measure common learning targets.

I.3.A.3 Student assessment is viewed as an essential component in the monitoring of student achievement. Aligned standardized assessments, periodic benchmark assessments as well as a variety of culminating assessments are incorporated into daily practice. In addition, teachers use frequent formative assessment activities to inform instruction.

I.3.B.2 Data is regarded as an essential tool in the analysis and improvement of curriculum and instruction. Individual teachers, as well as teacher teams, continually assess their curricula and instructional practices and set goals that focus on revisions to school processes, curriculum and instruction.

Other Required Information for Strategy

Classroom Assessment & Grading that Work, Robert J. Marzano,
Classroom Assessment for Student Learning, Richard J. Stiggins,

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Common Assessments	2011-08-22	2015-06-05	Curriculum Content Team Building Administrator Curriculum Director
Professional Development in the use of DataDirector for online/paper test	2011-08-22	2015-06-05	Curriculum Content Team Building Administrator Curriculum Director

2.1.2.1. Activity: Common Assessments

Activity Type: Professional Development

Activity Description: Staff will disseminate data derived from common assessments.

Planned staff responsible for implementing activity: Curriculum Content Team
 Building Administrator
 Curriculum Director

Actual staff responsible for implementing activity: Curriculum Content Team
 Building Administrator

Planned Timeline: Begin Date - 2011-08-22, End Date - 2015-06-05

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

2.1.2.2. Activity: Professional Development in the use of DataDirector for online/paper test

Activity Type: Professional Development

Activity Description: Professional Development in the use of DataDirector for online/paper testing.

Planned staff responsible for implementing activity: Curriculum Content Team
 Building Administrator
 Curriculum Director

Actual staff responsible for implementing activity: Curriculum Content Team
 Building Administrator

Planned Timeline: Begin Date - 2011-08-22, End Date - 2015-06-05

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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2.1.3. Strategy: Instructional Strategies

Strategy Statement: Instructional strategies (research based) will be given and added to the classroom curriculum to increase student math scores.

Selected Target Areas

II.1.A.1 School leaders have extensive knowledge of curriculum, instruction and assessment. They share this knowledge with their colleagues and promote professional development that is consistent with current best practice theory. They develop systems and promote strategies that contribute to the collective improvement of student achievement.

II.1.A.2 School leaders have a clear understanding of the importance of data to school improvement. They maintain the level of expertise necessary to analyze and interpret the multiple sources of data that inform the school improvement process.

II.3.A.3 Staff members are empowered to make decisions regarding the use of equipment and materials. They base their decisions on a continual assessment of student needs and the teaching and learning goals. Every attempt is made to ensure that the materials do not contain bias.

Other Required Information for Strategy

Master Instruction Strategies, Michael L. Lujan,
Mapping the Big Picture, Heidi Hayes Jacobs

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Professional development in Best practice instructional strategies	2011-08-22	2015-06-05	Building Administrators Curriculum Content Teams Curriculum Director

2.1.3.1. Activity: Professional development in Best practice instructional strategies

Activity Type: Professional Development

Activity Description: Professional development in Best Practice instructional strategies.

Planned staff responsible for implementing activity: Building Administrators
Curriculum Content Teams
Curriculum Director

Actual staff responsible for implementing activity: Building Administrators
Curriculum Content Teams

Planned Timeline: Begin Date - 2011-08-22, End Date - 2015-06-05

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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Goal 3: Science -2011

Content Area: Science

Development Status: Complete

Student Goal Statement: Students will be proficient in inquiry and reflection on the state assessment or at least 60% proficient through local common assessments.

Gap Statement: Students with disabilities
All students

Cause for Gap: Lack of reading comprehension, poor attendance

Multiple measures/sources of data you used to identify this gap in student achievement: MME, classroom assessments

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? Information on the implementation of this goal will be collected during the school year as delineated above. Evidence collected will include: Use of a common rubric across curricular, Data driven through Data Director use, updated curriculum maps, and growth shown through common assessments.

Contact Name: Building Administrator

List of Objectives:

Name	Objective
Science - 2011	The majority (>80%) of students will achieve proficiency in inquiry and reflection on the MME, state assessment, or demonstrate at least 60% proficiency on local common assessments..

3.1. Objective: Science -2011

Measurable Objective Statement to Support Goal: The majority (>80%) of students will achieve proficiency in inquiry and reflection on the MME, state assessment, or demonstrate at least 60% proficiency on local common assessments..

