School Improvement Plan

Cedar Lane School

Niles Community Schools

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NILES, MI 49120-8972

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School Additional Requirements Diagnostic

2016-17

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?

Cedar Lane is an alternative high school with an enrollment of approximately 80 pupils serving Berrien and Cass counties. We collaborate with Niles High School to provide Career Technical Education for select students.

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.

Cedar Lane provides a complete Michigan Merit Curriculum with caring and highly qualified teachers for pupils whose needs are not met through the local traditional high schools.

Vision Statement for Niles Community Schools:

Dynamic Learners, Diverse Opportunities, Driven to Succeed

Mission Statement for Niles Community Schools:

Niles Community Schools provides dynamic learning experiences and innovative opportunities. We empower ALL to create, disseminate, discover, model, and apply knowledge in a diverse intellectual culture. We inspire leaders who challenge the present and enrich the future, striving for civic growth for our schools and community.

Vital Behaviors from 90/90/90 Schools

- A laser focus on student achievement

- Clear curriculum choices

- Frequent assessments and multiple opportunities for improvement

- An emphasis on nonfiction writing

- Collaborative scoring of student work

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.

Aligning with Common core, Service Learning through Reaching for the Reins program, coordinating with Niles High School to provide Career Technical Education options to students, integrating technology in instruction and learning, developing career and college advising and support program.

Additional Information

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

Cedar Lane is one of the few remaining alternative schools that provides teacher led instruction and values student-teacher relationships as an essential part of education. We are not simply a computer lab for online courses.

Student Achievement is what we really want. We want all students to be:

- College and/or Career Ready

- Exceed our competitors

- Engaged in the learning every day

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.

Stakeholders vary from idea to planning to implementation. Stakeholders are engaged at all times with teachers, parents, community, administrators, and students all based on the needs of the plan and planning. Individuals who are involved are notified personally, email, phone, and letter. Individuals are self-selected through a means of communication and asking everyone to be involved.

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

The framing of all plans takes a large number of engaged and interested individuals. The framing of the school's improvement is based on good research and communication with the parents of the school and district. In a PLC (professional learning community) there is no individual role except with relationship to the facilitation of the process. Good communication is established through a means of creating a shared pool of meaning in a setting that allows for the interchange of ideas in a safe environment. Thus all stakeholder groups participate in the development of the improvement plan.

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

The clarity of the school improvement happens on a regular basis with parent communication from leaders and teachers. This is also communicated at the district level with newsletters and a variety of focused and general information. This includes but is not limited to web sites, letters, newsletters, and Friday memos.

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?

Enrollment has been steady at capacity.

Student Demographic Data

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

Attendance has improved.

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?

Behavior is remarkably good for an alternative population. No trends up or down.

Student Demographic Data

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

Continue to hire staff that reflect the demographics of our students.

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?

Our teachers and administrator have 3 or more years experience. Our cohesive, experienced staff has a positive impact on student achievement.

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?

Experience and ability to work with alternative students is more important than years.

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?

No negative impact.

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?

No negative impact.

Teacher/School Leader(s) Demographic Data

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

No challenges at this time.

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?

Attendance has increased significantly, scores are improving, credit attainment has improved, we are having our first dual enrolled students take college classes.

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?

Strengths and weaknesses vary greatly with this transient at-risk population. We use data teams, differentiated instruction, Collins Writing, common strategies across the curriculum, and practice with higher order questioning modeled after ACT/SATM-STEP questions. We have met or exceeded our school goals of 80% attendance, 80% passing rate across all classes, making positive contacts with all parent/guardians each semester, improving achievement and participation scores on school score card, and having all graduating seniors complete a college/career preparation portfolio.

12. How might these challenges impact student achievement?

Strengths and weaknesses vary greatly with this transient at-risk population. We use data teams, differentiated instruction, Collins Writing, common strategies across the curriculum, and practice with higher order questioning modeled after ACT/SATM-STEP questions. We have met or exceeded our school goals of 80% attendance, 80% passing rate across all classes, making positive contacts with all parent/guardians each semester, improving achievement and participation scores on school score card, and having all graduating seniors complete a college/career preparation portfolio.

