

School Improvement Plan

School Year: 2012 - 2013

School District: Boyne City Public Schools

ISD/RESA: Charlevoix-Emmet ISD

School Name: Boyne City High School

Grades Served: 9,10,11,12

Mrs. Karen Jarema

Building Code: 00371

District Approval of Plan:

Authorized Official Signature and Date

Board of Education Approval of Plan:

Authorized Official Signature and Date

School Improvement Plan

Contents

Introduction 3

School Information 4

Vision, Mission and Beliefs 5

Goals 6

 Goal 1: Numerical Literacy 6

 Goal 2: Reading 15

 Goal 3: Writing 28

Resource Profile 34

Additional Requirements 35

Assurances 38

Stakeholders 44

Statement of Non-Discrimination 45

Supporting Documentation 46

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. 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.

School Information

School:	Boyne City High School
District:	Boyne City Public Schools
Public/Non-Public:	Public
Grades:	9,10,11,12
School Code Number:	00371
City:	BOYNE CITY
State/Province:	Michigan
Country:	United States

Vision, Mission and Beliefs

Vision Statement

Boyne City Public Schools believe in learning for all. We are dedicated to teaching the foundations skills necessary for all students to be successful in the future. We understand that academic achievement is our number one priority, but we also recognize that addressing students social, emotional, and physical needs is a component of academic achievement. We believe that education is most effective when students feel safe and confident. Simply stated, we believe that all children can learn.

Mission Statement

Boyne City High School, in partnership with families and community, will provide a quality education in a secure and caring environment for all students so they become responsible adult citizens.

Beliefs Statement

1. Learning is a life long process for everyone.
2. Parent involvement is key to student success.
3. It is important for community members to be invited, informed, and involved in the educational process.
4. Education is best facilitated in a safe, caring, and nurturing environment where all people are treated with respect and dignity.
5. All people can learn.
6. Academic, social, emotional, and physical aspects of school life need to be integrated with and aligned to our outcomes.
7. Quality staff development is one key to effective schools.
8. Assessment should match instruction and measure student learning toward established outcomes.
9. The evaluation and improvement of all programs is an on-going process.
10. Problem solving, decision making and higher order thinking skills need to be integrated into the curriculum.
11. There is a direct relationship between self-esteem, effort, and success.
12. Self-evaluation is important in developing and reaching higher expectations.

Goals

Name	Development Status	Progress Status
Numerical Literacy	Complete	Open
Reading	Complete	Open
Writing	Complete	Open

Goal 1: Numerical Literacy

Content Area: Math

Development Status: Complete

Student Goal Statement: All students will become proficient in mathematics.

Gap Statement: In the Spring 2012 MME, 37% of 11th graders were proficient in mathematics. In attempting to get to 100%, the current gap is 63%.

Cause for Gap: MME Mathamics in Spring 2012, shows that

*Only 7% of our students with disabilities scored proficient; while 43% of our students without disabilities scored proficient.

*32% of our Economically Disadvantaged students scored proficient; while 43% of our Non-Economically Disadvantaged students scored proficient.

Multiple measures/sources of data you used to identify this gap in student achievement: MME Mathematics
ACT Mathematics

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? At least 50% of students will score proficient on the Spring 2013 Mathematics MME Assessment.

At least 30% of the accomodated tested students will score proficient on the Spring 2013 Mathematics MME Assessment.

At least 50% of our Economically Disadvantaged students will score proficient on the Spring 2013 Mathematics MME Assessment.

Contact Name: Karen Jarema

List of Objectives:

Name	Objective
Mathematics	At least 50% of students will score proficient on the Spring 2013 Mathematics MME

Proficiency	Assessment. At least 30% of the students with disabilities will score proficient on the Spring 2013 Mathematics MME Assessment. At least 50% of our economically disadvantaged students will score proficient on the Spring 2013 Mathematics MME Assessment.
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1.1. Objective: Mathematics Proficiency

Measurable Objective Statement to Support Goal: At least 50% of students will score proficient on the Spring 2013 Mathematics MME Assessment.

