



# **School Improvement Plan**

Hanover-Horton Virtual School

Hanover-Horton Schools

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# TABLE OF CONTENTS

Introduction.....	1
<b>Executive Summary</b>	
Introduction.....	3
Description of the School.....	4
School's Purpose.....	5
Notable Achievements and Areas of Improvement.....	6
Additional Information .....	7
<b>Improvement Plan Stakeholder Involvement</b>	
Introduction.....	9
Improvement Planning Process.....	10
<b>School Data Analysis</b>	
Introduction.....	12
Student Enrollment Data.....	13
Student Achievement Data for All Students.....	15
Subgroup Student Achievement.....	17
Perception Data - Students.....	21
Perception Data – Parents/Guardians.....	22
Perception Data – Teachers/Staff.....	23

Other ..... 24

**School Additional Requirements Diagnostic**

Introduction ..... 26

School Additional Requirements Diagnostic ..... 27

**Plan for School Improvement Plan**

Overview ..... 30

Goals Summary ..... 31

    Goal 1: All students of Hanover-Horton Virtual School will improve as writers..... 32

    Goal 2: All students at Hanover-Horton Virtual School will become proficient readers..... 32

    Goal 3: All students at Hanover-Horton Virtual School will become proficient at math..... 32

Activity Summary by Funding Source ..... 34

## **Introduction**

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

# **Executive Summary**

## **Introduction**

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning. <br><br> The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

## **Description of the School**

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

Hanover-Horton Virtual School is a specialty school of the Hanover-Horton School District. We are located in southwest Jackson County. The 2012-2013 school year was only our second year in operation.

During the first two years, we experienced several challenges that we had to work through in order to better serve the needs of our students. The virtual option has proven to be popular with parents and students as a cost-saving option to traditional school of choice options.

## **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.**

It is the mission of the Hanover-Horton Schools educational community to educate and instill in our students knowledge, self-worth, respect, responsibility and the desire to succeed throughout their lives.

Through our combined efforts, we expect students to demonstrate the following adult roles upon graduation:

- To be an effective communicator
- To be a problem solver
- To be an educationally and technologically literate person
- To be a responsible citizen
- To be a healthy and fit person



## **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.**

With only two years of operation, we feel that our most notable achievement is that we have increased the number of returning students as we head into our third year. It is our hope that as we retain more students from year to year that we will be able to see a growth in student achievement.

## **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.**

We sit down with each student and their parents every summer. We use this time to plan, schedule, and reflect on how the program is working. There are also multiple times throughout the year that we seek input from students and parents.

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

All of the input received throughout the year is considered when building this plan. We also use the limited state test results for guidance.

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

We will discuss this plan with each family as we meet to register for the upcoming set of classes.

# School Data Analysis

## **Introduction**

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths, challenges, and directions for improvement based on an analysis of data and responses to a series of data related questions. This data collection and analysis process includes the identification of content area achievement gaps and reflections on causation. Please note that questions related to gaps and causes for a gap are marked with an asterisk (\*). This diagnostic represents the various types of student data that should be continuously collected, reviewed, and analyzed in conjunction with other local school data. Completion of the SDA is required.

## **Student Enrollment Data**

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

With our unique set-up, our staffing needs are not impacted by enrollment.

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

With our unique set-up, staffing levels are not impacted by enrollment trends.

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

If our numbers were to drop under 10 students, we would be concerned about this program's impact on the budget. Other trends do not impact our overall general fund. We do not budget revenue from this program into our district budget.

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

If our numbers increased greatly, we would need to consider adding additional staff time to serve in the role of mentor teacher. Other issues would not be relevant to our program.

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

With this program being a virtual program, the trends do not impact our facility planning or maintenance.

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

There is no impact on parent/guardian involvement based on enrollment trends.

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

Enrollment does impact public relations. The more students that we have in this program means that more people are talking about our program. If our numbers are increasing, then publicly the program looks better.

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



Retaining students from year to year. The online format is much more difficult than they anticipate.

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

We will increase our efforts to maintain meaningful dialogue throughout the year and monitoring efforts will be adjusted as well.

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

We need to keep our students actively engaged in the learning process while they are not in our building. That is not an easy task and one that we continue to work on.

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

We will be increasing our contact with the students and their families.

## Student Achievement Data for All Students

This area includes data questions.

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

Our students scored proficient on the Social Studies MEAP exam this year.

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

Social Studies.

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

Social Studies

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

We do not test enough students annually to allow for good analysis of state testing data.

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

We do not test enough students annually to allow for good analysis of state testing data.

