

MISSION STATEMENTS

Portland Public Schools Mission Statement

The Mission of Portland Public Schools, in partnership with the community, is to educate citizens who demonstrate the academic, team work, and personal management skills needed to function effectively in a global society.

Portland High School Vision Statement

Portland High School will be a school where the expectations for students, as well as faculty and staff, will center around the following:

Resourcefulness- Students will be encouraged to reach out for assistance and know how to do so;

Strategies- Students will know and utilize appropriate strategies to handle academic tasks;

Focus- Academic time utilization will be efficient and purposeful, focused on the attainment of academic content expectations;

Commitment- Students and staff will be committed to the educational process, promoting curiosity and enthusiasm for learning, promoting logical and creative thinking, encouraging independence and confidence, and encouraging respect for self and others.

Portland High School Mission Statement

Portland High School will be an effective school for all by:

Emphasizing an atmosphere of respect for self, others and property;

Providing an orderly and caring environment where high standards of teaching and learning are expected;

Developing a curriculum and activities that foster success for all students;

Promoting communication in a positive manner among home, school and community; and Preparing students to become productive members of society.

Portland High School Belief Statements

Each student has the right to an appropriate and quality education in a safe and disciplined learning environment.

Family, community and schools share the responsibility for education.

Schools should advocate responsibility, ethical behavior and respect for diversity.

Students learn best when they understand the purpose for learning.

Schools must recognize the individuality of each learner.

Education is a lifelong process.

SCHOOL IMPROVEMENT TEAM

Christine Rockey, Principal

Deb Clark, ELA Teacher

Sarah Honsowitz, Science Teacher

Karri Welch, Spanish Teacher

Sue Greenhoe, Parent

Todd Marsh, Assistant Principal

Sara Pohl, ELA Teacher

Lisa Zubal, Counselor

Crystal Lowe, French Teacher

Ted Alberta, Parent

Meeting Dates

September 28

December 16

March 24

October 28

January 27

April 28

November 18

February 24

May 26

SCHOOL IMPROVEMENT PLAN COMPONENTS

SCHOOLWIDE STRATEGIES (Goals & Action Plan)

Goal Area 1: WRITING

Rationale (Need): Our analysis of MME data indicates our 11th grade students are not meeting or exceeding state standards in English Language Arts, particularly in persuasive writing.

Goal

All K-12 students will meet or exceed state standards in English Language Arts.

Objective

By June 2010, PHS will increase the percentage of 11th grade students who meet or exceed MME English Language Arts-Writing standards by 12%.

Strategies

Peer Coaching/Mentoring

A master teacher will observe and instruct ELA teachers to develop higher level teaching and thinking skills.

Research:

Professional Development: Staff members will be lead through this material showing best practice ways to teach new ideas in persuasive writing.

Cost: Scholastic Magazine \$2,000

Evidence: Staff members will develop and present lesson plans.

Evaluation: Students will be assigned and complete assignments using new ideas taught.

Students will improve persuasive writing by making and defending a stance taken.

Writing Instructional Essentials

Teachers will gain an understanding of the process of “unpacking” the MMC High School Course Content Expectations for Mathematics. In doing so, teachers will apply this understanding to identify essential student “I Can” statements related to Mathematics for student attainment.

Research: Stiggins

Professional Development: Staff members will be lead through the unpacking process as a professional development activity. Building trainers will facilitate this during staff and professional development meetings.

Cost: Sub Cost $\$75.00 \times 4 = \300.00

Evidence: Staff members will develop and disseminate targets for minimally 2 units of instruction.

Evaluation: Target statements will be disseminated to staff and students. Target statements will or will not be formulated and disseminated.

Students will use I Can statements and daily objectives to examine their work.

Common Formative/Summative Assessments

Teachers will gain an understanding of the process of formulation and utilization of common formative/summative assessments (aligned with PHS curriculum and MMC) in the classroom and apply this understanding by consistently applying these assessment methods in regards to Mathematics.

Research: Stiggins, Reeves

Professional Development: Staff members will be engaged in the process of production of common formative/summative assessments as part of professional development activities. Building trainers will facilitate this during staff and professional development meetings.

Cost: Common Assessment Conference: 2 teachers will attend 1 day conference @ \$100.00 x 2 + 2 subs (\$75.00 x 1 day) = \$350.00

Evidence: Staff members will produce and utilize at a minimum two common assessments.

Evaluation: The results of the utilization of common assessments formulated will be disseminated and discussed by staff. Common assessments will or will not be constructed and disseminated.

Students will use the feedback from common formative/summative assessments to improve in mathematics.

Assessment FOR Learning

Teachers will gain an understanding of the process of formulation and utilization of formative assessments (aligned with PHS curriculum and MMC) in the classroom and apply this understanding by consistently applying these assessment methods in regards to Mathematics.

