

# School Improvement Plan

School Year: 2010

School District: South Haven Public Schools

Intermediate School District: Van Buren ISD

School Name: North Shore Elementary

Grades Served: 4,5

Principal: Mrs. LaTonya Gill

Building Code: 09522

District Approval of Plan:

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Authorized Official Signature and Date

Board of Education Approval of Plan:

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Authorized Official Signature and Date

# School Improvement Plan

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# Introduction

The Michigan Department of Education, Office of Education Improvement and Innovation and Office of Field Services has developed a series of documents and tools that are designed to assist schools in the creation and use of an **Action Portfolio** that will guide and inform the school's Continuous School Improvement Planning Process.

The **Action Portfolio** begins with the **Michigan School Improvement Framework (MSIF)**. The Framework was designed to:

- Provide schools and districts with a comprehensive framework that describes the elements of effective schools.
- Provide schools and districts in our state with a common way of describing the processes and protocols of practice of effective schools.
- Give direction to, support, and enhance the school improvement planning process.

The School Improvement Framework **Rubrics** assess the framework at the benchmark level, and provide a continuum of practice that allows buildings to identify gaps that exist between where they are in their current practice and where they want to be. The rubrics also include the EdYES! Performance Indicators that schools must use for their annual self-assessment.

The **Comprehensive Needs Assessment (CNA)** is another tool that has been developed as a part of the **Action Portfolio**. This process examines building demographics, system processes and protocols of practices, instructional program, and disaggregated student academic achievement data, so that the following questions can be answered:

- Who do we serve?
- How do we do business?
- Where are we now?
- Where do we want to be?
- What and where are the gaps?
- What is/are the root cause(s) for the gaps?
- How will we get to where we want to be?
- How will we evaluate our efforts and progress?

The CNA will help a school align these system challenges with the student achievement goals the school will establish. Ensuring that your systems are aligned with the elements of effective schools, to support your instructional program goals and objectives, is the first step to establishing the continuous school improvement process.

The **School Improvement Plan template (SIP)** has been designed to provide schools and districts with a common planning template that addresses student learning and system needs that have been identified through the schools' Comprehensive Needs Assessment. It has also been designed to address any federal, state and locally required elements that must be contained in a School Improvement Plan.

The School Improvement Framework, Rubrics, CNA, and the School Improvement Planning template were developed as a comprehensive and continuous process that can provide schools and districts with a way to look at and discuss internal systems and assess where the school is, in relationship to these elements of effective schools.

Copies of these documents can be obtained on the web at: [www.mi.gov/schoolimprovement](http://www.mi.gov/schoolimprovement)

## School Information

School:	<b>North Shore Elementary</b>
District:	<b>South Haven Public Schools</b>
Public/Non-Public:	<b>Public</b>
Grades:	<b>4,5</b>
School Code Number:	<b>09522</b>
City:	<b>SOUTH HAVEN</b>
State/Province:	<b>Michigan</b>
Country:	<b>United States</b>

# Vision

## **Vision Statement**

South Haven Public Schools: The Best Education

## **Mission Statement**

South Haven Public Schools: Where Students Succeed

## **Beliefs Statement**

At North Shore Elementary, our mission, through combined effort of staff, parents, students, and community, is to provide students with a foundation in basic skills; to provide an introduction to the arts; to foster a positive work ethic; to provide learning opportunities for students in accordance with their needs, background, interests, and abilities; to create an environment that harbors tolerance and respect, and encourages appreciation and support for each other; and to spark an attitude of inquiry and an enthusiasm for learning that will enable our children to become productive, courteous, responsible, capable citizens of the 21st century.

## Goals

ID	Name	Development Status	Progress Status
10192	READING	Approved	Open
10223	MATH	Approved	Open
10235	SOCIAL STUDIES	Approved	Open
10270	SCIENCE	Approved	Open

### Goal 1: READING

**Content Area :** English Language Arts

**Goal Source :** edyes

**Development Status :** Approved

**Student Goal Statement :** All students will increase in MEAP proficiency in reading.

**Gap Statement :** Special Education, English Language Learner, and Hispanic students all score significantly below African American and White students in reading.

**Cause for Gap :** Materials and training needs to be provided for explicit phonics and vocabulary instruction.

**Multiple measures/sources of data you used to identify this gap in student achievement :** MEAP, DIBELS, STAR Testing

**What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal?** In May of 2012, MEAP reading scores will be used to determine if 90% of all students in the 5th and 6th grades scored in the proficient range in reading. Students will be progressed monitored, using DIBELS and STAR reports, and running records throughout.

