



School Improvement Plan

Howell High School

Howell Public Schools

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

TABLE OF CONTENTS

Introduction.....	1
Executive Summary	
Introduction.....	3
Description of the School.....	4
School's Purpose.....	5
Notable Achievements and Areas of Improvement.....	6
Additional Information	7
Improvement Plan Stakeholder Involvement	
Introduction.....	9
Improvement Planning Process.....	10
Student Performance Diagnostic	
Introduction.....	12
Student Performance Data.....	13
Evaluative Criteria and Rubrics.....	14
Areas of Notable Achievement.....	15
Areas in Need of Improvement.....	16
Report Summary.....	17

Stakeholder Feedback Diagnostic

Introduction.....	19
Stakeholder Feedback Data.....	20
Evaluative Criteria and Rubrics.....	21
Areas of Notable Achievement.....	22
Areas in Need of Improvement.....	23
Report Summary.....	24

School Data Analysis

Introduction.....	26
Demographic Data.....	27
Process Data.....	29
Achievement/Outcome Data.....	31
Perception Data.....	36
Summary.....	40

School Additional Requirements Diagnostic

Introduction.....	42
School Additional Requirements Diagnostic.....	43

Plan for School Improvement Plan 2016-2017

Overview.....	46
Goals Summary.....	47

Goal 1: All students will show growth in math.....	48
Goal 2: All students will be proficient in science.....	51
Goal 3: All students will be proficient in social studies.....	55
Goal 4: All students will show growth in reading.....	59
 Activity Summary by Funding Source.....	 64

Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

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

School's Purpose

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

Vision Statement:

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

Mission Statement:

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

Beliefs Statement:

VALUES:

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

GUIDING ACTIONS

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

Notable Achievements and Areas of Improvement

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

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

Additional Information

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

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

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

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

While the school improvement process is open to all teachers, the high school School Improvement Team consisted of three school administrators, a school improvement chair, subject area teachers, a data team leader, and community members/parents as needed. Throughout the school year meetings were held with consistent stakeholder involvement from the members involved. Additional school members attended school improvement meetings based on the agenda for individual meetings. All members participated fully in the meetings giving and receiving input on the topics presented at each meeting.

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

As the school year came to a close multiple meetings were held with the school improvement team to review and discuss how we did with last year's plan and where we need to go with our school improvement plan for the 2015-2016 school year. All of the goals, strategies, and activities for the upcoming school year's plan were reviewed, revamped, and new activities were put in place to meet the needs of the high school. Stakeholders received emails regarding information and progress as the plan was being developed and once it was completed.

Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		Student Performance Data Document

Evaluative Criteria and Rubrics

Overall Rating: 2.75

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	Statement or Question	Response	Rating
2.	Test Administration	Most of the assessments used by the institution to determine students' performances have been administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the students to whom these assessments were administered are essentially representative of the students served by the institution. Appropriate accommodations have been provided for most assessments so that valid inferences can be made about most students' status with respect to most of the institution's targeted curricular outcomes.	Level 3

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps demonstrate a modest decline.	Level 2

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

One area that shows a positive trend in performance is Reading. Although the category of "All students" does not indicate a trend in performance, the two other categories do show a positive trend in performance. The area of the MME that indicates the overall highest performance by all categories of students is the MME Reading. All three categories of students scored higher in the MME Reading sub-test than they did on any of the other sub-tests.

Describe the area(s) that show a positive trend in performance.

One area that shows a positive trend in performance is Reading. Although the category of "All students" does not indicate a trend in performance, the two other categories do show a positive trend in performance.

Which area(s) indicate the overall highest performance?

Reading has the highest level of performance overall.

Which subgroup(s) show a trend toward increasing performance?

Students with disabilities are showing an upward trend in their performance on reading assessments.

Between which subgroups is the achievement gap closing?

The only subgroups that exist at Howell High School are Students With Disabilities and Economically Disadvantaged students. The achievement gap is not closing between these students and the general population.

Which of the above reported findings are consistent with findings from other data sources?

The increase in reading proficiency is found with MME, ACT and NWEA data.

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

Mathematics and science.

Describe the area(s) that show a negative trend in performance.

There has been a slight decrease in math performance on the state assessments over the last three years. Writing has also shown a slight negative trend during this time.

Which area(s) indicate the overall lowest performance?

Students with disabilities show the lowest performance in the area mathematics with over 90% scoring a 3 or a 4 on the state assessment.

Which subgroup(s) show a trend toward decreasing performance?

Students with disabilities are primarily maintaining their performance level, rather than decreasing performance.

Between which subgroups is the achievement gap becoming greater?

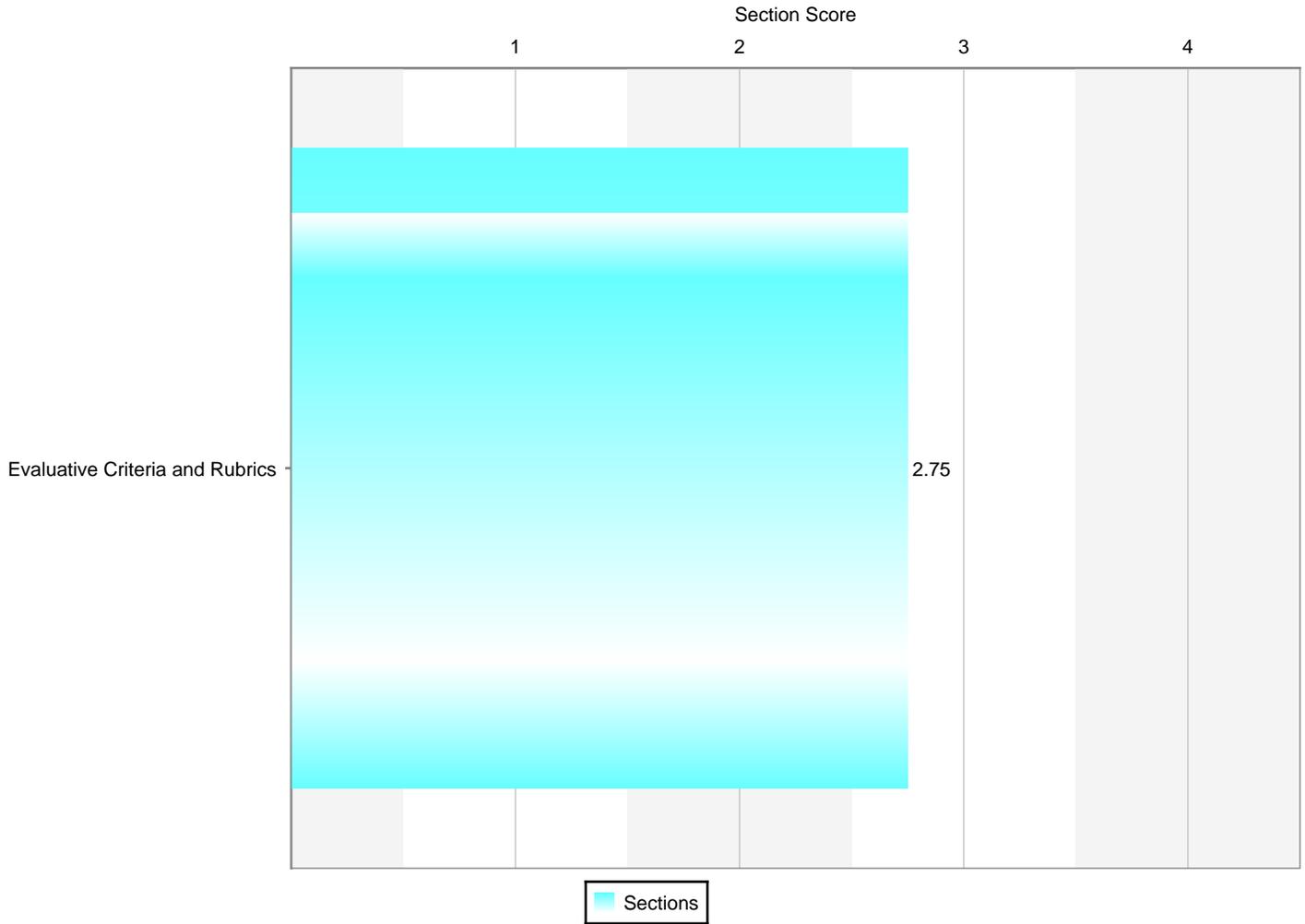
The only subgroups that exist at Howell High School are Students With Disabilities and Economically Disadvantaged students. The achievement gap is not closing between these students and the general population.

Which of the above reported findings are consistent with findings from other data sources?

ACT data and MME data show very small changes in performance of students with disabilities.