List of Strategies:

Name	Strategy
Curriculum Maps	Teachers will increase learning through common assessments, training, and vertical articulation
Formative and Summative Assessments	Staff will collaborate to create common assessments.
Instructional Strategies	Instructional strategies (research based) will be given and added to the classroom curriculum to increase scores.

3.1.1. Strategy: Curriculum Maps

Strategy Statement: Teachers will increase learning through common assessments, training, and vertical articulation

Selected Target Areas

I.1.A.1 The curriculum documents are the basic framework for instruction. They contain essential and rigorous content that guides what is taught within and across grade levels. They provide consistency and continuity to the curriculum and instruction practiced at the school and reflects the belief that all students should actively construct and apply knowledge.

I.1.A.2 The school's curriculum framework is based upon and organized around the adopted state and local curriculum documents.

I.1.A.3 The school's curriculum documents are designed in a way that ensures cohesion within and across grade levels and content areas.

I.1.A.4 The school community holds the belief that quality curriculum and instruction requires frequent review and revision based upon input of appropriate stakeholders within a structured process.

I.1.A.5 The curriculum is sufficiently flexible to allow for adaptation and modification to meet the wide range of needs and abilities of all students.

Other Required Information for Strategy

Master Instruction Strategies, Michael L. Lujan,
Mapping the Big Picture, Heidi Hayes Jacobs

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Common Vocabulary	2011-08-22	2015-06-05	Building Administrator Curriculum Content Teams Curriculum Director
Curriculum Maps	2011-08-22	2015-06-05	Building Administrators Curriculum Content Teams Curriculum Director

3.1.1.1. Activity: Common Vocabulary

Activity Type: Professional Development

Activity Description: Commonly assessed vocabulary will be incorporated into teaching lessons.

Planned staff responsible for implementing activity: Building Administrator
Curriculum Content Teams
Curriculum Director

Actual staff responsible for implementing activity: Building Administrator
Curriculum Content Teams

Planned Timeline: Begin Date - 2011-08-22, End Date - 2015-06-05

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

3.1.1.2. Activity: Curriculum Maps

Activity Type: Professional Development

Activity Description: Instructional strategies will be developed and implemented for students with disabilities and at-risk students (differentiated instruction, one on one assistance, peer tutoring, other research-based strategies by Lujan, etc.)

Planned staff responsible for implementing activity: Building Administrators
Curriculum Content Teams
Curriculum Director

Actual staff responsible for implementing activity: Building Administrators

Curriculum Content Teams

Planned Timeline: Begin Date - 2011-08-22, End Date - 2015-06-05

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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3.1.2. Strategy: Formative and Summative Assessments

Strategy Statement: Staff will collaborate to create common assessments.

Selected Target Areas

I.3.A.1 Assessments are aligned with the curriculum and instruction. They have been designed by matching the appropriate measurement method to the type of learning targets (knowledge, reasoning, skill, performance or disposition.)

I.3.A.2 Procedures are employed to ensure that assessments administered consistently and reliably measure common learning targets.

I.3.A.3 Student assessment is viewed as an essential component in the monitoring of student achievement. Aligned standardized assessments, periodic benchmark assessments as well as a variety of culminating assessments are incorporated into daily practice. In addition, teachers use frequent formative assessment activities to inform instruction.

I.3.B.1 The school believes in open communication about student achievement. Assessment results based upon the Content Expectations (GLCE, HSCE) or Michigan Curriculum Framework (where appropriate) are provided to teachers, students, and parents. The results are kept current so that staff members can use them to inform instruction and to work with students to increase proficiency. Parents and students have the opportunity to meet with staff for the purpose of clarifying the information and planning for the future.

Other Required Information for Strategy

Classroom Assessment & Grading that Work, Robert J. Marzano,
Classroom Assessment for Student Learning, Richard J. Stiggins,

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Common Assessments	2011-08-22	2015-06-05	Building Administrators Curriculum Content Teams Curriculum Director
Professional Development in the use of DataDirector for online/paper test	2011-08-22	2015-06-05	Building Administrators Curriculum Content Teams Curriculum Director

3.1.2.1. Activity: Common Assessments

Activity Type: Professional Development

Activity Description: Staff will collaborate to create common assessments.