At least 30% of the students with disabilities will score proficient on the Spring 2013 Mathematics MME Assessment.

At least 50% of our economically disadvantaged students will score proficient on the Spring 2013 Mathematics MME Assessment.

List of Strategies:

Name	Strategy
Credit Recovery Classroom	To provide a Credit Recovery Classroom during the school day and after school to allow for students to enroll in credit recovery online coursework, receive assistance in current classes that they have fallen behind in, and receive support in other credit recovery options (correspondence, make-up, school to work, etc.)
Extended Time	School will use extended learning activities, including but not limited to the Academic Support Classroom and After-School Tutoring program, to assist students performing below grade level.
HS Literacy and Math Coach	Literacy and Math coach will support student learning needs in math through the use of on-site individualized professional development for classroom teachers and support staff aimed at designing the most effective intervention activities for individual students.
Monitor Student Academic Progress	The building Student Success Advisor will monitor student progress weekly and work with parents and students to develop appropriate interventions to assist in the student success.
Target instruction on Strand G1	All students be instructed in the MME Strand G1 'Figures and Properties' in Algebra I and Geometry.

1.1.1. Strategy: Credit Recovery Classroom

Strategy Statement: To provide a Credit Recovery Classroom during the school day and after school to allow for students to enroll in credit recovery online coursework, receive assistance in current classes that they have fallen behind in, and receive support in other credit recovery options (correspondence, make-up, school to work, etc.)

Selected Target Areas

3.1 Develops and implements curriculum based on clearly defined expectations for student learning

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

National Center on Response to Intervention; <http://www.rti4success.org>

Fielding, L., Kerr, J., & Rosier, P. (2007). Annual growth for all students, catch-up growth for those who are behind. Kennewick, WA: The New Foundation Press, Inc.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Credit Recovery Mentor	2012-08-31	2015-06-15	Credit Recovery Mentor

1.1.1.1. Activity: Credit Recovery Mentor

Activity Type: Other

Activity Description: Credit Recovery Mentor will be hired to facilitate the Credit Recovery Classroom. The mento will work with the staff of BCHS to assist with credit recovery of current coursework for students identified as behind The HS Counselor will assign students to the Credit Recovery Mentor when online coursework or other types of credit recovery coursework is assigned as part of the student's school day and/or after-school (additional hour) program.

Planned staff responsible for implementing activity: Credit Recovery Mentor

Actual staff responsible for implementing activity: Credit Recovery Mentor

Planned Timeline: Begin Date - 2012-08-31, End Date - 2015-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Credit Recovery Mentor	Section 31 a	30,000.00	

1.1.2. Strategy: Extended Time

Strategy Statement: School will use extended learning activities, including but not limited to the Academic Support Classroom and After-School Tutoring program, to assist students performing below grade level.

Selected Target Areas

I.3.B.3 All stakeholders are committed to the belief that all student learners will be successful. In order to achieve this goal, students play a major role in monitoring and improving their own performance. Student achievement is truly a joint venture among student, teacher, and parent. In order to ensure success of all students, a school-wide or cross-program system is in place that monitors the progress of any student not succeeding and provides data to all stakeholders to inform them about resulting interventions.

II.2.A.2 All school stakeholders, including students, are engaged in creating a culture of excellence. Therefore, the primary criterion employed in decision-making is the impact of the decision on student achievement. Staff members believe that all students can learn and achieve to high standards and students are actively engaged in the learning process throughout the school day.

IV.1.B.2 The school is seen as a "learning organization" with parents serving a key role. Numerous extended learning opportunities are provided to parents in order to enhance their own education, as well as to reinforce and support their children learning at home.