Report Summary

Scores By Section



Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	No	We completed advanced online surveys	

Evaluative Criteria and Rubrics

Overall Rating: 2.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Few or no required AdvancED questionnaires were used by the institution. The minimum response rate was not met (parent questionnaire: less than 20%, student questionnaire(s): less than 40%, staff questionnaire: less than 60%). Questionnaires were administered with no fidelity to the administrative procedures. The participants to whom these questionnaires were administered did not represent the populations served by the institution. Appropriate accommodations were not provided for participants.	Level 1

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity.	Level 3

Areas of Notable Achievement

Which area(s) indicate the overall highest level of satisfaction or approval?

The highest area of satisfaction, parents rated indicator 3.6, teachers implement the schools' instructional process in support of student learning, the highest with a score of 3.87. Students ranked indicator 3.3 the highest, teachers engage students in learning through instructional strategies that ensure achievement of learning expectations" with a rating of over 3.9. Staff rated indicator 4.6 the highest with a 3.99 rating for "the school provided support services to meet the physical, social and emotional needs to the student population being served.

Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

All standards rated by all stakeholders were above 3.0/4.0 rating with no visible trends

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

The Howell school district is in the beginning stages of a strategic planning process. Stakeholder feedback surveys were given this fall. Once those results are readily available, there will be an analysis of similarities and differences.

Areas in Need of Improvement

Which area(s) indicate the overall lowest level of satisfaction or approval?

Parents rated indicator 2.3 the lowest with governing body giving autonomy to school leadership with a ranking of 3.04.

Students rated indicator 3.3 the lowest with teachers engaging students through instructional strategies the lowest with 3.0

Staff rated indicator 2.3 the lowest with also governing body giving autonomy to school leadership with a ranking of 3.09

Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

No noticeable trends

What are the implications for these stakeholder perceptions?

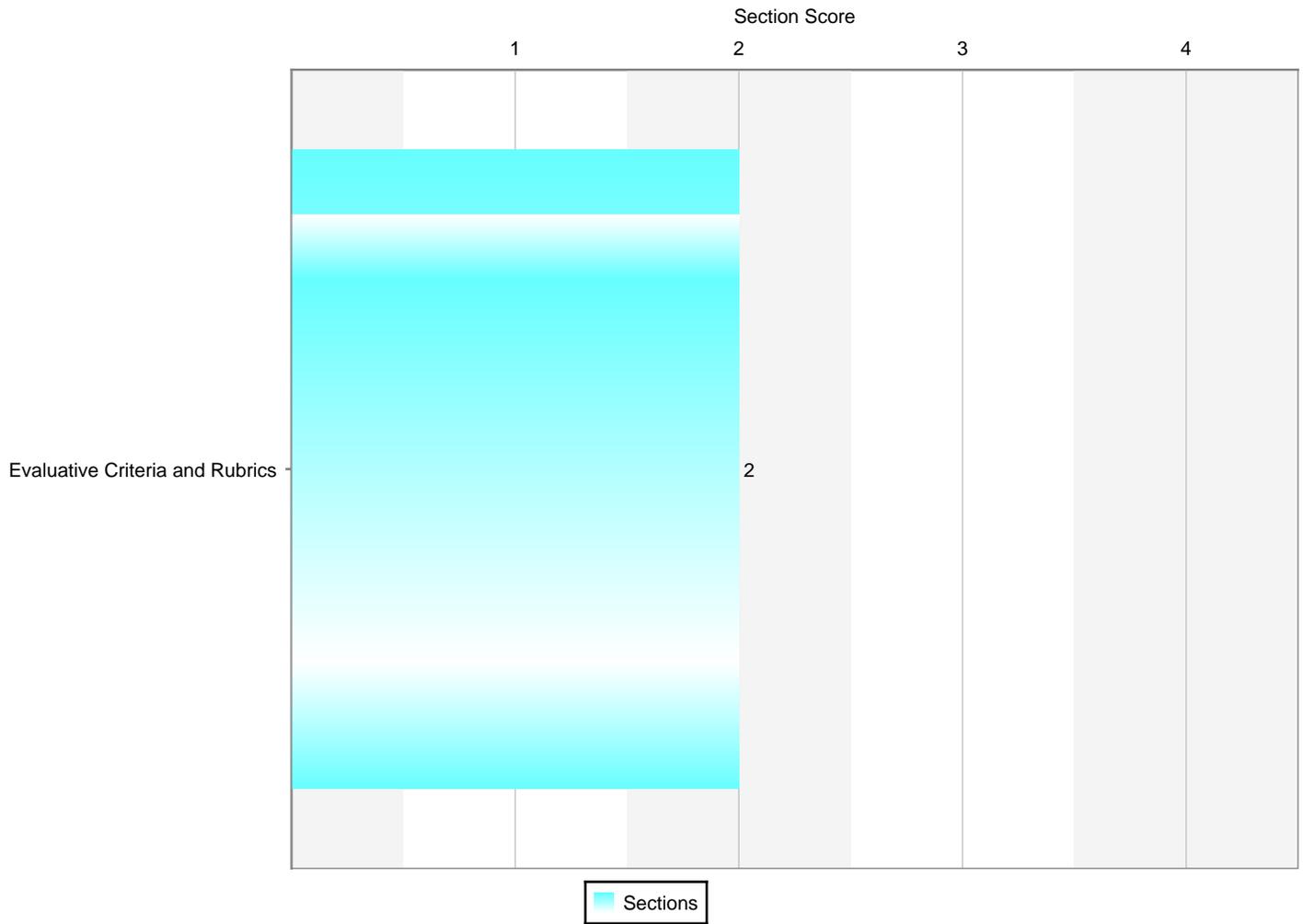
The perception data as a whole was quite positive, with every indicator being rated above a 3.0. The open ended responses did give school leaders more specific areas of strength and room for growth. It also appears that what some list as what they like best is exactly the same as what they like least. For example many students state they love the teachers, then many other students write what they like least is the teachers. There was a great deal of positive feedback about opportunities at the high school and staff support of student learning. Some parents suggested greater communication and an increase in STEM opportunities. The consistent message received by teachers is wanting to be heard and have input in decisions. There is also a great need from all stakeholders to have cleaner and more updated facilities. All of the feedback has spurred school leaders to reach out to appropriate parties to implement targeted, positive change.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

The message from teachers was consistent with a staff survey conducted last school year. Some teachers feel supported and love being part of the Howell school community. While other teachers feel frustrated, overworked, under compensated and not having a voice. Because of this, school administration has implemented regular monthly meeting with AR's to gain feedback and perspective. There has also been time allotted at staff meetings for more staff input.

Report Summary

Scores By Section



School Data Analysis

Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.

Demographic Data

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

Student Demographic Data

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

The enrollment in our school over the last three years has declined by approximately 60 students, going from 2600 in October of 2012 to 2541 in October of 2014. There is also a significant number of students living within the HPS boundaries who have opted to enroll in other school districts. Together, these stats challenge the school budget, staffing and scheduling.

Student Demographic Data

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

Student attendance has remained steady over the last three years. However, attendance due to out of school suspensions has dropped dramatically. There are challenges with 11th and 12th grade students during the second semester to maintain steady attendance. The average number of days out of school (regardless of reason) for the 2014-2015 school year was 13 days per student.

Student Demographic Data

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

The challenges that come with reducing the out of school suspensions lie within the ability of staff to engage students in the classroom who are otherwise disengaged. The three year data show that the number of days students were suspended in 2012-13 were over 250 by the end of the year and less than 100 for the 2014-15 school year.

Student Demographic Data

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

Creating a positive culture in the building is a starting point. Other actions to attract students and keep them enrolled in the school include promoting the opportunities at Howell, celebrating student success, building relationships between students and teachers and keeping expectations for behavior and learning high.

Teacher/School Leader(s) Demographic Data

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

The current administrative staff had been in place for three years and has been able to provide stability within the teaching staff. As the
SY 2016-2017

teaching staff continues to feel supported, their confidence and support for students increases. We believe the latest ACT results are due to the stability of the staff at the high school. Among the 125 teachers, there are a variety of number of years of experience which provides for a well balanced team.

Teacher/School Leader(s) Demographic Data

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

Among the 125 teachers, there are a variety of number of years of experience which provides for a well balanced team.

Teacher/School Leader(s) Demographic Data

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

The total number of days that administrator were out of the building during the 2014-15 school year was approximately 4.5 days per administrator. We do not believe administrative absences had an impact on student achievement.

Teacher/School Leader(s) Demographic Data

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

The average number of days that teachers were out of their classroom for the 2014-15 school year was 10.25 days per teacher. Very few days out of the classroom were due to professional learning. The impact that a teacher's attendance has on student achievement has not been measured but we believe it has made a negative impact.