Planned staff responsible for implementing activity: Building Administrators
Curriculum Content Teams
Curriculum Director

Actual staff responsible for implementing activity: Building Administrators
Curriculum Content Teams

Planned Timeline: Begin Date - 2011-08-22, End Date - 2015-06-05

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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3.1.2.2. Activity: Professional Development in the use of DataDirector for online/paper test

Activity Type: Professional Development

Activity Description: Development in the use of DataDirector for online/paper test

Planned staff responsible for implementing activity: Building Administrators
Curriculum Content Teams
Curriculum Director

Actual staff responsible for implementing activity: Building Administrators
Curriculum Content Teams

Planned Timeline: Begin Date - 2011-08-22, End Date - 2015-06-05

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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3.1.3. Strategy: Instructional Strategies

Strategy Statement: Instructional strategies (research based) will be given and added to the classroom curriculum to increase scores.

Selected Target Areas

I.2.B.2 There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.

I.2.B.3 Staff believe that active student engagement is a key feature of student success and there is an expectation that all teachers will design lessons and assessments that engage their students.

II.2.A.3 Staff members act to create an equitable and inclusive learning environment. A concerted effort is made to reduce equity gaps in achievement and to address social and individual barriers to learning. The school works to eliminate tracking and cultural biases. Instructional strategies take into account the diverse socio-cultural backgrounds.

II.2.A.4 A spirit of collaboration, inquiry, risk-taking, and reflective practice is embedded into the school culture. School staff members collaborate frequently to dialog about and investigate their teaching practices. The school functions as a collaborative learning community in which every member contributes to whole-school improvement, including teacher development and student outcomes.

Other Required Information for Strategy

Master Instruction Strategies, Michael L. Lujan,
Mapping the Big Picture, Heidi Hayes Jacobs

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Professional development in Best practice instructional strategies	2011-08-22	2015-06-05	Building Administrators Curriculum Content Teams Curriculum Director
Research Based Strategies	2011-08-22	2015-06-05	Building Administrators Curriculum Content Teams Curriculum Director

3.1.3.1. Activity: Professional development in Best practice instructional

strategies

Activity Type: Professional Development

Activity Description: Instructional strategies (research based) will be given and added to the classroom curriculum to increase student reading scores.

Planned staff responsible for implementing activity: Building Administrators
Curriculum Content Teams
Curriculum Director

Actual staff responsible for implementing activity: Building Administrators
Curriculum Content Teams

Planned Timeline: Begin Date - 2011-08-22, End Date - 2015-06-05

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

3.1.3.2. Activity: Research Based Strategies

Activity Type: Professional Development

Activity Description: Best practice instructional strategies will be incorporated into lesson plans.

Planned staff responsible for implementing activity: Building Administrators
Curriculum Content Teams
Curriculum Director

Actual staff responsible for implementing activity: Building Administrators
Curriculum Content Teams

Planned Timeline: Begin Date - 2011-08-22, End Date - 2015-06-05

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

Goal 4: Social Studies - 2011

Content Area: Social Studies

Development Status: Complete

Student Goal Statement: Students will be proficient in the history strand on the state assessment or at least 60% proficient through local common assessments.

Gap Statement: Female population, ethnic (black/white, students with disabilities)

Cause for Gap: Students migration

Multiple measures/sources of data you used to identify this gap in student achievement: MME, classroom assessments

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? Information on the implementation of this goal will be collected during the school year as delineated above. Evidence collected will include: Use of a common rubric across curricular, Data driven through Data Director use, updated curriculum maps, and growth shown through common assessments.

Contact Name: Building Administrator

List of Objectives:

Name	Objective
Social Studies - 2011	The majority (>80%) of students will achieve proficiency in the history strand on the MME, state assessment, or demonstrate at least 60% proficiency on local common assessment.

4.1. Objective: Social Studies - 2011

Measurable Objective Statement to Support Goal: The majority (>80%) of students will achieve proficiency in the history strand on the MME, state assessment, or demonstrate at least 60% proficiency on local common assessment.

List of Strategies:

Name	Strategy
Curriculum Maps	Curriculum Maps will be developed according to the district curriculum improvement process in order to vertically and horizontally align the state content expectations.
Formative and Summative Assessments	Staff will collaborate to create common assessments.
Instructional Strategies	Instructional Strategies (researched based) will be given and added to the classroom curriculum to increase student scores.