**Contact Name :** Gill-Williams LaTonya

#### List of Objectives:

ID	Objective
9900	By MEAP 2011-2012, 90% of both 5th and 6th grade students are proficient reading. By MEAP 2011-2012, 35% of all students, including AYP subgroups, will score in the advanced range in reading in grades 5-6. By MEAP 2011-2012, less than 10% of all students, including AYP subgroups, will score in the partially proficient range in mathematics in grades 5-6. By MEAP 2011-2012, 0% of all students, including AYP subgroups, will score in the non-proficient range in reading in grades 5-6.

**EdYES! (40) Challenges :** None

## 1.1. Objective: Reading Proficiency

**Measurable Objective Statement to Support Goal :** By MEAP 2011-2012, 90% of both 5th and 6th grade students are proficient reading.

By MEAP 2011-2012, 35% of all students, including AYP subgroups, will score in the advanced range in reading in grades 5-6.

By MEAP 2011-2012, less than 10% of all students, including AYP subgroups, will score in the partially proficient range in mathematics in grades 5-6.

By MEAP 2011-2012, 0% of all students, including AYP subgroups, will score in the non-proficient range in reading in grades 5-6.

### List of Strategies:

ID	Strategy	Locked By
9900	North Shore teachers will provide explicit phonics and vocabulary instruction, as well as focused instruction on comprehension strategies.	
9900	North Shore teachers will better utilize data to drive instruction.	
9900	North Shore will determine the areas of weakness in reading by reviewing relevant data, MEAP, STAR, DIBELS, and running records. We will identify weak areas in reading and determine the most important objectives for each standard that we would like for students to learn. We will realign our curriculum to the standards, ensuring more focused student outcomes.	

### 1.1.1. Strategy: Explicit Instruction

**Strategy Statement:** North Shore teachers will provide explicit phonics and vocabulary instruction, as well as focused instruction on comprehension strategies.

#### Selected Target Areas

SPR (90) I.2.A.2 Developmental Appropriateness: Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students. The result is a curriculum that allows students to derive meaning from all of their educational experiences.

#### Other Required Information for Strategy

*What research did you review to support the use of this strategy and action plan?*

Reading First research



**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Staff training will be provided on the 5 big ideas of reading w/ emphasis on phonics, vocabulary, and comprehension instruction. Additional staff training will be provided for curriculum already in place: Rigby Comprehension Quarterlies, SRA program, and Accelerated Reader.	09/07/2010	06/10/2011	Principal, Curriculum Director

**1.1.1.1. Activity: Professional Development**

**Activity Description:** Staff training will be provided on the 5 big ideas of reading w/ emphasis on phonics, vocabulary, and comprehension instruction. Additional staff training will be provided for curriculum already in place: Rigby Comprehension Quarterlies, SRA program, and Accelerated Reader.

**Activity Type:** Revised

**Planned staff responsible for implementing activity:** Principal, Curriculum Director

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/07/2010, End Date - 06/10/2011

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Funding to pay for professional development	Title I School Improvement (ISI)	2,500.00	0.00

**1.1.2. Strategy: Data Use and Analysis**

**Strategy Statement:** North Shore teachers will better utilize data to drive instruction.

**Selected Target Areas**

SPR (90) V.2.A.1 Analysis: Staff is trained in and uses data analysis techniques that include consideration of such factors as multiple types of data, multiple sources, comparisons across groups, benchmarking and longitudinal data. The data system allows for efficient use and manipulation by collaborative teams.

**Other Required Information for Strategy**

**What research did you review to support the use of this strategy and action plan?**

The Center for Comprehensive School Reform and Improvement

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
North Shore staff will receive training on better use of data such as MEAP, DIBELS, classroom assessments, and building assessments to drive instruction.	08/16/2010	06/10/2011	Curriculum Director, School Improvement Team, Principal

**1.1.2.1. Activity: Professional Development**

**Activity Description:** North Shore staff will receive training on better use of data such as MEAP, DIBELS, classroom assessments, and building assessments to drive instruction.