Research: Stiggins, Reeves

Professional Development: Staff members will be engaged in the process of production of formative assessments as part of professional development activities. Building trainers will facilitate this during staff and professional development meetings.

Cost: Assessment FOR Learning Conference: 2 teachers will attend 2 day conference @ \$40.00 x 2 + 2 subs (\$75.00 x 2 days) = \$380.00

Evidence: Staff members will produce and utilize a minimum of two common assessments.

Evaluation: The results of the utilization of common assessments formulated will be disseminated and discussed by staff. Common assessments will or will not be constructed and disseminated.

Students will use formative assessments to identify what they know and can do to find gaps in their learning.

Goal Area 2: **READING**

Rationale (Need): Our analysis of MME data indicates our 11th grade students are not meeting or exceeding state standards in English Language Arts, particularly in Strategy Development and Meaning Beyond Literal.

Goal

All K-12 students will meet or exceed state standards in English Language Arts.

Objective

By June 2010, PHS will increase the percentage of 11th grade students who meet or exceed MME-Reading standards by 7%.

Strategies

Social Studies and Literature

Teachers will gain an understanding of how to increase reading comprehension using informational text.

Research: Marzano

Professional Development: Staff members will learn ways to teach strategy development and help students move beyond the literal meaning of passages by making inferences.

Cost: High School Social Studies & Literature Conference: 2 teachers (\$100.00 x 2 = \$200.00) + 2 subs (\$75.00 x 2 = \$150.00) = \$350.00

Evidence: Staff members will develop and present lesson plans.

Evaluation: Students will be assigned and complete assignments using new ideas taught. Students will develop a greater understanding of literature through the social sciences by using reading strategies and making inferences from what they read.

Goal Area 3: MATH

Rationale (Need): Our analysis of MME data indicates our 11th grade students are not meeting or exceeding state standards in mathematical reasoning and functions.

Goal

All K-12 students will meet or exceed state standards in math.

Objective

By June 2010, PHS will increase the percentage of 11th grade students who meet or exceed MME math standards by 9%.

Strategies

Writing Instructional Essentials

Teachers will gain an understanding of the process of “unpacking” the MMC High School Course Content Expectations for Mathematics. In doing so, teachers will apply this understanding to identify essential student “I Can” statements related to Mathematics for student attainment.

Research: Stiggins

Professional Development: Staff members will be lead through the unpacking process as a professional development activity. Building trainers will facilitate this during staff and professional development meetings.

Cost: Sub Cost $\$75.00 \times 4 = \300.00

Evidence: Staff members will develop and disseminate targets for minimally 2 units of instruction.

Evaluation: Target statements will be disseminated to staff and students. Target statements will or will not be formulated and disseminated.

Students will use I Can statements and daily objectives to examine their work.

Common Formative/Summative Assessments

Teachers will gain an understanding of the process of formulation and utilization of common formative/summative assessments (aligned with PHS curriculum and MMC) in the classroom and apply this understanding by consistently applying these assessment methods in regards to Mathematics.

Research: Stiggins, Reeves

Professional Development: Staff members will be engaged in the process of production of common formative/summative assessments as part of professional development activities. Building trainers will facilitate this during staff and professional development meetings.

Cost: Common Assessment Conference: 2 teachers will attend 1 day conference @ $\$100.00 \times 2 + 2$ subs ($\$75.00 \times 1$ day) = $\$350.00$

Evidence: Staff members will produce and utilize at a minimum two common assessments.

Evaluation: The results of the utilization of common assessments formulated will be disseminated and discussed by staff. Common assessments will or will not be constructed and disseminated.

Students will use the feedback from common formative/summative assessments to improve in mathematics.

Assessment FOR Learning

Teachers will gain an understanding of the process of formulation and utilization of formative assessments (aligned with PHS curriculum and MMC) in the classroom and apply this understanding by consistently applying these assessment methods in regards to Mathematics.

Research: Stiggins, Reeves

Professional Development: Staff members will be engaged in the process of production of formative assessments as part of professional development activities. Building trainers will facilitate this during staff and professional development meetings.

Cost: Assessment FOR Learning Conference: 2 teachers will attend 2 day conference @ \$40.00 x 2 + 2 subs (\$75.00 x 2 days) = \$380.00

Evidence: Staff members will produce and utilize a minimum of two common assessments.

Evaluation: The results of the utilization of common assessments formulated will be disseminated and discussed by staff. Common assessments will or will not be constructed and disseminated.

Students will use formative assessments to identify what they know and can do to find gaps in their learning.

INSTRUCTION BY HIGHLY QUALIFIED PROFESSIONAL STAFF (Teachers & Instructional Paraprofessionals)

Portland High School has 37 total State of Michigan certified teachers and paraprofessionals who instruct the students of Portland High School, all of whom (100%) are “Highly Qualified” under NCLB parameters for the courses to which they are assigned. Portland High school has no (0%) teachers teaching with “emergency credentials”.