4.1.1. Strategy: Curriculum Maps

Strategy Statement: Curriculum Maps will be developed according to the district curriculum improvement process in order to vertically and horizontally align the state content expectations.

Selected Target Areas

I.1.A.1 The curriculum documents are the basic framework for instruction. They contain essential and rigorous content that guides what is taught within and across grade levels. They provide consistency and continuity to the curriculum and instruction practiced at the school and reflects the belief that all students should actively construct and apply knowledge.

I.1.A.2 The school's curriculum framework is based upon and organized around the adopted state and local curriculum documents.

I.1.A.3 The school's curriculum documents are designed in a way that ensures cohesion within and across grade levels and content areas.

I.1.A.4 The school community holds the belief that quality curriculum and instruction requires frequent review and revision based upon input of appropriate stakeholders within a structured process.

I.1.A.5 The curriculum is sufficiently flexible to allow for adaptation and modification to meet the wide range of needs and abilities of all students.

Other Required Information for Strategy

Master Instruction Strategies, Michael L. Lujan, Mapping the Big Picture, Heidi Hayes Jacobs

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Common Vocabulary	2011-08-22	2015-06-05	Building Administrators Curriculum Content Teams Curriculum Director
Curriculum Maps	2011-08-22	2015-06-05	Building Administrators Curriculum Content Teams Curriculum Director

4.1.1.1. Activity: Common Vocabulary

Activity Type: Professional Development

Activity Description: Commonly assessed vocabulary will be incorporated into teaching lessons.

Planned staff responsible for implementing activity: Building Administrators Curriculum Content Teams

Curriculum Director

Actual staff responsible for implementing activity: Building Administrators
Curriculum Content Teams

Planned Timeline: Begin Date - 2011-08-22, End Date - 2015-06-05

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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4.1.1.2. Activity: Curriculum Maps

Activity Type: Professional Development

Activity Description: Instructional strategies will be developed and implemented for students with disabilities and at-risk students (differentiated instruction, one on one assistance, peer tutoring, other research-based strategies by Lujan, etc.)

Planned staff responsible for implementing activity: Building Administrators
Curriculum Content Teams
Curriculum Director

Actual staff responsible for implementing activity: Building Administrators
Curriculum Content Teams

Planned Timeline: Begin Date - 2011-08-22, End Date - 2015-06-05

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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4.1.2. Strategy: Formative and Summative Assessments

Strategy Statement: Staff will collaborate to create common assessments.

Selected Target Areas

I.3.A.1 Assessments are aligned with the curriculum and instruction. They have been designed by matching the appropriate measurement method to the type of learning targets (knowledge, reasoning, skill, performance or disposition.)

I.3.A.2 Procedures are employed to ensure that assessments administered consistently and reliably measure common learning targets.

I.3.A.3 Student assessment is viewed as an essential component in the monitoring of student achievement. Aligned standardized assessments, periodic benchmark assessments as well as a variety of culminating assessments are incorporated into daily practice. In addition, teachers use frequent formative assessment activities to inform instruction.

I.3.B.1 The school believes in open communication about student achievement. Assessment results based upon the Content Expectations (GLCE, HSCE) or Michigan Curriculum Framework (where appropriate) are provided to teachers, students, and parents. The results are kept current so that staff members can use them to inform instruction and to work with students to increase proficiency. Parents and students have the opportunity to meet with staff for the purpose of clarifying the information and planning for the future.

I.3.B.2 Data is regarded as an essential tool in the analysis and improvement of curriculum and instruction. Individual teachers, as well as teacher teams, continually assess their curricula and instructional practices and set goals that focus on revisions to school processes, curriculum and instruction.

Other Required Information for Strategy

Classroom Assessment & Grading that Work, Robert J. Marzano,
Classroom Assessment for Student Learning, Richard J. Stiggins,

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Common Assessments	2011-08-22	2015-06-05	Building Administrators Curriculum Content Teams Curriculum Director
Dissemination of data derived from common assessments	2011-08-22	2015-06-05	Building Administrators Curriculum Content Teams Curriculum Director
Professional Development in the use of DataDirector for online/paper test	2011-08-22	2015-06-05	Building Administrators Curriculum Content Teams Curriculum Director

4.1.2.1. Activity: Common Assessments

Activity Type: Professional Development

Activity Description: Staff will collaborate to create common assessments

Planned staff responsible for implementing activity: Building Administrators Curriculum Content Teams

Curriculum Director

Actual staff responsible for implementing activity: Building Administrators
Curriculum Content Teams

Planned Timeline: Begin Date - 2011-08-22, End Date - 2015-06-05

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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4.1.2.2. Activity: Dissemination of data derived from common assessments

Activity Type: Professional Development

Activity Description: Staff will disseminate data derived from common assessments.