**Activity Type:** Revised

**Planned staff responsible for implementing activity:** Curriculum Director, School Improvement Team, Principal

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 08/16/2010, End Date - 06/10/2011

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Funding needed for training	Title I School Improvement (ISI)	2,500.00	0.00

**1.1.3. Strategy: Reading Standards**

**Strategy Statement:** North Shore will determine the areas of weakness in reading by reviewing relevant data, MEAP, STAR, DIBELS, and running records. We will identify weak areas in reading and determine the most important objectives for each standard that we would like for students to learn. We will realign our curriculum to the standards, ensuring more focused student outcomes.

**Selected Target Areas**

SPR (90) I.1.A.2 Standards Alignment: The school's curriculum framework is based upon and organized around the adopted state and local curriculum documents.

**Other Required Information for Strategy**

*What research did you review to support the use of this strategy and action plan?*

Required by the Michigan Department of Education

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
We will unpack the state standards in reading, making them more user friendly and determining student learning objectives. We will also better align curriculum with the standards.	09/13/2010	06/10/2011	All teachers, principal, and curriculum director.

**1.1.3.1. Activity: Unpacking and Aligning**

**Activity Description:** We will unpack the state standards in reading, making them more user friendly and determining student learning objectives. We will also better align curriculum with the standards.

**Activity Type:** None

**Planned staff responsible for implementing activity:** All teachers, principal, and curriculum director.

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/13/2010, End Date - 06/10/2011

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Provide substitute teachers for Grade Level Workshops	Title I School Improvement (ISI)	15,000.00	0.00

**Goal 2: MATH**

**Content Area :** Math

**Goal Source :** Continuous Improvement

**Development Status :** Approved

**Student Goal Statement :** All students will increase in proficiency on MEAP Math.

**Gap Statement :** Special Education and Economically disadvantaged students score significantly below African American and White students, as subgroups.

**Cause for Gap :** Materials were adopted 3 years ago, there is a need to review alignment as a possible cause for the gap.

**Multiple measures/sources of data you used to identify this gap in student achievement :** MEAP mathematics, pre-tests and post-tests, End of Year math assessment

**What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal?** By MEAP 2011-2012, MEAP math scores, grade level assessments, and exit tests will be used to determine if students have met the grade level standards.

**Contact Name :** LaTonya Gill-Williams

**List of Objectives:**

ID	Objective
9917	By MEAP 2011-2012, 90% of both 5th and 6th grade students will be proficient in math. By MEAP 2011-2012, 35% of all students, including AYP subgroups, will score i nthe advanced range in mathematics in grades 5-6. By MEAP 2011-2012, less than 10% of all students, including AYP subgroups, will socre i nthe partially proficient ranges in mathematics in grades 5-6. By MEAP 2011-2012, 0% of all students, including AYP subgroups, will score in the non-proficient range in mathematics in grades 5-6.

## 2.1. Objective: Math Proficiency

**Measurable Objective Statement to Support Goal :** By MEAP 2011-2012, 90% of both 5th and 6th grade students will be proficient in math.

By MEAP 2011-2012, 35% of all students, including AYP subgroups, will score i nthe advanced range in mathematics in grades 5-6.

By MEAP 2011-2012, less than 10% of all students, including AYP subgroups, will socre i nthe partially proficient ranges in mathematics in grades 5-6.

By MEAP 2011-2012, 0% of all students, including AYP subgroups, will score in the non-proficient range in mathematics in grades 5-6.

**List of Strategies:**

ID	Strategy	Locked By
9917	Staff at North Shore will determine important objectives of each math standard and realign curriculum to standards.	
9917	North Shore staff will develop and implement a peer coaching program.	

### 2.1.1. Strategy: Math Standards

**Strategy Statement:** Staff at North Shore will determine important objectives of each math standard and realign curriculum to standards.

**Selected Target Areas**

SPR (90) I.1.A.1 Curriculum Document(s): The curriculum documents are the basic framework for instruction. They contain essential and rigorous content that guides what is taught within and across grade levels. They provide consistency and continuity to the curriculum and instruction practiced at the school and reflects the belief that all students should actively construct and apply knowledge.

**Other Required Information for Strategy**

*What research did you review to support the use of this strategy and action plan?*

Michigan Department of Education mandate to ensure curriculum alignment with the state standards.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Staff at NorthShore Elementary utilize various opportunities for professional development to unpack the standards, determining important objectives, and realign curriculum to state standards.	08/31/2010	06/10/2011	Principal, teachers, Curriculum Director

#### 2.1.1.1. Activity: Unpacking and Aligning

**Activity Description:** Staff at NorthShore Elementary utilize various opportunities for professional development to unpack the standards, determining important objectives, and realign curriculum to state standards.