Teacher/School Leader(s) Demographic Data

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

Additional information is needed on staff absences prior to making recommendations for action steps. Many absences are unpreventable for staff members of new and growing families. Others, however, may be due to a lack of enjoyment and engagement with their job which could impact student achievement.

Process Data

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

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

The strand that stands out as the biggest strength is Using Results for Continuous Improvement (Standard 5).

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

The strand that is the biggest challenge for our school to address is Standard 2, Purpose and Direction.

12. How might these challenges impact student achievement?

Without clear direction and purpose staff members may not be united in decision making and instructional practices. This may have a negative impact on student achievement if the school continues to operate in silos instead of operating as a team with a common purpose.

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

School leaders will need to identify clear goals early in the school year and articulate them to staff. Teacher leaders should be put in a position to assist with carrying out the mission and communicate to staff the goals and purpose.

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

School leaders have regular communication with general education teachers, staff and counselors regarding educational opportunities. Communication is done through email, phone calls, information on websites as well as face-to-face meetings in IEPs, 504, and other student intervention meetings.

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

Howell High School provides after school credit recovery, summer school and online classes for students grades 9-12. These opportunities are overseen by staff members who are highly qualified in content areas.

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

Students who qualify for at-risk services are notified via district mailings, phone calls and postings on the web site. Counselors play a critical role in identifying eligible students as they track individual students and record eligibility criteria.

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

Scope and Sequence documents have been developed to identify content standards being taught within subjects and courses. District developed Common Assessments are the tool by which we measure the implementation of teaching the content standards.

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

The school does not currently use a health survey.

Achievement/Outcome Data

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

19a. Reading- Strengths

The strengths within our reading scores are minimal. Average ACT Reading scores have increased over the last five years but the percentage of students who score at or above college readiness had declined. Our curriculum has many opportunities for student to challenge themselves with rigorous material as well as get support if they struggle.

19b. Reading- Challenges

The challenges we face with our reading scores lies within our ability to move all students toward more rigorous course offerings. Additionally, we find that students do not read independently, nor do they take their time when reading material.

19c. Reading- Trends

Our ACT reading trends have only fluctuated by 5% over the last five years (falling from 47% to 42% when looking at the percentage of students who score at or above the college readiness benchmark. The average ACT Reading score has increased from 19.9 to 21.0, which shows minimal gains in this area.

19d. Reading- Summary

School Improvement Plan

Howell High School

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

Our school improvement plan will focus on learning about authentic performance assessments and implementing them on a regular basis across the curriculum. Engaging students in meaningful tasks that will provide them opportunity to apply their knowledge and extend their learning will require them to participate in the learning process at a greater depth of knowledge. It is our intention to address the academic deficiencies in our students through instruction that prepares them to use and demonstrate their knowledge.

20a. Writing- Strengths

We do not have adequate data at this time.

20b. Writing- Challenges

We do not have adequate data at this time.

20c. Writing- Trends

We do not have adequate data at this time.

20d. Writing- Summary

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

We do not have adequate data at this time.

21a. Math- Strengths

The strength of our math data lies in our extensive course offerings that both challenge and support students. The trend data shows a small, but steady increase over the last five years in both percentage who score at or above college readiness as well as average math score on the ACT math assessment.

21b. Math- Challenges

The challenges we face with our math scores lies within our ability to move all students toward more rigorous course offerings. Additionally, we find that students with disabilities as well as students who are economically disadvantaged score significantly lower than their peers.

21c. Math- Trends

The trend data shows a small, but steady increase over the last five years in both percentage who score at or above college readiness (from 37% to 43%) as well as average math score on the ACT math assessment (20.2 to 20.7).

21d. Math- Summary

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

Our school improvement plan will focus on learning about authentic performance assessments and implementing them on a regular basis across the curriculum. Engaging students in meaningful tasks that will provide them opportunity to apply their knowledge and extend their learning will require them to participate in the learning process at a greater depth of knowledge. It is our intention to address the academic deficiencies in our students through instruction that prepares them to use and demonstrate their knowledge.

22a. Science- Strengths

The strength of our science data lies in our extensive course offerings that both challenge and support students. The trend data shows a significant increase over the last five years in both percentage who score at or above college readiness (from 25% to 43%) as well as average math score on the ACT science assessment (from 20.5 to 21.6).

22b. Science- Challenges

The challenges we face with our science scores lies within our ability to move all students toward more rigorous course offerings. Additionally, we find that students with disabilities as well as students who are economically disadvantaged score significantly lower than their peers.

22c. Science- Trends

The trend data shows a significant increase over the last five years in both percentage who score at or above college readiness (from 25% to 43%) as well as average math score on the ACT science assessment (from 20.5 to 21.6).

22d. Science- Summary

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

Our school improvement plan will focus on learning about authentic performance assessments and implementing them on a regular basis across the curriculum. Engaging students in meaningful tasks that will provide them opportunity to apply their knowledge and extend their learning will require them to participate in the learning process at a greater depth of knowledge. It is our intention to address the academic deficiencies in our students through instruction that prepares them to use and demonstrate their knowledge.

23a. Social Studies- Strengths

We do not have adequate data at this time.

23b. Social Studies- Challenges

We do not have adequate data at this time.

23c. Social Studies- Trends

We do not have adequate data at this time.

23d. Social Studies- Summary

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

We do not have adequate data at this time.

Perception Data

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

24a. Student Perception Data

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

Students in the 9th through 12th grade were surveyed in early spring. From the students that participated in the survey the following areas were highlighted as ones that the students found satisfaction in. 72% of students strongly agreed or agreed that Howell High School give multiple assessments to check their understanding of what is taught and a similar amount felt that the principal and teachers had high expectations for them. 77% of students strongly agreed or agreed that the school has activities that interest the students that they can participate in; 13% disagreed or strongly disagreed. 71% of students strongly agreed or agreed that teachers use tests, projects, presentations and portfolios to check their understanding of what was taught; 15% disagreed.

24b. Student Perception Data

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

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

24c. Student Perception Data

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

There will be institutionalizing of the LINK Crew program in the 20145-2016 school year as additional staff have been trained in this area which is designed to address many of these weaknesses, as is the continued addition of a "At-Risk" counselor to support our at-risk population. Additionally, school leaders and school staff will the working with senior student council members as well as members of the school leadership class to institute a positive behavior reward system in the school to help improve school morale.

25a. Parent/Guardian Perception Data

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

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

25b. Parent/Guardian Perception Data

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

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

25c. Parent/Guardian Perception Data

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

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

26a. Teacher/Staff Perception Data

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

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

26b. Teacher/Staff Perception Data

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

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

26c. Teacher/Staff Perception Data

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

With the recent hiring of a new superintendent, our team is looking forward to taking steps forward to address the issues outlined in the perception data. Many of the issues outside of the high school building and staff have stemmed from the school's governing body, the School Board. The new superintendent and recent changes in Board members will bring a focus on improving the morale and academic achievement of our school.

Other items listed include support for new teachers as well as adequate teaching materials. Improving these areas will require intentional communication from the administrative team. Supports have been put into place to have regular, focused meeting times for all new teachers as well as support for their mentor teachers. Communicating the results to staff will bring awareness to this and address the perception .

The perception on teaching materials may change in the fall of 2015 if the community supports the technology bond that the district is preparing to request. Lagging behind in technological resources hinders creativity and adds to the perception that resources are not adequate. The bond will provide sustained support for 15 years and provide staff with necessary tools in the classroom.

27a. Stakeholder/Community Perception Data

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

Stakeholder/Community Perception Data was not gathered this year but will be included in next years plan.

27b. Stakeholder/Community Perception Data

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

Stakeholder/Community Perception Data was not gathered this year but will be included in next years plan.

27c. Stakeholder/Community Perception Data

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

Stakeholder/Community Perception Data was not gathered this year but will be included in next years plan.

Summary

28a. Summary

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

Howell high school is a large, comprehensive school. As such, the number and types of opportunities available to students is broad. Howell is able to provide challenging coursework as well as academic support. The staff is comprised of tenure and veteran teachers and the administrative team averages 8 years administrative years of experience. Student enrollment has decreased slightly in the high school while the district has seen enrollment decrease more drastically in the elementary buildings.

Students on and IEP as well as those who are economically disadvantaged continue to perform at levels below their peers. While academic supports are available, students who come to the high school who struggle academically do not perform at the same level as their peers when they graduate.

The perception of staff and students is filled with mixed reviews. Students who engage in activities find their experience positive and rewarding. The size of the school presents challenges for students to have strong connections with each other as well as staff. Teachers' feedback reflects the strengths of the relationships within the school but highlights that there are process in place that need to be reviewed, including communication, in order to improve student achievement.