Planned staff responsible for implementing activity: Building Administrators
Curriculum Content Teams
Curriculum Director

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-22, End Date - 2015-06-05

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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4.1.2.3. Activity: Professional Development in the use of DataDirector for online/paper test

Activity Type: Professional Development

Activity Description: Professional Development in the use of DataDirector for online/paper test

Planned staff responsible for implementing activity: Building Administrators
Curriculum Content Teams
Curriculum Director

Actual staff responsible for implementing activity: Building Administrators
Curriculum Content Teams

Planned Timeline: Begin Date - 2011-08-22, End Date - 2015-06-05

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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4.1.3. Strategy: Instructional Strategies

Strategy Statement: Instructional Strategies (researched based) will be given and added to the classroom curriculum to increase student scores.

Selected Target Areas

I.2.A.1 The content of the curriculum is directly aligned and consistent with the district's curriculum framework. Processes used to develop cohesive and essential content require articulation within and across grade levels and content areas.

I.2.A.2 Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students. The result is a curriculum that allows students to derive meaning from all of their educational experiences.

I.2.A.3 A collaborative culture that incorporates a philosophy of continuous improvement exists at the school or within a program. Staff members work as teams to gather and analyze information and make decisions regarding the modification of their instructional practice.

I.2.B.1 The school or program ensures that students have the supports they need to meet the required standards. Teachers provide opportunities for students to use many and varied approaches to demonstrate competency. The school or program continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.

I.2.B.2 There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.

Other Required Information for Strategy

Classroom Assessment & Grading that Work, Robert J. Marzano,
Classroom Assessment for Student Learning, Richard J. Stiggins,

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Professional development in Best practice instructional strategies	2011-08-22	2015-06-05	Building Administrators Curriculum Content Teams Curriculum Director
Research Based Strategies	2011-08-22	2015-06-05	Building Administrators Curriculum Content Teams Curriculum Director

4.1.3.1. Activity: Professional development in Best practice instructional strategies

Activity Type: Professional Development

Activity Description: Professional development in various best practice instructional strategies

Planned staff responsible for implementing activity: Building Administrators
Curriculum Content Teams
Curriculum Director

Actual staff responsible for implementing activity: Building Administrators
Curriculum Content Teams

Planned Timeline: Begin Date - 2011-08-22, End Date - 2015-06-05

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

4.1.3.2. Activity: Research Based Strategies

Activity Type: Professional Development

Activity Description: Best practice instructional strategies will be incorporated into lesson plans.

Planned staff responsible for implementing activity: Building Administrators
Curriculum Content Teams
Curriculum Director

Actual staff responsible for implementing activity: Building Administrators

Curriculum Content Teams

Planned Timeline: Begin Date - 2011-08-22, End Date - 2015-06-05

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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Resource Profile

Funding Source	Planned Amount	Actual Amount
Title II Part A	\$0.00	\$0.00

Additional Requirements

Comprehensive Needs Assessment

The comprehensive needs assessment (CNA) requirement is met by completing a School Data Profile/Analysis (SDP/A), School Process Profile, and Summary Report. The comprehensive needs assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan.

Use the results of the comprehensive needs assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data.

1. How was the comprehensive needs assessment conducted?

*Analyzed disaggregated data from departmental and school improvement meetings
Analyzed data to complete the CNA report*

Curriculum Alignment that Corresponds to the Goals

1. Describe how the curriculum is aligned with State standards and how this alignment will help the school meet the academic Goals. Describe the process for review and revision of the curriculum; evidence could include a timeline for curriculum review or a description of the review process.

Currently working on development of district wide alignment. CTE is online through FSSU aligned to state guidelines with gap analysis

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

Instructional staff develop curriculum to meet Michigan content expectations. Curriculum Development on the core content areas will be a must for the upcoming school year.