Professional Preparation Statistics:

Figures represent the number (percentage) of teachers with respective educational level of attainment.

	B.A.	B.A. + 18	M.A.	M.A. + 18	M.A. + 30	M.A. + 45
Educational Qualifications	0 (0%)	8 (21.6%)	19 (51.3%)	4 (10.8%)	2 (5.4%)	4 (10.8%)

Total Years of Experience: 644 100% of the instructional paraprofessionals are highly qualified.

STRATEGIES TO ATTRACT HIGH-QUALITY HIGHLY QUALIFIED TEACHERS TO HIGH NEED SCHOOLS

At this time, Portland Public Schools and consequently Portland High School have no open teaching positions. High teacher turnover rates are not a problem at this school. The teaching staff at Portland High School is highly qualified and has an average of 17.4 years teaching experience. The teaching staff also has been in the District for an average of 16 years.

Portland Public Schools and Portland High School participate in innovative programs that enhance instruction and support teachers in the classroom. Some programs that attract highly qualified teachers to our school are: mentors for new teachers, new teacher orientation, and scheduled professional development. These programs all work toward improving and enhancing student and staff performance.

Teachers are also included in making decisions regarding the district curriculum. They have the opportunity to become very familiar with the state curriculum guidelines and work together district-wide, by grade level, and/or with curriculum committees to create activities and common assessments for classroom use.

The district offers competitive salary and benefits in comparison to surrounding districts which helps to attract and keep highly qualified teachers.

Portland High School was renovated in 2003 updating and adding to the building along with adding state of the art technology infrastructure and equipment.

HIGH QUALITY AND ONGOING PROFESSIONAL DEVELOPMENT

Goal	When	Activity	Who	Completed	Evidence
#1, 2, & 3	September, 2009	Formative Assessment/ ISD	Instructional Staff Principal		Agenda and Attendance
#1, 2, & 3	In September, 2009, and then monthly	Best Practice training,	Instructional Staff Principal		Agenda and Attendance
#1, 2, & 3	By September, 2010	Parent Involvement Research Articles	Instructional Staff Principal		Agenda and Attendance
#1, 2, & 3	By June, 2010	Curriculum Alignment/Learning Targets	Instructional Staff		Agenda and Attendance
#1, 2, & 3	By June, 2010	Common Assessments	Instructional Staff		Lesson plans
#1, 2, & 3	By June, 2010	Formative Assessments	Instructional Staff		Lesson plans
#1, 2, & 3	September 2009, and then monthly	School Improvement	SIT Members Principal Parents		Agenda and Attendance
#1 & 2	By June, 2010	"I Can" Statements	Instructional Staff		Agenda and Attendance
#1	October, 2009	Peer Coaching-Scholastic magazine	ELA Staff		Agenda and Attendance
Other	January, 2010	CPR/First Aid Refresher	All staff		Attendance

STRATEGIES TO INCREASE PARENTAL INVOLVEMENT

Goal	When	What	Who	Completed	Evidence
#1, 2, & 3	August, 2009	Freshmen Orientation	9 th grade parents and students		Schedule pick up
#1, 2, & 3	September, 2009	Parent-Student Handbook	Instructional Staff, Principal Parents		Student signed form
#1, 2, & 3	September, 2009	Parent Involvement Policy	SIT, Parents		Student signed form
#1, 2, & 3	Fall 2009 and Spring 2010	Parent/Teacher Conferences	Instructional Staff, Principal Parents		Parent/Teacher Conference Demographic Tracking Sheet
#1, 2, & 3	September, 2009 and then daily	Parent College Resource Shelf	Parents, Counselors		Library Tracking form
#1, 2, & 3	September, 2009 and then monthly	School wide Planning Process	SIT including Staff and Parents		Agenda and Attendance
#1, 2, & 3	October, 2009	College 101	Parents, Counselors		Parent sign in
#1, 2, & 3	January, 2010	Financial Aid	Parents, Counselors		Parent sign in
#1, 2, & 3	November, 2009 and then quarterly	Parent Involvement Meetings	Parents, Counselors, Administration		Parent sign in

TRANSITION STRATEGIES

The Middle School has a comprehensive transition plan in place with the High School. Exiting eight graders spend a half day in late May at the High School meeting staff members, learning about expectations, and becoming familiar with the building and grounds. A second half day is devoted to special education transitions with students touring the building and reviewing expectations. The High School also offers a parent-student night for incoming ninth grade students to review expectations, schedules, and locker assignments.