28b. Summary

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

Student achievement may be negatively impacted by our demographic and process data. Students in the subgroups of special education and economically disadvantage are currently underperforming due to academic and social barriers. The perception data may also play a factor in the achievement levels as

28c. Summary

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

The goals, objectives, strategies and activities within the School Improvement Plan will address the challenges

School Additional Requirements Diagnostic

Introduction

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

School Additional Requirements Diagnostic

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

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	http://www.howellschools.com/filesystem/2013-2014%20HPS%20District%20AER.pdf	

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

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

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

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

School Improvement Plan

Howell High School

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

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

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

Plan for School Improvement Plan 2016-2017

Overview

Plan Name

Plan for School Improvement Plan 2016-2017

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will show growth in math.	Objectives: 1 Strategies: 3 Activities: 12	Academic	\$0
2	All students will be proficient in science.	Objectives: 1 Strategies: 3 Activities: 12	Academic	\$0
3	All students will be proficient in social studies.	Objectives: 1 Strategies: 3 Activities: 12	Academic	\$0
4	All students will show growth in reading.	Objectives: 1 Strategies: 3 Activities: 12	Academic	\$0

Goal 1: All students will show growth in math.

Measurable Objective 1:

100% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will increase student growth and 60% will meet their growth target in Mathematics by 06/14/2017 as measured by NWEA MAP Math Assessment.

Strategy 1:

Implement Best Practice Strategies - Implement Best Practice Strategies - This strategy corresponds with Standard 3 of our District Accreditation AdvancED 5 Quality Standards. Standard 3 addresses the steps necessary to improve teaching and learning and includes the development of curriculum, involvement of students, using research-based instructional strategies, alignment, climate and access to resources.

Category: Mathematics

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

Marzano, R. (2007). The Art and Science of Teaching, A Comprehensive Framework for Effective Instruction.

Tier: Tier 1

Activity - Instructional Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn and implement best practice strategies to support reading instruction, such as Reading Apprenticeship, Formative Assessment, vocabulary instruction and/or Reader's Workshop model through Instructional Rounds, technology, PLCs, staff meetings, district professional development days, workshops and/or conferences.	Professional Learning	Tier 1	Implement	09/06/2016	06/14/2017	\$0	Title II Part A	Administrators, Teachers and Instructional Staff

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will review and update curriculum in order to ensure student engagement through technology, differentiated instruction, pacing and standards based curriculum alignment to best meet the needs of all students.	Professional Learning	Tier 1	Implement	09/06/2016	06/14/2017	\$0	Title II Part A	Administrators, Teachers and Instructional Staff

Activity - Best Practice Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

Howell High School

Teachers will participate in professional development at the district and/or building level through staff meetings, PLCs, and/or conferences to learn effective research-based strategies to teach reading, such as, but not limited to Reading Apprenticeship, Formative Assessment, vocabulary instruction, and/or Reader's Workshop model.	Professional Learning	Tier 1	Monitor	09/06/2016	06/14/2017	\$0	Title II Part A	Administrators, Teachers and Instructional Staff
Activity - Authentic Performance Tasks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to monitor previous authentic performance tasks while continuing to implement additional performance tasks to curriculum in order to increase student problem solving.	Curriculum Development	Tier 1	Monitor	09/06/2016	06/14/2017	\$0	No Funding Required	Administrators, Teachers and Instructional Staff

Strategy 2:

Provide MTSS - Provide MTSS - Students will receive the key components of an effective Multi-tiered System of Supports (MTSS) program; high-quality researched-based classroom instruction, ongoing student assessment through universal screening and progress monitoring and tiered instruction at school. Staff will utilize multiple measures of data to make instructional decisions and analyze effectiveness of current intervention plan. A targeted plan will be implemented to increase student engagement and academic growth and success.

Category: Learning Support Systems

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

Hattie, J. (2008). Visible Learning: A synthesis of over 800 meta-analyses relating to achievement.

Hattie, J. (2011). Visible Learning for Teachers: Maximizing impact on Learning.

Burns, M. & VanDerHeyden, A. (2010). Essentials of Response to Intervention. (5th edition)

Tier: Tier 2

Activity - MTSS Academic Support Outside Core Instructional Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide Multi-tiered System of Supports (MTSS) Outside Core Instructional Times. The high school will provide MTSS through 31a (At-Risk), and general budget funding of staff, supplies and parent involvement, including providing support to At-Risk students through the services of an At-Risk Social Worker.	Academic Support Program	Tier 2	Monitor	09/06/2016	06/14/2017	\$0	Section 31a	Administrator, Teachers, Instructional Staff and At-Risk Social Worker

Activity - Progress Monitoring & Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---	----------------------	-------------	--------------	-------------------	-----------------	--------------------------	--------------------------	--------------------------

School Improvement Plan

Howell High School

Teachers will learn and analyze multiple sources of data to inform instruction, utilizing teacher, district (NWEA, PSAT) and state (M-STEP, SAT) assessments.	Professional Learning	Tier 1	Implement	09/06/2016	06/14/2017	\$0	General Fund	Administrator, Teachers, School Improvement Chairs and Data Team Leaders
Activity - Extended Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide extended learning opportunities, such as, but not limited to Summer School and Credit Recovery.	Academic Support Program	Tier 3	Monitor	09/06/2016	06/14/2017	\$0	Section 31a	Administrator and Teachers
Activity - MTSS Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will attend conferences/workshops to learn teaching strategies to enhance instructional practices and increase student engagement and performance through the three tiers of intervention, such as, but not limited to Capturing Kids Hearts, inquiry based projects, Reaching Higher Program, technology integration, brain research and/or research-based instructional strategies.	Professional Learning	Tier 1	Implement	09/06/2016	06/14/2017	\$0	General Fund	Administrator, Teachers and Instructional Staff
Activity - Support English Language Learners (ELL)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Support English Language Learning (ELL) students and their parents in all content areas for proficiency. Provide professional development for staff to implement effective teaching strategies.	Professional Learning	Tier 2	Monitor	09/06/2016	06/14/2017	\$0	General Fund	Administrator, Teachers and Instructional Staff
Activity - Support Homeless Students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Howell High School

Support Homeless students with comparable services.	Academic Support Program	Tier 1	Monitor	09/06/2016	06/14/2017	\$0	General Fund	District Homeless Liaison, Administrators, Counselors, Teachers and Support Staff
---	--------------------------	--------	---------	------------	------------	-----	--------------	---

Activity - Support Students with Disabilities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learn effective research-based strategies and utilize innovative technology to support students with disabilities, such as, but not limited to Statewide Autism Resources & Training (S.T.A.R.T.).	Professional Learning, Academic Support Program	Tier 1	Implement	09/06/2016	06/14/2017	\$0	General Fund	Administrators, Teachers, and Instructional Staff

Strategy 3:

Improve Model of Continuous Improvement - Improve Model of Continuous Improvement - Provide professional development in the AdvancED School Improvement (S.I.) Process, leadership, as well as all state and federal mandates through school/district meetings, conferences and/or workshops.

Category: Mathematics

Research Cited: Hattie, J. (2008). Visible Learning: A synthesis of over 800 meta-analysis relating to achievement.

Tier: Tier 1

Activity - Provide SI Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide professional development in the AdvancED School Improvement (S.I.) Process, leadership, as well as all state and federal mandates through school/district meetings, conferences and/or workshops.	Professional Learning	Tier 1	Monitor	09/06/2016	06/14/2017	\$0	General Fund	Administrator, School Improvement Chairs, Instructional Coaches and Teachers

Goal 2: All students will be proficient in science.

Measurable Objective 1:

School Improvement Plan

Howell High School

31% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in Science by 06/14/2017 as measured by state assessments.

Strategy 1:

Implement Best Practice Strategies - Implement Best Practice Strategies - This strategy corresponds with Standard 3 of our District Accreditation AdvancED 5 Quality Standards. Standard 3 addresses the steps necessary to improve teaching and learning and includes the development of curriculum, involvement of students, using research-based instructional strategies, alignment, climate and access to resources.

Category: Science

Research Cited: Marzano, R. (2012). Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement, 2nd Edition. Marzano, R. (2007). The Art and Science of Teaching, A Comprehensive Framework for Effective Instruction.