**Activity Type:** Revised

**Planned staff responsible for implementing activity:** Principal, teachers, Curriculum Director

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 08/31/2010, End Date - 06/10/2011

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Funding to pay for substitutes	Title I School Improvement (ISI)	15,000.00	0.00

## 2.1.2. Strategy: Peer Coaching

**Strategy Statement:** North Shore staff will develop and implement a peer coaching program.

**Selected Target Areas**

SPR (90) III.2.B.3 Induction/Mentoring/Coaching: Each new teacher participates in an extensive induction program over at least a three year period. A Master Teacher is assigned to each new teacher. This teacher provides an intensive mentoring and coaching experience for the new teacher.

**Other Required Information for Strategy**

*What research did you review to support the use of this strategy and action plan?*

National Commission on Teaching and America's Future

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
North Shore staff will plan a peer coaching program, aimed at enhancing the teacher induction/mentoring program of the district and building. Once planning has taken place, the staff will be trained on use, procedures, expectations. Finally, we will implement this program during the 2010-2011 school year.	09/07/2010	06/10/2011	School Improvement Team, Principal

### 2.1.2.1. Activity: Planning, Training, Implementation

**Activity Description:** North Shore staff will plan a peer coaching program, aimed at enhancing the teacher induction/mentoring program of the district and building. Once planning has taken place, the

staff will be trained on use, procedures, expectations. Finally, we will implement this program during the 2010-2011 school year.

**Activity Type:** Revised

**Planned staff responsible for implementing activity:** School Improvement Team, Principal

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/07/2010, End Date - 06/10/2011

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Time for planning, training, and implementation	Title I School Improvement (ISI)	0.00	0.00

### Goal 3: SOCIAL STUDIES

**Content Area :** Social Studies

**Goal Source :** Continuous Improvement

**Development Status :** Approved

**Student Goal Statement :** All students will improve proficiency in the area of Social Studies on the MEAP.

**Gap Statement :** Students with disabilities scored significantly lower than their non-disabled peers. The level of proficiency on the MEAP for all students is below 80%.

**Cause for Gap :** The district recently adopted new curriculum materials.

**Multiple measures/sources of data you used to identify this gap in student achievement :** MEAP social studies, curriculum assessments

**What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal?** chapter tests, MEAP social studies

**Contact Name :** LaTonya Gill-Williams

**List of Objectives:**

ID	Objective
9931	By MEAP 2011-2012, 80% of all 6th grade students will be proficient on social studies.

### 3.1. Objective: Social Studies Proficiency

**Measurable Objective Statement to Support Goal :** By MEAP 2011-2012, 80% of all 6th grade students will be proficient on social studies.

**List of Strategies:**

ID	Strategy	Locked By
9931	Staff at North Shore will be trained and implement the newly adopted social studies series and ensure alignment to the state standards.	

#### 3.1.1. Strategy: Curriculum Alignment

**Strategy Statement:** Staff at North Shore will be trained and implement the newly adopted social studies series and ensure alignment to the state standards.

**Selected Target Areas**

SPR (90) I.1.A.4 Curriculum Review: The school community holds the belief that quality curriculum and instruction requires frequent review and revision based upon input of appropriate stakeholders within a structured process.

**Other Required Information for Strategy**

*What research did you review to support the use of this strategy and action plan?*

State School Improvement Rubric process requires district schools to align materials with state standards.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Teachers will receive training in the new social studies curriculum materials and align those materials to the state standards.	08/23/2010	06/10/2011	Principal, teachers, curriculum director

##### 3.1.1.1. Activity: Professional Development

**Activity Description:** Teachers will receive training in the new social studies curriculum materials and align those materials to the state standards.



**Activity Type:** Revised

**Planned staff responsible for implementing activity:** Principal, teachers, curriculum director

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 08/23/2010, End Date - 06/10/2011

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Funding for training and alignment	Title II Part A	0.00	0.00

## Goal 4: SCIENCE

**Content Area :** Science

**Goal Source :** Continuous Improvement

**Development Status :** Approved

**Student Goal Statement :** All students will increase in proficiency in MEAP science.

**Gap Statement :** Students with disabilities (68%) score disproportionately lower than their nondisabled peers (84%).

**Cause for Gap :** Newly adopted science material

**Multiple measures/sources of data you used to identify this gap in student achievement :** MEAP science, end of unit tests

**What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal?** In May 2012, MEAP science scores will be used to determine the percentage of proficient 5th grade students. Unit tests will also be used to determine success in science.