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.

Strengths and weaknesses vary greatly with this transient at-risk population. We use data teams, differentiated instruction, Collins Writing, common strategies across the curriculum, and practice with higher order questioning modeled after ACT/SATM-STEP questions. We have met or exceeded our school goals of 80% attendance, 80% passing rate across all classes, making positive contacts with all parent/guardians each semester, improving achievement and participation scores on school score card, and having all graduating seniors complete a college/career preparation portfolio. We will extend these goals into 2015-16 and continue to refine our strategies.

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?

We follow the required procedures for students with 504 plans and provide differentiated instruction across the curriculum. Many student accommodations are made as a natural part of our Alternative program for at-risk students.

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

We provide service learning programs such as Reaching for the Reins and Woodshop.

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

20 students per year are selected based on need, potential to benefit, attendance, and classroom performance. Students and parents are contacted directly by teacher and principal.

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?

Curriculum maps, lesson plans, observations, professional development.

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.

NA

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

Last year's NWEA results indicated significant gains across reading math and language. We attribute the gains to the work of our crosscurricular data team and efforts to infuse school culture with high expectations for students at all levels in all content areas.

19b. Reading- Challenges

Continuing to increase reading proficiency.

19c. Reading- Trends

Need to increase rigor to match state testing.

19d. Reading- 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 will continue to integrate new materials and strategies to better meet common core standards.

20a. Writing- Strengths

Writing strengths and weaknesses vary greatly. We use data teams, differentiated instruction, Collins Writing, common strategies across the curriculum, evidence-based writing lessons and assignments, and practice with higher order questioning modeled after ACT/SATM-STEP questions.

20b. Writing- Challenges

Writing strengths and weaknesses vary greatly. We use data teams, differentiated instruction, Collins Writing, common strategies across the curriculum, evidence-based writing lessons and assignments, and practice with higher order questioning modeled after ACT/SATM-STEP questions.

20c. Writing- Trends

Writing strengths and weaknesses vary greatly. We use data teams, differentiated instruction, Collins Writing, common strategies across the curriculum, evidence-based writing lessons and assignments, and practice with higher order questioning modeled after ACT/SATM-STEP questions.

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.

Writing strengths and weaknesses vary greatly. We use data teams, differentiated instruction, Collins Writing, common strategies across the curriculum, evidence-based writing lessons and assignments, and practice with higher order questioning modeled after ACT/SATM-STEP questions.

21a. Math- Strengths

Math strengths and weaknesses vary greatly. We use data teams, differentiated instruction, Collins Writing, common strategies across the curriculum, and practice with higher order questioning modeled after ACT/SATM-STEP questions.

21b. Math- Challenges

Math strengths and weaknesses vary greatly. We use data teams, differentiated instruction, Collins Writing, common strategies across the curriculum, and practice with higher order questioning modeled after ACT/SATM-STEP questions.

21c. Math- Trends

Math strengths and weaknesses vary greatly. We use data teams, differentiated instruction, Collins Writing, common strategies across the curriculum, and practice with higher order questioning modeled after ACT/SATM-STEP questions.

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.

Math strengths and weaknesses vary greatly. We use data teams, differentiated instruction, Collins Writing, common strategies across the curriculum, and practice with higher order questioning modeled after ACT/SATM-STEP questions.

22a. Science- Strengths

Science strengths and weaknesses vary greatly. We use data teams, differentiated instruction, common strategies across the curriculum, and practice with higher order questioning modeled after ACT/SATM-STEP questions.

22b. Science- Challenges

Science strengths and weaknesses vary greatly. We use data teams, differentiated instruction, common strategies across the curriculum, and practice with higher order questioning modeled after ACT/SATM-STEP questions.

22c. Science- Trends

Science scores on ACT and MSTEP improved significantly last year. Science strengths and weaknesses vary greatly. We use data teams, differentiated instruction, common strategies across the curriculum, and practice with higher order questioning modeled after ACT/SATM-STEP questions.