Tier: Tier 1

Activity - Instructional Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn and implement best practice strategies to support reading instruction, such as Reading Apprenticeship, Formative Assessment, vocabulary instruction and/or Reader's Workshop model through Instructional Rounds, technology, PLCs, staff meetings, district professional development days, workshops and/or conferences.	Professional Learning	Tier 1	Implement	09/06/2016	06/14/2017	\$0	Title II Part A	Administrators, Teachers and Instructional Staff
Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will review and update curriculum in order to ensure student engagement through technology, differentiated instruction, pacing and standards based curriculum alignment to best meet the needs of all students.	Professional Learning	Tier 1	Implement	09/06/2016	06/14/2017	\$0	Title II Part A	Administrators, Teachers and Instructional Staff
Activity - Best Practice Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in professional development at the district and/or building level through staff meetings, PLCs, and/or conferences to learn effective research-based strategies to teach reading, such as, but not limited to Reading Apprenticeship, Formative Assessment, vocabulary instruction, and/or Reader's Workshop model.	Professional Learning	Tier 1	Monitor	09/06/2016	06/14/2017	\$0	Title II Part A	Administrators, Teachers and Instructional Staff

School Improvement Plan

Howell High School

Activity - Authentic Performance Tasks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to monitor previous authentic performance tasks while continuing to implement additional performance tasks to curriculum in order to increase student problem solving.	Curriculum Development	Tier 1	Monitor	09/06/2016	06/14/2017	\$0	No Funding Required	Administrators, Teachers and Instructional Staff

Strategy 2:

Provide MTSS - Provide MTSS - Students will receive the key components of an effective Multi-tiered System of Supports (MTSS) program; high-quality researched-based classroom instruction, ongoing student assessment through universal screening and progress monitoring and tiered instruction at school. Staff will utilize multiple measures of data to make instructional decisions and analyze effectiveness of current intervention plan. A targeted plan will be implemented to increase student engagement and academic growth and success.

Category: Learning Support Systems

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

Hattie, J. (2008). Visible Learning: A synthesis of over 800 meta-analyses relating to achievement.

Hattie, J. (2011). Visible Learning for Teachers: Maximizing impact on Learning.

Burns, M. & VanDerHeyden, A. (2010). Essentials of Response to Intervention. (5th edition)

Tier: Tier 2

Activity - MTSS Academic Support Outside Core Instructional Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide Multi-tiered System of Supports (MTSS) Outside Core Instructional Times. The high school will provide MTSS through 31a (At-Risk), and general budget funding of staff, supplies and parent involvement, including providing support to At-Risk students through the services of an At-Risk Social Worker.	Academic Support Program	Tier 2	Monitor	09/06/2016	06/14/2017	\$0	Section 31a	Administrator, Teachers, Instructional Staff and At-Risk Social Worker

Activity - Progress Monitoring & Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

Howell High School

Teachers will learn and analyze multiple sources of data to inform instruction, utilizing teacher, district (NWEA, PSAT) and state (M-STEP, SAT) assessments.	Professional Learning	Tier 1	Implement	09/06/2016	06/14/2017	\$0	General Fund	Administrator, Teachers, School Improvement Chairs and Data Team Leaders
Activity - Extended Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide extended learning opportunities, such as, but not limited to Summer School and Credit Recovery.	Academic Support Program	Tier 3	Monitor	09/06/2016	06/14/2017	\$0	Section 31a	Administrator and Teachers
Activity - MTSS Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will attend conferences/workshops to learn teaching strategies to enhance instructional practices and increase student engagement and performance through the three tiers of intervention, such as, but not limited to Capturing Kids Hearts, inquiry based projects, Reaching Higher Program, technology integration, brain research and/or research-based instructional strategies.	Professional Learning	Tier 1	Implement	09/06/2016	06/14/2017	\$0	General Fund	Administrator, Teachers and Instructional Staff
Activity - Support English Language Learners (ELL)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Support English Language Learning (ELL) students and their parents in all content areas for proficiency. Provide professional development for staff to implement effective teaching strategies.	Professional Learning	Tier 2	Monitor	09/06/2016	06/14/2017	\$0	General Fund	Administrator, Teachers and Instructional Staff
Activity - Support Homeless Students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Howell High School

Support Homeless students with comparable services.	Academic Support Program	Tier 1	Monitor	09/06/2016	06/14/2017	\$0	General Fund	District Homeless Liaison, Administrators, Counselors, Teachers and Support Staff
---	--------------------------	--------	---------	------------	------------	-----	--------------	---

Activity - Support Students with Disabilities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learn effective research-based strategies and utilize innovative technology to support students with disabilities, such as, but not limited to Statewide Autism Resources & Training (S.T.A.R.T.).	Professional Learning, Academic Support Program	Tier 1	Implement	09/06/2016	06/14/2017	\$0	General Fund	Administrators, Teachers, and Instructional Staff

Strategy 3:

Improve Model of Continuous Improvement - Improve Model of Continuous Improvement - Provide professional development in the AdvancED School Improvement (S.I.) Process, leadership, as well as all state and federal mandates through school/district meetings, conferences and/or workshops.

Category: Science

Research Cited: Hattie, J. (2008). Visible Learning: A synthesis of over 800 meta-analysis relating to achievement.

Tier: Tier 1

Activity - Provide SI Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide professional development in the AdvancED School Improvement (S.I.) Process, leadership, as well as all state and federal mandates through school/district meetings, conferences and/or workshops.	Professional Learning	Tier 1	Monitor	09/06/2016	06/14/2017	\$0	General Fund	Administrator, School Improvement Chairs, Instructional Coaches and Teachers

Goal 3: All students will be proficient in social studies.

Measurable Objective 1:

School Improvement Plan

Howell High School

43% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in Social Studies by 06/14/2017 as measured by state assessments.

Strategy 1:

Implement Best Practice Strategies - Implement Best Practice Strategies - This strategy corresponds with Standard 3 of our District Accreditation AdvancED 5 Quality Standards. Standard 3 addresses the steps necessary to improve teaching and learning and includes the development of curriculum, involvement of students, using research-based instructional strategies, alignment, climate and access to resources.

Category: Social Studies

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

Marzano, R. (2007). The Art and Science of Teaching, A Comprehensive Framework for Effective Instruction.

Tier: Tier 1

Activity - Instructional Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn and implement best practice strategies to support reading instruction, such as Reading Apprenticeship, Formative Assessment, vocabulary instruction and/or Reader's Workshop model through Instructional Rounds, technology, PLCs, staff meetings, district professional development days, workshops and/or conferences.	Professional Learning	Tier 1	Implement	09/06/2016	06/14/2017	\$0	Title II Part A	Administrators, Teachers and Instructional Staff
Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will review and update curriculum in order to ensure student engagement through technology, differentiated instruction, pacing and standards based curriculum alignment to best meet the needs of all students.	Professional Learning	Tier 1	Implement	09/06/2016	06/14/2017	\$0	Title II Part A	Administrators, Teachers and Instructional Staff
Activity - Best Practice Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in professional development at the district and/or building level through staff meetings, PLCs, and/or conferences to learn effective research-based strategies to teach reading, such as, but not limited to Reading Apprenticeship, Formative Assessment, vocabulary instruction, and/or Reader's Workshop model.	Professional Learning	Tier 1	Monitor	09/06/2016	06/14/2017	\$0	Title II Part A	Administrators, Teachers and Instructional Staff

School Improvement Plan

Howell High School

Activity - Authentic Performance Tasks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to monitor previous authentic performance tasks while continuing to implement additional performance tasks to curriculum in order to increase student problem solving.	Curriculum Development	Tier 1	Monitor	09/06/2016	06/14/2017	\$0	No Funding Required	Administrators, Teachers and Instructional Staff

Strategy 2:

Provide MTSS - Provide MTSS - Students will receive the key components of an effective Multi-tiered System of Supports (MTSS) program; high-quality researched-based classroom instruction, ongoing student assessment through universal screening and progress monitoring and tiered instruction at school. Staff will utilize multiple measures of data to make instructional decisions and analyze effectiveness of current intervention plan. A targeted plan will be implemented to increase student engagement and academic growth and success.

Category: Learning Support Systems

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

Hattie, J. (2008). Visible Learning: A synthesis of over 800 meta-analyses relating to achievement.

Hattie, J. (2011). Visible Learning for Teachers: Maximizing impact on Learning.