**Contact Name :** LaTonya Gill-Williams

**List of Objectives:**

ID	Objective
9957	By MEAP 2011, 85% of all students will show proficiency on MEAP science test.

### 4.1. Objective: Science Proficiency

**Measurable Objective Statement to Support Goal :** By MEAP 2011, 85% of all students will show proficiency on MEAP science test.

**List of Strategies:**

ID	Strategy	Locked By
9957	North Shore staff will receive training in newly adopted Battle Creek Science kits and ensure the materials are aligned with the state standards.	

### 4.1.1. Strategy: Curriculum Training and Alignment

**Strategy Statement:** North Shore staff will receive training in newly adopted Battle Creek Science kits and ensure the materials are aligned with the state standards.

**Selected Target Areas**

SPR (90) I.1.A.4 Curriculum Review: The school community holds the belief that quality curriculum and instruction requires frequent review and revision based upon input of appropriate stakeholders within a structured process.

**Other Required Information for Strategy**

*What research did you review to support the use of this strategy and action plan?*

State Education policy re: alignment to state standards

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Teachers will receive training and evaluate curriculum to ensure alignment to the state standards.	08/23/2010	08/27/2010	Teachers, principal, curriculum director

#### 4.1.1.1. Activity: Professional Development

**Activity Description:** Teachers will receive training and evaluate curriculum to ensure alignment to the state standards.

**Activity Type:** Revised

**Planned staff responsible for implementing activity:** Teachers, principal, curriculum director

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 08/23/2010, End Date - 08/27/2010

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Funding for training and alignment	Title II Part A	0.00	0.00

## Resource Profile

<b>Funding Source</b>	<b>Planned Amount</b>	<b>Actual Amount</b>
Title I School Improvement (ISI)	\$35,000.00	\$0.00
Title II Part A	\$0.00	\$0.00

## Stakeholders

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

Title	First Name	Last Name	Position	E-mail
Mrs.	LaTonya	Gill-Williams	Principal	lgill@shps.org
Mrs.	Amy	Anspaugh	Title One Teacher	aanspaugh@shps.org
Mrs.	Jill	O'Connor	Special Education	jo'connor@shps.org
Ms.	Terri	Wakild	Teacher	twakild@shps.org
Ms.	Carolyn	Dembczynski	Teacher	cdembczynski@shps.org
Ms.	Heather	Alfred	Teacher	halfred@shps.org

### ***1. Describe how all stakeholders are involved in the planning, design, monitoring and evaluation of this institution improvement plan.***

The members of the committee speak with their colleagues about various aspects of the school. The information is reported back to School Improvement. This dialogue translates into a plan and design of improvements that increase student achievement. The plan will be reviewed with specific updates on the progress of the plan. The student outcomes of the 2011-2012 MEAP, DIBELS, Grade Level Assessemnts, etc... will determine the success of this plan.

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

Although the district has a formal process to adopt curriculum/content area programs. North Shore has no formal process for curriculum, instruction or assessment at this time. We have SI meeting, staff meetings, and grade level meetings to discuss various aspects of teaching and learning. Some decisions are made based on review of data and the dialogue from those meetings.

### ***3. Describe how institution and student information and progress will be shared with all stakeholders in a language that they can understand.***

Information will be shared with stakeholders in SI meetings. The principal conducts those meetings and shares the school data with its members.

# Statement of Non-Discrimination

## Federal Office for Civil Rights

The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this school that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the district/school is responsible, or for which it receives financial assistance from the U.S. Department of Education.

## Contact Information

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

Position of Contact:

Mr. Robert Black

Address:

554 Green Street, South Haven, MI 49090

Telephone Number:

(269)637-0520

## References

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

## Conclusion

***1. What Professional Learning activities will you need to provide to support the successful implementation of this school improvement plan?***

Staff will need training on how to unpack standards, choosing the essential skills in the areas of reading and math and realignment to state standards.

***2. How has the institution integrated its available fiscal resources to support this school improvement plan?***

Some of the training will be provided through area ISDs free of charge. The major cost incurred will be to provide substitute teachers while the staff is being inserviced and performs the curriculum work. We are currently working with our curriculum director on securing funds for this initiative.

***3. How has the institution assessed the need for and integrated the use of technology to support this school improvement plan?***

SHPS has listed technology as a top priority in the strategic plan. Currently, the district is working to upgrade infrastructure to support integration of more technology within instruction.