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.

Science strengths and weaknesses vary greatly. We use data teams, differentiated instruction, common strategies across the curriculum, and practice with higher order questioning modeled after ACT/SATM-STEP questions.

23a. Social Studies- Strengths

Social Studies strengths and weaknesses vary greatly. We use data teams, differentiated instruction, common strategies across the curriculum, Collins Writing, and practice with higher order questioning modeled after ACT/SATM-STEP questions.

23b. Social Studies- Challenges

Social Studies strengths and weaknesses vary greatly. We use data teams, differentiated instruction, common strategies across the curriculum, Collins Writing, and practice with higher order questioning modeled after ACT/SATM-STEP questions.

23c. Social Studies- Trends

Social Studies strengths and weaknesses vary greatly. We use data teams, differentiated instruction, common strategies across the

curriculum, Collins Writing, and practice with higher order questioning modeled after ACT/SATM-STEP questions.

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.

Social Studies strengths and weaknesses vary greatly. We use data teams, differentiated instruction, common strategies across the curriculum, Collins Writing, and practice with higher order questioning modeled after ACT/SATM-STEP questions.

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?

Our students have very high levels of satisfaction with their teachers and other staff. They also rate school culture as highly positive. They rate our school very high on teachers caring about them, feeling comfortable with other students, and being challenged to raise their achievement.

24b. Student Perception Data

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

Our students have very high levels of satisfaction with their teachers and other staff. They also rate school culture as highly positive. They rate our school very high on teachers caring about them, feeling comfortable with other students, and being challenged to raise their achievement. An area for continued improvement would be student to student relationships.

24c. Student Perception Data

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

We will continue to survey our students and seek their input on how to improve school climate. We will use this data in our PLC work to make continual improvements. Our students have very high levels of satisfaction with their teachers and other staff. They also rate school culture as highly positive. They rate our school very high on teachers caring about them, feeling comfortable with other students, and being challenged to raise their achievement.

25a. Parent/Guardian Perception Data

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

Our students' parents have very high levels of satisfaction with their teachers and other staff. They also rate school culture as highly positive. They rate our school very high on teachers caring about their students, feeling comfortable with other students, and being challenged to raise their achievement.

25b. Parent/Guardian Perception Data

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

Our students' parents have very high levels of satisfaction with their teachers and other staff. They also rate school culture as highly positive. They rate our school very high on teachers caring about their students, feeling comfortable with other students, and being challenged to raise their achievement.

25c. Parent/Guardian Perception Data

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

Our students' parents/guardians have very high levels of satisfaction with their teachers and other staff. They also rate school culture as highly positive. They rate our school very high on teachers caring about their students, feeling comfortable with other students, and being challenged to raise their achievement.

26a. Teacher/Staff Perception Data

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

Teachers and staff rate our school culture very high.

26b. Teacher/Staff Perception Data

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

Technology.

26c. Teacher/Staff Perception Data

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

Continue to work with the tech department. We now have Chromebooks which are being utilized by students and teachers. A bond issue has passed that will help make improvements across the district in technology.

27a. Stakeholder/Community Perception Data

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

Our involvement in community service and our success in helping kids who are struggling to complete high school.

27b. Stakeholder/Community Perception Data

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

Among some in the community Cedar Lane has an incorrect reputation for being the school for all the "bad kids".

27c. Stakeholder/Community Perception Data

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

Continued efforts to make a positive impact in the community and get the word out about the good work we do.

Summary

28a. Summary

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

Strengths and weaknesses vary greatly with this transient at-risk population. We use data teams, differentiated instruction, Collins Writing, common strategies across the curriculum, and practice with higher order questioning modeled after ACT/SATM-STEP questions. We have met or exceeded our school goals of 80% attendance, 80% passing rate across all classes, making positive contacts with all parent/guardians each semester, improving achievement and participation scores on school score card, and having all graduating seniors complete a college/career preparation portfolio.