Staff Development

Use the results of the comprehensive needs assessment to create a written professional development plan that identifies ongoing, sustained professional development that is aligned to the Goals, Objectives and Strategies. These specific professional development activities must be included as Activities under the Goals section. District professional development activities that align to the school's CNA should also be included in the school-level Activities section.

Alternative Measures of Assessment

1. Describe the process for developing, or the alternative measures of assessment used, that will provide

authentic assessment of pupils' achievements, skills, and competencies.

End of course state test for CTE. Final exams in core curriculum - beginning to make these common assessments for all teaches teaching the same course

Effective Use of Technology

1. Describe the methods for effective use of technology as a way of improving learning and delivery of services and for integration of involving technology in the curriculum.

CPS training , introduction of Mobi devices, intro to SOLO, Data projectors, notebook computer labs/carts

Evaluation of the School Improvement Plan

1. Describe how the school annually evaluates the implementation of, and results achieved by, the SIP, using data from the State's annual assessments and other indicators of academic achievement.

Departmental meetings with curriculum director to evaluate gaps in state test score data

2. Describe how school and student information and progress will be shared with all stakeholders in a language that they can understand.

District annual report posted on website

Building Level Decision-Making

1. Describe how school stakeholders are engaged in the decision-making process, including, but not limited to the development of the Goals, Objectives, Strategies and Activities included in the school improvement plan. School board members, school building administrators, teachers and other school employees, pupils, parents of pupils attending that school, parents of pupils attending that school, and other residents of the school district shall be invited and allowed to voluntarily participate in the development, review and evaluation of the district's school improvement plans.

Teachers give input through departmental meetings with Curriculum Director.

Assurances

EdYES!

1. Literacy and math are tested annually in grades 1-5 ([MCL 380.1280b](#))

Response: *N/A (our school does not have grades 1-5)*

Comments:

2. Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report on your website in the comments field (if applicable).

Response: *Yes*

Comments: *http://ccs.coloma.org/colhs/High_school.pdf*

Educational Development Plan (EDP)

1. Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.

Response: *N/A (our school does not have grade 8)*

Comments:

2. Our school reviews and annually updates the EDPs to ensure academic course work alignment.

Response: *No*

Comments: *Made a big push a couple years ago - don't recall updating*

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.

1. Our School has a written policy on school safety that supports proactive, preventative approaches to ensure a safe school environment.

Response: *Written policy, fully implemented*

Comments:

2. All teachers in our school have received professional development in management techniques to create calm, orderly classrooms.

Response: *No*

Comments:

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.

Response: *Yes*

Comments:

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.

Response: *No*

Comments:

5. Our school has taken action on the Michigan State Board of Education Policy on Comprehensive School Health Education.

Response: *No action taken*

Comments:

6. All teachers who provide health education instruction received annual professional development/continuing education specifically related to health education.

Response: *Yes*

Comments:

7. The health education curriculum used in our school is the Michigan Model for Health® Curriculum.

Response: *Yes*

Comments:

8. The health education curriculum used in our school involves student interaction with their families and their community.

Response: *Yes*

Comments: *Parent committee approves curriculum*

9. Our school has taken action on the Michigan State Board of Education Policy on Quality Physical Education.

Response: *Reviewed policy, but not yet adopted*

Comments:

10. At our school, physical education teachers annually participate in professional development specific to physical education.

Response: *Yes*

Comments: *The P E instructors Prof. Dev. Log holds the answer*

11. The physical education curriculum used in our school is:

Response: *Other curriculum*

Comments:

12. At least three times during the past 12 months, our school offered programs, activities or events for families about physical activity.

Response: *No*

Comments:

13. Our school offers the following amount of total weekly minutes of physical education throughout the year.

Response: *91-149 minutes at elementary level, 136-224 minutes at middle/high level*

Comments:

14. Our school has taken action on the Michigan State Board of Education Policy on Nutrition Standards.

Response: *Adopted policy, but not fully implemented*

Comments:

15. The food service director/manager participated in professional development related to food or nutrition during the past 12 months.

Response: *Yes*

Comments:

16. The food service director/manager supports/reinforces in the cafeteria what is taught in health education.

Response: *Yes*

Comments: *Food Service works to provide good choices*

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

Response: *Yes*

Comments: *Food service is outsourced*

18. Our school makes a good faith effort to ensure that federally reimbursable school nutrition programs are the main source of nutrition at school rather than vending or a la carte.