Burns, M. & VanDerHeyden, A. (2010). Essentials of Response to Intervention. (5th edition)

Tier: Tier 2

Activity - MTSS Academic Support Outside Core Instructional Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide Multi-tiered System of Supports (MTSS) Outside Core Instructional Times. The high school will provide MTSS through 31a (At-Risk), and general budget funding of staff, supplies and parent involvement, including providing support to At-Risk students through the services of an At-Risk Social Worker.	Academic Support Program	Tier 2	Monitor	09/06/2016	06/14/2017	\$0	Section 31a	Administrator, Teachers, Instructional Staff and At-Risk Social Worker

Activity - Progress Monitoring & Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

Howell High School

Teachers will learn and analyze multiple sources of data to inform instruction, utilizing teacher, district (NWEA, PSAT) and state (M-STEP, SAT) assessments.	Professional Learning	Tier 1	Implement	09/06/2016	06/14/2017	\$0	General Fund	Administrator, Teachers, School Improvement Chairs and Data Team Leaders
Activity - Extended Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide extended learning opportunities, such as, but not limited to Summer School and Credit Recovery.	Academic Support Program	Tier 3	Monitor	09/06/2016	06/14/2017	\$0	Section 31a	Administrator and Teachers
Activity - MTSS Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will attend conferences/workshops to learn teaching strategies to enhance instructional practices and increase student engagement and performance through the three tiers of intervention, such as, but not limited to Capturing Kids Hearts, inquiry based projects, Reaching Higher Program, technology integration, brain research and/or research-based instructional strategies.	Professional Learning	Tier 1	Implement	09/06/2016	06/14/2017	\$0	General Fund	Administrator, Teachers and Instructional Staff
Activity - Support English Language Learners (ELL)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Support English Language Learning (ELL) students and their parents in all content areas for proficiency. Provide professional development for staff to implement effective teaching strategies.	Professional Learning	Tier 2	Monitor	09/06/2016	06/14/2017	\$0	General Fund	Administrator, Teachers and Instructional Staff
Activity - Support Homeless Students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Howell High School

Support Homeless students with comparable services.	Academic Support Program	Tier 1	Monitor	09/06/2016	06/14/2017	\$0	General Fund	District Homeless Liaison, Administrators, Counselors, Teachers and Support Staff
---	--------------------------	--------	---------	------------	------------	-----	--------------	---

Activity - Support Students with Disabilities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learn effective research-based strategies and utilize innovative technology to support students with disabilities, such as, but not limited to Statewide Autism Resources & Training (S.T.A.R.T.).	Professional Learning, Academic Support Program	Tier 1	Implement	09/06/2016	06/14/2017	\$0	General Fund	Administrators, Teachers, and Instructional Staff

Strategy 3:

Improve Model of Continuous Improvement - Improve Model of Continuous Improvement - Provide professional development in the AdvancED School Improvement (S.I.) Process, leadership, as well as all state and federal mandates through school/district meetings, conferences and/or workshops.

Category: Social Studies

Research Cited: Hattie, J. (2008). Visible Learning: A synthesis of over 800 meta-analysis relating to achievement.

Tier: Tier 1

Activity - Provide SI Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide professional development in the AdvancED School Improvement (S.I.) Process, leadership, as well as all state and federal mandates through school/district meetings, conferences and/or workshops.	Professional Learning	Tier 1	Monitor	09/06/2016	06/14/2017	\$0	General Fund	Administrator, School Improvement Chairs, Instructional Coaches and Teachers

Goal 4: All students will show growth in reading.

Measurable Objective 1:

School Improvement Plan

Howell High School

100% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will increase student growth and 62% will meet their growth target in reading in English Language Arts by 06/14/2017 as measured by NWEA MAP Reading assessment.

Strategy 1:

Implement Best Practice Strategies - Implement Best Practice Strategies - This strategy corresponds with Standard 3 of our District Accreditation AdvancED 5 Quality Standards. Standard 3 addresses the steps necessary to improve teaching and learning and includes the development of curriculum, involvement of students, using research-based instructional strategies, alignment, climate and access to resources.

Category: English/Language Arts

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

Marzano, R. (2007). The Art and Science of Teaching, A Comprehensive Framework for Effective Instruction.

Tier: Tier 1

Activity - Instructional Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn and implement best practice strategies to support reading instruction, such as Reading Apprenticeship, Formative Assessment, vocabulary instruction and/or Reader's Workshop model through Instructional Rounds, technology, PLCs, staff meetings, district professional development days, workshops and/or conferences.	Professional Learning	Tier 1	Implement	09/06/2016	06/14/2017	\$0	Title II Part A	Administrators, Teachers and Instructional Staff
Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will review and update curriculum in order to ensure student engagement through technology, differentiated instruction, pacing and standards based curriculum alignment to best meet the needs of all students.	Professional Learning	Tier 1	Implement	09/06/2016	06/14/2017	\$0	Title II Part A	Administrators, Teachers and Instructional Staff
Activity - Best Practice Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in professional development at the district and/or building level through staff meetings, PLCs, and/or conferences to learn effective research-based strategies to teach reading, such as, but not limited to Reading Apprenticeship, Formative Assessment, vocabulary instruction, and/or Reader's Workshop model.	Professional Learning	Tier 1	Monitor	09/06/2016	06/14/2017	\$0	Title II Part A	Administrators, Teachers and Instructional Staff

School Improvement Plan

Howell High School

Activity - Authentic Performance Tasks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to monitor previous authentic performance tasks while continuing to implement additional performance tasks to curriculum in order to increase student problem solving.	Curriculum Development	Tier 1	Monitor	09/06/2016	06/14/2017	\$0	No Funding Required	Administrators, Teachers and Instructional Staff

Strategy 2:

Provide MTSS - Provide MTSS - Students will receive the key components of an effective Multi-tiered System of Supports (MTSS) program; high-quality researched-based classroom instruction, ongoing student assessment through universal screening and progress monitoring and tiered instruction at school. Staff will utilize multiple measures of data to make instructional decisions and analyze effectiveness of current intervention plan. A targeted plan will be implemented to increase student engagement and academic growth and success.

Category: Learning Support Systems

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

Hattie, J. (2008). Visible Learning: A synthesis of over 800 meta-analyses relating to achievement.

Hattie, J. (2011). Visible Learning for Teachers: Maximizing impact on Learning.

Burns, M. & VanDerHeyden, A. (2010). Essentials of Response to Intervention. (5th edition)

Tier: Tier 2

Activity - MTSS Academic Support Outside Core Instructional Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide Multi-tiered System of Supports (MTSS) Outside Core Instructional Times. The high school will provide MTSS through 31a (At-Risk), and general budget funding of staff, supplies and parent involvement, including providing support to At-Risk students through the services of an At-Risk Social Worker.	Academic Support Program	Tier 2	Monitor	09/06/2016	06/14/2017	\$0	Section 31a	Administrator, Teachers, Instructional Staff and At-Risk Social Worker

Activity - Progress Monitoring & Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

Howell High School

Teachers will learn and analyze multiple sources of data to inform instruction, utilizing teacher, district (NWEA, PSAT) and state (M-STEP, SAT) assessments.	Professional Learning	Tier 1	Implement	09/06/2016	06/14/2017	\$0	General Fund	Administrator, Teachers, School Improvement Chairs and Data Team Leaders
Activity - Extended Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide extended learning opportunities, such as, but not limited to Summer School and Credit Recovery.	Academic Support Program	Tier 3	Monitor	09/06/2016	06/14/2017	\$0	Section 31a	Administrator and Teachers
Activity - MTSS Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will attend conferences/workshops to learn teaching strategies to enhance instructional practices and increase student engagement and performance through the three tiers of intervention, such as, but not limited to Capturing Kids Hearts, inquiry based projects, Reaching Higher Program, technology integration, brain research and/or research-based instructional strategies.	Professional Learning	Tier 1	Implement	09/06/2016	06/14/2017	\$0	General Fund	Administrator, Teachers and Instructional Staff
Activity - Support English Language Learners (ELL)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Support English Language Learning (ELL) students and their parents in all content areas for proficiency. Provide professional development for staff to implement effective teaching strategies.	Professional Learning	Tier 2	Monitor	09/06/2016	06/14/2017	\$0	General Fund	Administrator, Teachers and Instructional Staff
Activity - Support Homeless Students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Howell High School

ort Homeless students with comparable services.	Academic Support Program	Tier 1	Monitor	09/06/2016	06/14/2017	\$0	General Fund	District Homeless Liaison, Administrators, Counselors, Teachers and Support Staff
---	--------------------------	--------	---------	------------	------------	-----	--------------	---

Activity - Support Students with Disabilities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learn effective research-based strategies and utilize innovative technology to support students with disabilities, such as, but not limited to Statewide Autism Resources & Training (S.T.A.R.T.).	Professional Learning, Academic Support Program	Tier 1	Implement	09/06/2016	06/14/2017	\$0	General Fund	Administrators, Teachers, and Instructional Staff

Strategy 3:

Improve Model of Continuous Improvement - Improve Model of Continuous Improvement - Provide professional development in the AdvancED School Improvement (S.I.) Process, leadership, as well as all state and federal mandates through school/district meetings, conferences and/or workshops.