TEACHER PARTICIPATION IN MAKING ASSESSMENT DECISIONS

Portland High School has thirty (30) teachers serving students in grades 9-12, with an additional 7 teachers in supporting roles. All our teachers work in grade level teams and are developing common assessments as tools for improving instruction and achievement. Through the school improvement process, teachers have been given the opportunity to align and develop assessments and will continue this process in the 2009-10 school year during staff meetings, professional development time, and release time. The goal will be to develop and implement a flexible assessment calendar that will have common assessment times and tools, with time to analyze and summarize the data for instructional purposes. At

least two assessments per content area will be developed with resources and a shared time for analyzing and summarizing the data. The administrator of the building will participate in the assessment cycle planning and development.

TIMELY AND ADDITIONAL ASSISTANCE TO STUDENTS HAVING DIFFICULTY MASTERING THE STANDARDS

Portland High School staff has two licensed guidance counselors to work with at-risk students. Tutoring is available to these students who are indentified by their teachers, parents or by themselves.

Teachers also work on differentiated instructional strategies for students and include, but are not limited to the following:

- Additional repetition of content expectations
- Working memory strategies
- Small group and individual strategies
- Making a match between what the student knows, how the instruction is being given and the task that is being assigned

Other supplemental interventions offered for at-risk students at Portland High School include:

- instructional paraprofessionals providing support in reading, math and writing to identified students as needed in the classroom
- National Honor Society tutors as available for at-risk students.

COORDINATION AND INTEGRATION OF FEDERAL, STATE, AND LOCAL PROGRAMS AND RESOURCES

CURRICULUM ALIGNMENT

Portland Public Schools maintains four core curriculum teams, each led by an administrator and consisting of teachers from across the K-12 spectrum to reflect our broad needs and expertise. Portland High School staff members are creating student learning targets, developing common formative and summative assessments, and aligning instructional resources with teaching practices. As the Michigan Department of Education has rolled out new content expectations in grades K-12, staff participates in the state, regional, and local development cycles. Staff are given time on a monthly basis to have grade level discussions, make use of professional development days built in to the calendar, and are provided release time as needed to support this effort.

USES OF COMMUNITY RESOURCES & VOLUNTEERS

Portland High School utilizes a variety of partnerships to support staff, students, and parents.

- Guest Speakers
- Civic Club-Raider of the Week
- Portland Federal Credit Union
- Educational Assemblies
- Community Mental Health

Area dentists and the Mobile Dentist program visit Portland High School on an annual basis to provide basic dental care and instruction to students who may not have access to this service.

Local law enforcement agencies and emergency personnel provide instruction to students in the area of safety and crisis situations.

ADULT ROLES IN COMMUNITY EDUCATION, LIBRARIES, AND COMMUNITY COLLEGES

- Dual enrollment with LCC and MSU
- PACE enrichment classes
- PACE remedial classes
- Various public library programs

METHODS OF EFFECTIVE USE OF TECHNOLOGY

Portland High School staff utilizes technology in a variety of ways to enhance student learning through:

- Skyward, a data management tool is being used to enter and analyze student assessment data to inform instruction and remediation.
- Classroom sets of calculators are provided to teachers to enhance math lessons.
- United Video Streaming is employed as a method to differentiate instruction for all students.
- My Dream Explorer, a career exploration site is used by students to explore career pathways.
- All staff and students have internet access in order to research educational topics.
- All staff communicates via e-mail and voicemail to increase parent awareness of student progress.
- Through the Portland Public Schools website, parents can access student grades and teacher-created websites.

ON THE JOB LEARNING

Ninth grade students come to the High School just after having a job shadow experience in the eighth grade. Students create and maintain Electronic Education Develop Plans using My Dream Explorer. Students, through cadre (homeroom) type activities learn about different careers, the job process, including applications, interviews, etc. People from the community also volunteer to speak with our students about their jobs/careers. Students are also encouraged to complete job shadow experiences. Our special needs students are helped out in this process by a Transition Coordinator.

BUILDING LEVEL DECISION MAKING

Through the use of the state required the Ed.YES! reporting system, Portland High School has established the process of having the school improvement team assist in the completion of the self assessment and share their reflections with the greater staff for input. The school improvement team also helps delineate instructional needs, develop goals, select strategies, and align professional development as needed. The school improvement team meets at least five times per year to review student achievement, staff development, parent involvement, instructional programs, and other tasks as they arise.

EVALUATION

Portland High School staff will annually evaluate the implementation of the school-wide plan and programs through the school improvement process. The staff will use trend data from the state's annual assessment (MEAP and MME) and the Ed YES! Comprehensive Needs Assessment to determine if the building level goals were met. The staff will identify students with the greatest need and use data to determine whether or not those students are achieving the standards. The school improvement process at Portland High School is ongoing, and as the team meets throughout the year, school improvement plan

components are reviewed and revised as needed to ensure continuous student improvement. The entire staff shares in the evaluation process through timely discussions at staff meetings and day-to-day conversations.