Response: *Yes*

Comments: *Part of food service contract*

19. Our school has a health services provider or school nurse accessible to students.

Response: *No*

Comments:

20. Our school has a written policy on school safety that involves parents, and broader community, in collaborative efforts to help ensure a safe school environment.

Response: *Written policy, fully implemented*

Comments:

21. Our school has a system in place for collecting relevant student medical information.

Response: *No*

Comments: *Being developed*

22. Our school has taken action on the Michigan State Board of Education Positive Behavior Support Policy.

Response: *No action taken*

Comments:

23. During the past 12 months, the school counseling staff has provided professional development to school health staff about identification and referral of students related to violence and suicide prevention.

Response: *No*

Comments:

24. During the past 12 months, the school counselor/psychologist/social worker offered information to students

(presentations, materials, individual or group counseling activities, events) about bullying, harassment and other peer to peer aggression.

Response: *No*

Comments:

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

Response: *No*

Comments:

26. During the past 12 months, the school counseling staff identified students who are at risk of being victims or perpetrators of violence.

Response: *No*

Comments:

27. Our school's mission statement includes the support of employee health and safety.

Response: *No*

Comments: *Being developed*

28. During the past year, our school supported staff participation in health promotion programs by having a budget for staff health promotion.

Response: *No*

Comments:

29. During the past year, our school supported staff in healthy eating by providing healthy food choices at staff meetings.

Response: *No*

Comments: *Being developed*

30. Our school has a written family involvement policy that advocates for strong connections between the home, school and the community as a means of reducing barriers to student achievement.

Response: *Written policy, fully implemented*

Comments: *Being developed*

31. Our school has a parent education program.

Response: *No*

Comments:

32. During the past 12 months, our school collected information from parents to help evaluate/improve school health education in our school.

Response: *No*

Comments:

33. During non school hours the community has access to indoor facilities for physical activity (such as gym, weight room, hallway for walking, pool, basketball court).

Response: *Access to no indoor facilities*

Comments:

Stakeholders

List of names, positions and e-mail addresses of the stakeholders (staff, parents, community/business members and, as appropriate, students) who were involved in the planning, design, monitoring, and evaluation of this plan.

Title	First Name	Last Name	Position	E-mail
Mr.	David	Ehlers	Principal	dehlers@ccs.coloma.org
Mrs.	Cathy	Haley	Teacher	chaley@ccs.coloma.org
Mr.	Mark	Morris	Teacher	mmorris@ccs.coloma.org
Mr.	Joseph	Stephens	Teacher	jstephens@ccs.coloma.org
Mrs.	Ruth	Kittleson	Curriculum Director	rykittleson@ccs.coloma.org
Mr.	Harold	Bragg	Teacher	hbragg@ccs.coloma.org
Mrs.	Julia	Collins	Teacher	jcollins@ccs.coloma.org
Mr.	Mark	Eddy	Teacher	meddy@ccs.coloma.org
Mrs.	Sara	Glisson	Teacher	sglisson@ccs.coloma.org
Mrs.	Jennifer	Ickes	Teacher	jickes@ccs.coloma.org
Mr.	Terry	Sheehan	Teacher	tsheehan@ccs.coloma.org
Mr.	Eric	Webb	Teacher	ewebb@ccs.coloma.org
Mr.	Tom	Sundberg	Teacher	tsundberg@ccs.coloma.org
Mrs.	Melissa	Vegter	Teacher	mvegter@ccs.coloma.org
Mr.	Kevin	VanPeteghem	Teacher	kvanpeteghem@ccs.coloma.org
Mr.	Ryan	White	Teacher	rwhite@ccs.coloma.org
Mr.	Brett	Walsworth	Teacher	bwalsworth@ccs.coloma.org

Statement of Non-Discrimination

Federal Office for Civil Rights

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 school 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 district/school is responsible, or for which it receives financial assistance from the U.S. Department of Education.

Contact Information

Schools/Districts are required to designate an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities.

Name/Position:	Rita Moore
Address:	2518 Boyer Road, Coloma, MI 49038
Telephone Number:	269-468-2424

References

- Title VI of the Civil Rights Act of 1964
- The Age Discrimination Act of 1975
- The Americans with Disabilities Act of 1990
- Elliott-Larsen prohibits discrimination against religion

Supporting Documentation

No documentation was attached.