28b. Summary

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

Strengths and weaknesses vary greatly with this transient at-risk population. We use data teams, differentiated instruction, Collins Writing, common strategies across the curriculum, and practice with higher order questioning modeled after ACT/SATM-STEP questions. We have met or exceeded our school goals of 80% attendance, 80% passing rate across all classes, making positive contacts with all parent/guardians each semester, improving achievement and participation scores on school score card, and having all graduating seniors complete a college/career preparation portfolio.

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?

Strengths and weaknesses vary greatly with this transient at-risk population. We use data teams, differentiated instruction, Collins Writing, common strategies across the curriculum, and practice with higher order questioning modeled after ACT/SATM-STEP questions. We have met or exceeded our school goals of 80% attendance, 80% passing rate across all classes, making positive contacts with all parent/guardians each semester, improving achievement and participation scores on school score card, and having all graduating seniors complete a college/career preparation portfolio.

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	Elsewhere in the district.	

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		

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

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	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,	

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	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	

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.	Yes		

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

2016-17

Overview

Plan Name

2016-17

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	We will increase achievement for all students in math	Objectives: 1 Strategies: 2 Activities: 3	Academic	$8000
2	We will increase achievement for all students in reading.	Objectives: 1 Strategies: 4 Activities: 4	Academic	$412200
3	We will increase achievement for all students in Writing	Objectives: 1 Strategies: 1 Activities: 1	Academic	$0
4	We will increase achievement for all students in Social Studies	Objectives: 1 Strategies: 1 Activities: 1	Academic	$0
5	We will continually develop a positive culture of high expectations	Objectives: 1 Strategies: 1 Activities: 1	Academic	$0
6	We will increase achievement for all students in Science.	Objectives: 1 Strategies: 2 Activities: 2	Academic	$0

Goal 1: We will increase achievement for all students in math

Measurable Objective 1:

100% of Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency in reading in Mathematics by 06/05/2015 as measured by Aspire, ACT, formative and summative assessements.

Strategy 1:

Data Teams - Data Teams will meet regularly to write formative assessments to measure pre and post instructional knowledge. Goals will be set for each instructional period based on the pre-assessment. Instruction will take place with a view toward reaching the goal set by the data team. Strategies are listed and followed. The postassessment is used to determine student growth. Students who reach their goal will be provided additional opportunities to build on their current knowledge. Students

who missed the expected targets will be given additional instruction to meet the goals. Students who need additional interventions will be given specifically designed interventions such as after school, before school, or other interventions to add to the student's ability.

Category:

Research Cited: Based on the work of Dr. Douglas Reeves and the Leadership and Learning Center

Tier:

Activity - Writing Formative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Writing Formative Assessments The work of writing common formative assessments in the data team and then filling out the data team forms for each unit of instruction is the key toward this strategy	Direct Instruction			09/06/2016	06/09/2017	$3000	General Fund	Curriculum Director, Principal, teachers

Activity - Graphing calculators	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
use graphing calculators to enhance student learning in math.	Materials, Academic Support Program, Technology	Tier 1	Getting Ready	09/06/2016	06/09/2017	$5000	Section 31a	John Fonash, Principal

Strategy 2:

SMII - SMII

Category: Mathematics

Research Cited: SMII

Tier: Tier 1

Activity - Secondary Mathematics Instructional Institute	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Secondary Mathematics Instructional Institute: Math teachers will receive training in designing and enacting effective secondary mathematics learning environments	Professional Learning	Tier 1	Getting Ready	09/06/2016	06/09/2017	$0	Title II Part A	Math teacher and principal

Goal 2: We will increase achievement for all students in reading.

Measurable Objective 1:

A 10% increase of Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency in reading comprehension in Reading by 06/05/2015 as measured by end of unit assessments, Aspire, MME, ACT, MEAP.

Strategy 1:

Data Teams - Data Teams - Data Teams will meet regularly to write formative assessments to measure pre and post instructional knowledge. Goals will be set for each instructional

period based on the pre-assessment. Instruction will take place with a view toward reaching the goal set by the data team. Strategies are listed and followed. The postassessment is used to determine student growth. Students who reach their goal will be provided additional opportunities to build on their current knowledge. Students

who missed the expected targets will be given additional instruction to meet the goals. Students who need additional interventions will be given specifically designed interventions such as after school, before school, or other interventions to add to the student's ability.