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

We do not test enough students annually to allow for good analysis of state testing data.

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

We do not test enough students annually to allow for good analysis of state testing data.

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

We do not test enough students annually to allow for good analysis of state testing data.

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

We do not test enough students annually to allow for good analysis of state testing data.

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

We do not test enough students annually to allow for good analysis of state testing data.

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

We do not test enough students annually to allow for good analysis of state testing data.

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

We do not test enough students annually to allow for good analysis of state testing data.

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

We do not test enough students annually to allow for good analysis of state testing data.

## Subgroup Student Achievement

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

**Response:**

- None

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

**Response:**

- None

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

We do not test enough students annually to allow for good analysis of state testing data.

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

We do not test enough students annually to allow for good analysis of state testing data.

**What other data support the findings?**

We do not test enough students annually to allow for good analysis of state testing data.

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

We do not test enough students annually to allow for good analysis of state testing data.

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

We do not test enough students annually to allow for good analysis of state testing data.

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

We do not test enough students annually to allow for good analysis of state testing data.

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

**Response:**

- None

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

**Response:**

- None

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

We do not test enough students annually to allow for good analysis of state testing data.

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

We do not test enough students annually to allow for good analysis of state testing data.

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

We do not test enough students annually to allow for good analysis of state testing data.

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

We do not test enough students annually to allow for good analysis of state testing data.

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

We do not test enough students annually to allow for good analysis of state testing data.

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

We do not test enough students annually to allow for good analysis of state testing data.

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

## School Improvement Plan

Hanover-Horton Virtual School

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We do not currently have any ELL students.

### How do you ensure that students with disabilities have access to the full array of intervention programs (Title 1, Title III, Section 31a, credit recovery programs, after-school programs, etc.)?

It is difficult to offer students many intervention programs when they are not onsite for their classwork. This program does not suit the needs of every student.

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

We monitor the progress of every student. However, with all of their work being completed off-site, it is difficult to offer many supports. We do contact the parents of students that we have concerns over.

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

There were no ELO's available for students during the 2012-2013 school year.

Label	Question	Value
	What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?	0.0

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

We did not offer any ELO's during the 2012-2013 school year.

Label	Question	Value
	What is the total FTE count of teachers in your school?	0.17

Label	Question	Value
	How many teachers have been teaching 0-3 years?	0.0

Label	Question	Value
	How many teachers have been teaching 4-8 years?	0.0

## School Improvement Plan

Hanover-Horton Virtual School

Label	Question	Value
	How many teachers have been teaching 9-15 years?	0.17

Label	Question	Value
	How many teachers have been teaching >15 years?	0.0

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

Our instructors are provided through a third-party vendor. I am unaware of their total FTE count or their years of service. We have one teacher assigned for one hour of her day to mentor/monitor the students within this program.

Label	Question	Value
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	0.0

Label	Question	Value
	Indicate the total number of days for teacher absences due to illness.	5.0

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

If our mentor missed a day of school, she was available via email. Her attendance would not have had a negative impact on student learning.

## **Perception Data - Students**

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

Students were pleased to not attend their previous school.

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

Several of the students like doing their classwork online and not in a regular building.

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

Many students miss the opportunities they have for activities in a traditional school building.

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

Again, many students miss the opportunities offered to them in a traditional setting.

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

An online school is a new option. People don't know enough about the challenges until they try it.

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

We will make sure to explain the more difficult aspects of online learning to students and families prior to their enrollment in our program.



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

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

They tended to be happy with finding an alternative to their previous school.

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

We anticipate returning more students this year than we did last year.

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

Parents often commented about frustration dealing with our provider. They also struggled to learn the processes needed in order to complete the work.

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

Parents would like a quicker response and more concrete answers when they are having issues.

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

We are still learning this systems needed to assist parents. This leads to delays in providing help.

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

We have received additional training this summer in order to improve our skills with the programs.

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

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

We do not have direct contact with the teachers due to the nature of our program.

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

We do not have direct contact with the teachers due to the nature of our program.

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

We do not have direct contact with the teachers due to the nature of our program.

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

We do not have direct contact with the teachers due to the nature of our program.

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

We do not have direct contact with the teachers due to the nature of our program.

## Other

**How does your school use the MiPHY online survey health risk behavior results to improve student learning? (Enter N/A if you have not completed the MiPHY survey.)**

N/A

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

We do not have direct contact with the teachers due to the nature of our program. All academic decisions are made by our provider.

**What evidence do you have to indicate the extent to which the Common Core State Standards are being implemented?**

We do not have direct contact with the teachers due to the nature of our program. All academic decisions are made by our provider.