Category: English/Language Arts

Research Cited: Hattie, J. (2008). Visible Learning: A synthesis of over 800 meta-analysis relating to achievement.

Tier: Tier 1

Activity - Provide SI Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide professional development in the AdvancED School Improvement (S.I.) Process, leadership, as well as all state and federal mandates through school/district meetings, conferences and/or workshops.	Professional Learning	Tier 1	Monitor	09/06/2016	06/14/2017	\$0	General Fund	Administrator, School Improvement Chairs, Instructional Coaches and Teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Instructional Strategies	Teachers will learn and implement best practice strategies to support reading instruction, such as Reading Apprenticeship, Formative Assessment, vocabulary instruction and/or Reader's Workshop model through Instructional Rounds, technology, PLCs, staff meetings, district professional development days, workshops and/or conferences.	Professional Learning	Tier 1	Implement	09/06/2016	06/14/2017	\$0	Administrators, Teachers and Instructional Staff
Differentiated Instruction	Staff will review and update curriculum in order to ensure student engagement through technology, differentiated instruction, pacing and standards based curriculum alignment to best meet the needs of all students.	Professional Learning	Tier 1	Implement	09/06/2016	06/14/2017	\$0	Administrators, Teachers and Instructional Staff
Instructional Strategies	Teachers will learn and implement best practice strategies to support reading instruction, such as Reading Apprenticeship, Formative Assessment, vocabulary instruction and/or Reader's Workshop model through Instructional Rounds, technology, PLCs, staff meetings, district professional development days, workshops and/or conferences.	Professional Learning	Tier 1	Implement	09/06/2016	06/14/2017	\$0	Administrators, Teachers and Instructional Staff
Differentiated Instruction	Staff will review and update curriculum in order to ensure student engagement through technology, differentiated instruction, pacing and standards based curriculum alignment to best meet the needs of all students.	Professional Learning	Tier 1	Implement	09/06/2016	06/14/2017	\$0	Administrators, Teachers and Instructional Staff
Best Practice Professional Development	Teachers will participate in professional development at the district and/or building level through staff meetings, PLCs, and/or conferences to learn effective research-based strategies to teach reading, such as, but not limited to Reading Apprenticeship, Formative Assessment, vocabulary instruction, and/or Reader's Workshop model.	Professional Learning	Tier 1	Monitor	09/06/2016	06/14/2017	\$0	Administrators, Teachers and Instructional Staff

School Improvement Plan

Howell High School

Instructional Strategies	Teachers will learn and implement best practice strategies to support reading instruction, such as Reading Apprenticeship, Formative Assessment, vocabulary instruction and/or Reader's Workshop model through Instructional Rounds, technology, PLCs, staff meetings, district professional development days, workshops and/or conferences.	Professional Learning	Tier 1	Implement	09/06/2016	06/14/2017	\$0	Administrators, Teachers and Instructional Staff
Best Practice Professional Development	Teachers will participate in professional development at the district and/or building level through staff meetings, PLCs, and/or conferences to learn effective research-based strategies to teach reading, such as, but not limited to Reading Apprenticeship, Formative Assessment, vocabulary instruction, and/or Reader's Workshop model.	Professional Learning	Tier 1	Monitor	09/06/2016	06/14/2017	\$0	Administrators, Teachers and Instructional Staff
Instructional Strategies	Teachers will learn and implement best practice strategies to support reading instruction, such as Reading Apprenticeship, Formative Assessment, vocabulary instruction and/or Reader's Workshop model through Instructional Rounds, technology, PLCs, staff meetings, district professional development days, workshops and/or conferences.	Professional Learning	Tier 1	Implement	09/06/2016	06/14/2017	\$0	Administrators, Teachers and Instructional Staff
Differentiated Instruction	Staff will review and update curriculum in order to ensure student engagement through technology, differentiated instruction, pacing and standards based curriculum alignment to best meet the needs of all students.	Professional Learning	Tier 1	Implement	09/06/2016	06/14/2017	\$0	Administrators, Teachers and Instructional Staff
Differentiated Instruction	Staff will review and update curriculum in order to ensure student engagement through technology, differentiated instruction, pacing and standards based curriculum alignment to best meet the needs of all students.	Professional Learning	Tier 1	Implement	09/06/2016	06/14/2017	\$0	Administrators, Teachers and Instructional Staff
Best Practice Professional Development	Teachers will participate in professional development at the district and/or building level through staff meetings, PLCs, and/or conferences to learn effective research-based strategies to teach reading, such as, but not limited to Reading Apprenticeship, Formative Assessment, vocabulary instruction, and/or Reader's Workshop model.	Professional Learning	Tier 1	Monitor	09/06/2016	06/14/2017	\$0	Administrators, Teachers and Instructional Staff

School Improvement Plan

Howell High School

Best Practice Professional Development	Teachers will participate in professional development at the district and/or building level through staff meetings, PLCs, and/or conferences to learn effective research-based strategies to teach reading, such as, but not limited to Reading Apprenticeship, Formative Assessment, vocabulary instruction, and/or Reader's Workshop model.	Professional Learning	Tier 1	Monitor	09/06/2016	06/14/2017	\$0	Administrators, Teachers and Instructional Staff
--	---	-----------------------	--------	---------	------------	------------	-----	--

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Provide SI Professional Development	Provide professional development in the AdvancED School Improvement (S.I.) Process, leadership, as well as all state and federal mandates through school/district meetings, conferences and/or workshops.	Professional Learning	Tier 1	Monitor	09/06/2016	06/14/2017	\$0	Administrator, School Improvement Chairs, Instructional Coaches and Teachers
Support Homeless Students	Support Homeless students with comparable services.	Academic Support Program	Tier 1	Monitor	09/06/2016	06/14/2017	\$0	District Homeless Liaison, Administrators, Counselors, Teachers and Support Staff
Provide SI Professional Development	Provide professional development in the AdvancED School Improvement (S.I.) Process, leadership, as well as all state and federal mandates through school/district meetings, conferences and/or workshops.	Professional Learning	Tier 1	Monitor	09/06/2016	06/14/2017	\$0	Administrator, School Improvement Chairs, Instructional Coaches and Teachers
Support Students with Disabilities	Learn effective research-based strategies and utilize innovative technology to support students with disabilities, such as, but not limited to Statewide Autism Resources & Training (S.T.A.R.T.).	Professional Learning, Academic Support Program	Tier 1	Implement	09/06/2016	06/14/2017	\$0	Administrators, Teachers, and Instructional Staff

School Improvement Plan

Howell High School

Support Homeless Students	Support Homeless students with comparable services.	Academic Support Program	Tier 1	Monitor	09/06/2016	06/14/2017	\$0	District Homeless Liaison, Administrators, Counselors, Teachers and Support Staff
Progress Monitoring & Data Analysis	Teachers will learn and analyze multiple sources of data to inform instruction, utilizing teacher, district (NWEA, PSAT) and state (M-STEP, SAT) assessments.	Professional Learning	Tier 1	Implement	09/06/2016	06/14/2017	\$0	Administrator, Teachers, School Improvement Chairs and Data Team Leaders
MTSS Professional Development	Staff will attend conferences/workshops to learn teaching strategies to enhance instructional practices and increase student engagement and performance through the three tiers of intervention, such as, but not limited to Capturing Kids Hearts, inquiry based projects, Reaching Higher Program, technology integration, brain research and/or research-based instructional strategies.	Professional Learning	Tier 1	Implement	09/06/2016	06/14/2017	\$0	Administrator, Teachers and Instructional Staff
Support English Language Learners (ELL)	Support English Language Learning (ELL) students and their parents in all content areas for proficiency. Provide professional development for staff to implement effective teaching strategies.	Professional Learning	Tier 2	Monitor	09/06/2016	06/14/2017	\$0	Administrator, Teachers and Instructional Staff
Support Students with Disabilities	Learn effective research-based strategies and utilize innovative technology to support students with disabilities, such as, but not limited to Statewide Autism Resources & Training (S.T.A.R.T.).	Professional Learning, Academic Support Program	Tier 1	Implement	09/06/2016	06/14/2017	\$0	Administrators, Teachers, and Instructional Staff
Progress Monitoring & Data Analysis	Teachers will learn and analyze multiple sources of data to inform instruction, utilizing teacher, district (NWEA, PSAT) and state (M-STEP, SAT) assessments.	Professional Learning	Tier 1	Implement	09/06/2016	06/14/2017	\$0	Administrator, Teachers, School Improvement Chairs and Data Team Leaders