Category:

Research Cited: Based on the work of Dr. Douglas Reeves and the Leadership and Learning Center

Tier:

Activity - Formative assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Writing Formative Assessments The work of writing common formative assessments in the data team and then filling out the data team forms for each unit of instruction is the key toward this strategy	Other			09/06/2016	06/09/2017	$0	No Funding Required	John Fonash

Strategy 2:

Instructional Aids - Use IAs to enhance instruction for at-risk learners.

Category: English/Language Arts

Research Cited: John Hattie - Visible Learning

Tier: Tier 2

Activity - Instructional Aids	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use IAs to support classroom teachers in tier 2 intervention strategies.	Academic Support Program	Tier 2	Implement	09/06/2016	06/09/2017	$53200	Section 31a	John Fonash, Principal

Strategy 3:

Highly qualified teachers - Hire highly qualified teachers to instruct at-risk learners.

Category: Career and College Ready

Research Cited: John Hattie: Visible Learning

Tier: Tier 1

Activity - Highly qualified teachers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Hiring highly qualified teachers for instructing at-risk learners.	Teacher Collaboration, Academic Support Program, Curriculum Development, Direct Instruction	Tier 1	Implement	09/06/2016	06/09/2017	$359000	Section 31a	John Fonash, Principal Tom Skarbek, Dir. of Finance

Strategy 4:

Marzano Instructional Framework - Marzano Instructional Framework - All teachers will receive training in implementing instructional strategies found in Marzano's Instructional framework.

Category: English/Language Arts

Research Cited: Marzano

Tier: Tier 1

Activity - Marzano Instructional Framework	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Marzano Instructional Framework - All teachers will receive training in implementing instructional strategies found in Marzano's Instructional framework.	Professional Learning	Tier 1	Getting Ready	09/06/2016	06/09/2017	$0	Title II Part A	CL teachers and principal

Goal 3: We will increase achievement for all students in Writing

Measurable Objective 1:

A 10% increase of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency through the use of Collins Writing. in Writing by 06/05/2015 as measured by end of unit assessments.

Strategy 1:

Collins writing - The Collins Writing Program was designed to simultaneously improve students' thinking and writing skills. The unique program develops thinking skills through Five Types of WritingSM assignments and can be easily used in any content area. Collins Writing is based on two essential principles: 1) thinking and writing skills develop with experience and practice, and 2) it is almost impossible to be both a creative thinker (generating new ideas) and a critical thinker (evaluating existing ideas) at the same time. The Collins Writing Program presents a model for writing-across-the-curriculum. At its very core is the belief that writing enhances the learning process of any subject at any level. To help teachers encourage students to think and write, it is a proprietary model for a writing-to-learn, writing-across-the-curriculum program that defines and utilizes Five Types of Writing assignments and the outcomes expected for each. Thus, Collins Writing is effective in all subject areas.

Category:

Research Cited: Collins Writing: Collins, John. "Summarize to Get the Gist." ASCD, Educational Leadership (June 2012, Volume 69, Number 9).

Lucas, Lisa J. "Write More, Grade Less: Five Practices for Effectively Grading Writing." The Clearing House: A Journal of Educational Strategies, Issues and Ideas, 85:4, 136-140(2012).

Gunning, Thomas. (2012). Building Literacy in Secondary Content Area Classrooms. Boston, MA: Allyn & Bacon

Lucas, Lisa J. "He Said, She Said: Using Student Feedback to Improve Instruction & Learning." NMSA, Middle Ground (February 2011).

Lucas, Lisa J. "Awake, Accountable, and Engaged." The National Teaching & Learning Forum Volume 19 Number 6 (October 2010).

Tier:

Activity - Type writings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Type writings	Direct Instruction			09/06/2016	06/09/2017	$0	No Funding Required	Fonash

Goal 4: We will increase achievement for all students in Social Studies

Measurable Objective 1:

A 10% increase of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in social studies in Social Studies by 06/05/2015 as measured by formative assessments, MEAP, MME, ACT.