# 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

Assurance	Response	Comment	Attachment
Literacy and math are tested annually in grades 1-5.	No	Our program begins at 8th grade.	

Assurance	Response	Comment	Attachment
Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes		

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

Assurance	Response	Comment	Attachment
Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes	We meet annually to update their progress towards graduation. However, we do not use an online program for this process. Students also take a career awareness elective at some point through the program.	

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

## School Improvement Plan

Hanover-Horton Virtual School

Assurance	Response	Comment	Attachment
The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	John Denney, Superintendent Hanover-Horton School District 10400 Moscow Road Horton, MI 49246  District Office: (517) 563-0100	

Assurance	Response	Comment	Attachment
The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	No	With our students coming from so far away, parent involvement is not typical of a traditional school. We engage our parents often through email and phone conversation.	

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

Assurance	Response	Comment	Attachment
The School has additional information necessary to support your improvement plan (optional).	Yes		

# **Plan for School Improvement Plan**



## Overview

### Plan Name

Plan for School Improvement Plan

### 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 of Hanover-Horton Virtual School will improve as writers.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
2	All students at Hanover-Horton Virtual School will become proficient readers.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
3	All students at Hanover-Horton Virtual School will become proficient at math	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0

## Goal 1: All students of Hanover-Horton Virtual School will improve as writers.

### Measurable Objective 1:

80% of Ninth, Tenth and Eleventh grade students will demonstrate a proficiency on state assessments in English Language Arts by 05/30/2013 as measured by their results on state assessments.

### Strategy 1:

Courses - Advisors will ensure, to the best of their ability, to place students in the appropriate classes.

Activity - Schedule	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Advisors will communicate with students in an effort to maintain student effort and achievement.	Academic Support Program	09/04/2012	06/14/2013	\$0	General Fund	John Denney and Theresa Kuhrt

## Goal 2: All students at Hanover-Horton Virtual School will become proficient readers.

### Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency on state reading assessments in English Language Arts by 06/06/2014 as measured by MEAP and MME.

### Strategy 1:

Reading for Information - Students will be required to read from multiple sources in order to gain the knowledge necessary to successfully complete their courses. With very limited lectures in our online format, students will increase the amount of material they are required to read.

Research Cited: The 26 Major Advantages to Reading More Books and Why 3 in 4 People Are Being Shut Out of Success. Isaac, Brad. December 5, 2007.

Persistence Unlimited: <http://www.persistenceunlimited.com/2007/12/the-26-major-advantages-to-reading-more-books-and-why-3-in-4-people-are-being-shut-out-of-success/>

Activity - Daily Assignments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be required to read material on a daily basis as part of their participation in this program.	Direct Instruction	09/17/2013	06/16/2014	\$0	No Funding Required	Teachers

## Goal 3: All students at Hanover-Horton Virtual School will become proficient at math

**Measurable Objective 1:**

A 10% increase of All Students will demonstrate a proficiency on state assessments in Mathematics by 06/16/2014 as measured by MEAP and MME.

**Strategy 1:**

Direct Instruction - Students will be able to work directly with the teachers in order to target their areas of need.

Research Cited: Effective Mathematics Instruction. by Kathlyn Steedly, Ph.D., Kyrie Dragoo, M.Ed., Sousan Arefeh, Ph.D., & Stephen D. Luke, Ed.D.

Evidence for Education • Volume III • Issue I • 2008

Links updated, August 2012

<http://nichcy.org/research/ee/math>

Activity - Systematic and Explicit Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Systematic and explicit instruction, a detailed instructional approach in which teachers guide students through a defined instructional sequence. Within systematic and explicit instruction students learn to regularly apply strategies that effective learners use as a fundamental part of mastering concepts	Direct Instruction	09/16/2013	06/16/2014	\$0	No Funding Required	Teachers

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Schedule	Advisors will communicate with students in an effort to maintain student effort and achievement.	Academic Support Program	09/04/2012	06/14/2013	\$0	John Denney and Theresa Kuhrt
<b>Total</b>					\$0	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Systematic and Explicit Instruction	Systematic and explicit instruction, a detailed instructional approach in which teachers guide students through a defined instructional sequence. Within systematic and explicit instruction students learn to regularly apply strategies that effective learners use as a fundamental part of mastering concepts	Direct Instruction	09/16/2013	06/16/2014	\$0	Teachers
Daily Assignments	Students will be required to read material on a daily basis as part of their participation in this program.	Direct Instruction	09/17/2013	06/16/2014	\$0	Teachers
<b>Total</b>					\$0	