School Improvement Plan

Howell High School

Support Homeless Students	Support Homeless students with comparable services.	Academic Support Program	Tier 1	Monitor	09/06/2016	06/14/2017	\$0	District Homeless Liaison, Administrators, Counselors, Teachers and Support Staff
Support English Language Learners (ELL)	Support English Language Learning (ELL) students and their parents in all content areas for proficiency. Provide professional development for staff to implement effective teaching strategies.	Professional Learning	Tier 2	Monitor	09/06/2016	06/14/2017	\$0	Administrator, Teachers and Instructional Staff
Support Students with Disabilities	Learn effective research-based strategies and utilize innovative technology to support students with disabilities, such as, but not limited to Statewide Autism Resources & Training (S.T.A.R.T.).	Professional Learning, Academic Support Program	Tier 1	Implement	09/06/2016	06/14/2017	\$0	Administrators, Teachers, and Instructional Staff
Support English Language Learners (ELL)	Support English Language Learning (ELL) students and their parents in all content areas for proficiency. Provide professional development for staff to implement effective teaching strategies.	Professional Learning	Tier 2	Monitor	09/06/2016	06/14/2017	\$0	Administrator, Teachers and Instructional Staff
Provide SI Professional Development	Provide professional development in the AdvancED School Improvement (S.I.) Process, leadership, as well as all state and federal mandates through school/district meetings, conferences and/or workshops.	Professional Learning	Tier 1	Monitor	09/06/2016	06/14/2017	\$0	Administrator, School Improvement Chairs, Instructional Coaches and Teachers
MTSS Professional Development	Staff will attend conferences/workshops to learn teaching strategies to enhance instructional practices and increase student engagement and performance through the three tiers of intervention, such as, but not limited to Capturing Kids Hearts, inquiry based projects, Reaching Higher Program, technology integration, brain research and/or research-based instructional strategies.	Professional Learning	Tier 1	Implement	09/06/2016	06/14/2017	\$0	Administrator, Teachers and Instructional Staff

School Improvement Plan

Howell High School

MTSS Professional Development	Staff will attend conferences/workshops to learn teaching strategies to enhance instructional practices and increase student engagement and performance through the three tiers of intervention, such as, but not limited to Capturing Kids Hearts, inquiry based projects, Reaching Higher Program, technology integration, brain research and/or research-based instructional strategies.	Professional Learning	Tier 1	Implement	09/06/2016	06/14/2017	\$0	Administrator, Teachers and Instructional Staff
MTSS Professional Development	Staff will attend conferences/workshops to learn teaching strategies to enhance instructional practices and increase student engagement and performance through the three tiers of intervention, such as, but not limited to Capturing Kids Hearts, inquiry based projects, Reaching Higher Program, technology integration, brain research and/or research-based instructional strategies.	Professional Learning	Tier 1	Implement	09/06/2016	06/14/2017	\$0	Administrator, Teachers and Instructional Staff
Support Students with Disabilities	Learn effective research-based strategies and utilize innovative technology to support students with disabilities, such as, but not limited to Statewide Autism Resources & Training (S.T.A.R.T.).	Professional Learning, Academic Support Program	Tier 1	Implement	09/06/2016	06/14/2017	\$0	Administrators, Teachers, and Instructional Staff
Support English Language Learners (ELL)	Support English Language Learning (ELL) students and their parents in all content areas for proficiency. Provide professional development for staff to implement effective teaching strategies.	Professional Learning	Tier 2	Monitor	09/06/2016	06/14/2017	\$0	Administrator, Teachers and Instructional Staff
Progress Monitoring & Data Analysis	Teachers will learn and analyze multiple sources of data to inform instruction, utilizing teacher, district (NWEA, PSAT) and state (M-STEP, SAT) assessments.	Professional Learning	Tier 1	Implement	09/06/2016	06/14/2017	\$0	Administrator, Teachers, School Improvement Chairs and Data Team Leaders
Progress Monitoring & Data Analysis	Teachers will learn and analyze multiple sources of data to inform instruction, utilizing teacher, district (NWEA, PSAT) and state (M-STEP, SAT) assessments.	Professional Learning	Tier 1	Implement	09/06/2016	06/14/2017	\$0	Administrator, Teachers, School Improvement Chairs and Data Team Leaders

School Improvement Plan

Howell High School

Support Homeless Students	ort Homeless students with comparable services.	Academic Support Program	Tier 1	Monitor	09/06/2016	06/14/2017	\$0	District Homeless Liaison, Administrators, Counselors, Teachers and Support Staff
Provide SI Professional Development	Provide professional development in the AdvancED School Improvement (S.I.) Process, leadership, as well as all state and federal mandates through school/district meetings, conferences and/or workshops.	Professional Learning	Tier 1	Monitor	09/06/2016	06/14/2017	\$0	Administrator, School Improvement Chairs, Instructional Coaches and Teachers

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
MTSS Academic Support Outside Core Instructional Time	Provide Multi-tiered System of Supports (MTSS) Outside Core Instructional Times. The high school will provide MTSS through 31a (At-Risk), and general budget funding of staff, supplies and parent involvement, including providing support to At-Risk students through the services of an At-Risk Social Worker.	Academic Support Program	Tier 2	Monitor	09/06/2016	06/14/2017	\$0	Administrator, Teachers, Instructional Staff and At-Risk Social Worker
Extended Learning Opportunities	Provide extended learning opportunities, such as, but not limited to Summer School and Credit Recovery.	Academic Support Program	Tier 3	Monitor	09/06/2016	06/14/2017	\$0	Administrator and Teachers
MTSS Academic Support Outside Core Instructional Time	Provide Multi-tiered System of Supports (MTSS) Outside Core Instructional Times. The high school will provide MTSS through 31a (At-Risk), and general budget funding of staff, supplies and parent involvement, including providing support to At-Risk students through the services of an At-Risk Social Worker.	Academic Support Program	Tier 2	Monitor	09/06/2016	06/14/2017	\$0	Administrator, Teachers, Instructional Staff and At-Risk Social Worker
Extended Learning Opportunities	Provide extended learning opportunities, such as, but not limited to Summer School and Credit Recovery.	Academic Support Program	Tier 3	Monitor	09/06/2016	06/14/2017	\$0	Administrator and Teachers
Extended Learning Opportunities	Provide extended learning opportunities, such as, but not limited to Summer School and Credit Recovery.	Academic Support Program	Tier 3	Monitor	09/06/2016	06/14/2017	\$0	Administrator and Teachers

School Improvement Plan

Howell High School

MTSS Academic Support Outside Core Instructional Time	Provide Multi-tiered System of Supports (MTSS) Outside Core Instructional Times. The high school will provide MTSS through 31a (At-Risk), and general budget funding of staff, supplies and parent involvement, including providing support to At-Risk students through the services of an At-Risk Social Worker.	Academic Support Program	Tier 2	Monitor	09/06/2016	06/14/2017	\$0	Administrator, Teachers, Instructional Staff and At-Risk Social Worker
MTSS Academic Support Outside Core Instructional Time	Provide Multi-tiered System of Supports (MTSS) Outside Core Instructional Times. The high school will provide MTSS through 31a (At-Risk), and general budget funding of staff, supplies and parent involvement, including providing support to At-Risk students through the services of an At-Risk Social Worker.	Academic Support Program	Tier 2	Monitor	09/06/2016	06/14/2017	\$0	Administrator, Teachers, Instructional Staff and At-Risk Social Worker
Extended Learning Opportunities	Provide extended learning opportunities, such as, but not limited to Summer School and Credit Recovery.	Academic Support Program	Tier 3	Monitor	09/06/2016	06/14/2017	\$0	Administrator and Teachers

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Authentic Performance Tasks	Teachers will continue to monitor previous authentic performance tasks while continuing to implement additional performance tasks to curriculum in order to increase student problem solving.	Curriculum Development	Tier 1	Monitor	09/06/2016	06/14/2017	\$0	Administrators, Teachers and Instructional Staff
Authentic Performance Tasks	Teachers will continue to monitor previous authentic performance tasks while continuing to implement additional performance tasks to curriculum in order to increase student problem solving.	Curriculum Development	Tier 1	Monitor	09/06/2016	06/14/2017	\$0	Administrators, Teachers and Instructional Staff
Authentic Performance Tasks	Teachers will continue to monitor previous authentic performance tasks while continuing to implement additional performance tasks to curriculum in order to increase student problem solving.	Curriculum Development	Tier 1	Monitor	09/06/2016	06/14/2017	\$0	Administrators, Teachers and Instructional Staff
Authentic Performance Tasks	Teachers will continue to monitor previous authentic performance tasks while continuing to implement additional performance tasks to curriculum in order to increase student problem solving.	Curriculum Development	Tier 1	Monitor	09/06/2016	06/14/2017	\$0	Administrators, Teachers and Instructional Staff