Strategy 1:

Collins Writing - The Collins Writing Program was designed to simultaneously improve students' thinking and writing skills. The unique program develops thinking skills through Five Types of WritingSM assignments and can be easily used in any content area. Collins Writing is based on two essential principles: 1) thinking and writing skills develop with experience and practice, and 2) it is almost impossible to be both a creative thinker (generating new ideas) and a critical thinker (evaluating existing ideas) at the same time. The Collins Writing Program presents a model for writing-across-the-curriculum. At its very core is the belief that writing enhances the learning process of any subject at any level. To help teachers encourage students to think and write, it is a proprietary model for a writing-to-learn, writing-across-the-curriculum program that defines and utilizes Five Types of Writing assignments and the outcomes expected for each. Thus, Collins Writing is effective in all subject areas.

Category:

Research Cited: Collins Writing: Collins, John. "Summarize to Get the Gist." ASCD, Educational Leadership (June 2012, Volume 69, Number 9).

Lucas, Lisa J. "Write More, Grade Less: Five Practices for Effectively Grading Writing." The Clearing House: A Journal of Educational Strategies, Issues and Ideas, 85:4, 136-140(2012).

Gunning, Thomas. (2012). Building Literacy in Secondary Content Area Classrooms. Boston, MA: Allyn & Bacon

Lucas, Lisa J. "He Said, She Said: Using Student Feedback to Improve Instruction & Learning." NMSA, Middle Ground (February 2011).

Lucas, Lisa J. "Awake, Accountable, and Engaged." The National Teaching & Learning Forum Volume 19 Number 6 (October 2010).

Tier:

Activity - type writings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collins type I, II, III, and IV writings.	Direct Instruction			09/06/2016	06/09/2017	$0	No Funding Required	Fonash

Goal 5: We will continually develop a positive culture of high expectations

Measurable Objective 1:

A 10% increase of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency demonstrate a proficiency in Writing by 06/06/2014 as measured by Type writings.

Strategy 1:

Culture - Language is culture. Culture is language. How people talk to each other, what they celebrate, how they build relationships with students is an important determinate of whether they are able to learn from their practice and improve what happens for children. People have to interact with each other in ways that are often at odds with the prevailing culture of schools for a difference in student achievement to take place.

Category:

Research Cited: Creating a Culture of Collegiality - Roland Barth

"The good schools in which I've worked and observed have replaced parallel play and adversarial relationships among adults with congenial and collegial relationships. Let me offer a few examples of what I have seen teachers and other school leaders do to create a culture of collegiality in their schools."

Marzano, Waters, and McNulty (2005) described the link among school culture, leadership, and student achievement. They stated, "Fostering school culture that indirectly affects student achievement is a strong theme within the literature on principal leadership" (p. 47). From their comprehensive meta-analysis of empirical studies of leadership and student achievement, they described the following key leadership behaviors: (a) promote cohesion among all staff, (b) promote a sense of well-being among all staff, (c) develop an understanding of purpose among all staff, and (d) develop a shared vision of what school should be like (p. 48). They concluded that each of these leader behaviors directly related to school culture and school culture related to student achievement.

Tier:

Activity - Writing Formative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Writing Formative Assessments	Other			09/06/2016	06/09/2017	$0	No Funding Required	Principal, teachers

Goal 6: We will increase achievement for all students in Science.

Measurable Objective 1:

A 10% increase of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in science in Science by 06/05/2015 as measured by formative assessments, MEAP, MME, ACT.

Strategy 1:

Collins Writing - The Collins Writing Program was designed to simultaneously improve students' thinking and writing skills. The unique program develops thinking skills through Five Types of WritingSM assignments and can be easily used in any content area. Collins Writing is based on two essential principles: 1) thinking and writing skills develop with experience and practice, and 2) it is almost impossible to be both a creative thinker (generating new ideas) and a critical thinker (evaluating existing ideas) at the same time. The Collins Writing Program presents a model for writing-across-the-curriculum. At its very core is the belief that writing enhances the learning process of any subject at any level. To help teachers encourage students to think and write, it is a proprietary model for a writing-to-learn, writing-across-the-curriculum program that defines and utilizes Five Types of Writing assignments and the outcomes expected for each. Thus, Collins Writing is effective in all subject areas.

Category:

Research Cited: Collins Writing: Collins, John. "Summarize to Get the Gist." ASCD, Educational Leadership (June 2012, Volume 69, Number 9).

Lucas, Lisa J. "Write More, Grade Less: Five Practices for Effectively Grading Writing." The Clearing House: A Journal of Educational Strategies, Issues and Ideas, 85:4, 136-140(2012).

Tier:

Activity - type writings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collins type I, II, III, and IV writings.	Other			09/06/2016	06/09/2017	$0	No Funding Required	Principal, teachers

Strategy 2:

Unpacking Science Standards - Unpacking Science Standards: Teachers will work with BRESA Math Consultant to learn how to unwrap the new MI Science standards

Category: Science

Research Cited: Unpacking Science Standards: Teachers will work with BRESA Math Consultant to learn how to unwrap the new MI Science standards

Tier: Tier 1

Activity - Unpacking Science Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Unpacking Science Standards: Teachers will work with BRESA Math Consultant to learn how to unwrap the new MI Science standards	Professional Learning	Tier 1		09/06/2016	06/09/2017	$0	Title II Part A	Science teacher, NHS science department, principal

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Writing Formative Assessments	Writing Formative Assessments The work of writing common formative assessments in the data team and then filling out the data team forms for each unit of instruction is the key toward this strategy	Direct Instruction			09/06/2016	06/09/2017	$3000	Curriculum Director, Principal, teachers

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Unpacking Science Standards	Unpacking Science Standards: Teachers will work with BRESA Math Consultant to learn how to unwrap the new MI Science standards	Professional Learning	Tier 1		09/06/2016	06/09/2017	$0	Science teacher, NHS science department, principal
Marzano Instructional Framework	Marzano Instructional Framework - All teachers will receive training in implementing instructional strategies found in Marzano's Instructional framework.	Professional Learning	Tier 1	Getting Ready	09/06/2016	06/09/2017	$0	CL teachers and principal
Secondary Mathematics Instructional Institute	Secondary Mathematics Instructional Institute: Math teachers will receive training in designing and enacting effective secondary mathematics learning environments	Professional Learning	Tier 1	Getting Ready	09/06/2016	06/09/2017	$0	Math teacher and principal

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Instructional Aids	Use IAs to support classroom teachers in tier 2 intervention strategies.	Academic Support Program	Tier 2	Implement	09/06/2016	06/09/2017	$53200	John Fonash, Principal

Highly qualified teachers	Hiring highly qualified teachers for instructing at-risk learners.	Teacher Collaboration, Academic Support Program, Curriculum Development, Direct Instruction	Tier 1	Implement	09/06/2016	06/09/2017	$359000	John Fonash, Principal Tom Skarbek, Dir. of Finance
Graphing calculators	use graphing calculators to enhance student learning in math.	Materials, Academic Support Program, Technology	Tier 1	Getting Ready	09/06/2016	06/09/2017	$5000	John Fonash, Principal

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
type writings	Collins type I, II, III, and IV writings.	Other			09/06/2016	06/09/2017	$0	Principal, teachers
type writings	Collins type I, II, III, and IV writings.	Direct Instruction			09/06/2016	06/09/2017	$0	Fonash
Writing Formative Assessments	Writing Formative Assessments	Other			09/06/2016	06/09/2017	$0	Principal, teachers
Formative assessments	Writing Formative Assessments The work of writing common formative assessments in the data team and then filling out the data team forms for each unit of instruction is the key toward this strategy	Other			09/06/2016	06/09/2017	$0	John Fonash
Type writings	Type writings	Direct Instruction			09/06/2016	06/09/2017	$0	Fonash