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

Marzano, R., Pickering, D., & Pollock, J. (2001). Classroom Instruction that works: Research-based strategies for increasing student achievement. Alexandria, VA: Association for Supervision and Curriculum Development

National Center on Response to Intervention; <http://www.rti4success.org/>

Fielding, L., Kerr, N.,& Rosier, P. (2007). Annual growth for all students, catch-up growth for those who are behind. Kennewick, WA: The New Foundation Press, Inc.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Academic Support	2010-09-01	2013-06-15	Academic Support Teachers
After School Tutoring Program	2010-09-01	2013-06-15	After-School staff.

1.1.2.1. Activity: Academic Support

Activity Description: Provide an Academic Support classroom for strategic tutoring during the school day with a certified teacher so that credit can be given.

Planned staff responsible for implementing activity: Academic Support Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-01, End Date - 2013-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Teacher	Section 31 a	75,000.00	0.00

1.1.2.2. Activity: After School Tutoring Program

Activity Description: School will provide an AftEr-School Tutoring Program for students that need strategic tutoring.

Planned staff responsible for implementing activity: After-School staff.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-01, End Date - 2013-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Teacher	Section 31 a	2,500.00	0.00

1.1.3. Strategy: HS Literacy and Math Coach

Strategy Statement: Literacy and Math coach will support student learning needs in math through the use of on-site individualized professional development for classroom teachers and support staff aimed at designing the most effective intervention activities for individual students.

Selected Target Areas

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

<http://www.pacoaching.org/>

Ball, D. L. (1994). Developing mathematics reform: What don?t we know about teacher learning?but would make good working hypotheses? Paper presented at the Conference for Teacher Enhancement in

Mathematics K-6, Arlington, Virginia.

Beaton, A. E., Mullis, I. V., Martin, M. O., Gonzalez, E. J., Kelly, D. L., & Smith, T. A. (1997).

Mathematics achievement in the middle school years: IEA's third international mathematics and science study (TIMSS). Chestnut Hill, MA: Boston College.

Borchers, C. A., Shroyer, M. G., & Enochs, L. G. (1992). A staff development model to encourage the use of microcomputers in science teaching in rural schools. *School Science and Mathematics*, 92(7), 384-391.

Brown, D., Reumann-Moore, R., Hugh, R., Plessis, P. D., & Christman, J. B. (2006). Promising inroads: Year one report of the Pennsylvania high school coaching initiative. Retrieved March, 20, 2009, from http://www.pacoaching.org/files/Research%20Findings/pahsci_rfa_year_one_report.pdf

Center for Strengthening the Teaching Profession. (2007). Improving instruction through coaching. Retrieved March, 20, 2008, from <http://www.k12.wa.us/ProfDev/tap/pubdocs/CoachingBrochure.pdf>

Charmaz, K. (2000). Grounded theory: Objectivist and constructivist methods. In N. K. Denzin & Y. S.

Garet, M. S., Porter, A. C., Desimone, L., Birman, B. F., & Yoon, K. S. (2001). What makes professional development effective? Results from a national sample of teachers. *American Educational Research Journal*, 38(4), 915-945.

Hall, B. (2004). Literacy coaches: An evolving role. Retrieved March 20, 2009, from <http://www.carnegie.org/reporter/09/literacy/index.html>

Russo, A. (2004). School-based coaching: A revolution in professional development? or just the latest fad? Retrieved October, 26, 2006, from <http://www.edletter.org/past/issues/2004-ja/coaching.shtml>

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
HS Individual Technology Devices for Student Intervention	2011-09-01	2013-06-15	Literacy and Math Coach Classroom Teachers Support Staff
Support Center in building to access Coach	2012-08-30	2015-06-15	An assistant to the Math and Literacy Coach will be utilized between buildings in the district so that the Support Center will be available to staff and students.

1.1.3.1. Activity: HS Individual Technology Devices for Student Intervention

Activity Type: Professional Development

Activity Description: Literacy and Math coach will provide professional development to classroom teachers and support staff in the use of individual technology devices for student intervention in the area of math.

Planned staff responsible for implementing activity: Literacy and Math Coach
Classroom Teachers
Support Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-01, End Date - 2013-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Assistant to the Math and Literacy Coach	Section 31 a	15,000.00	
Literacy and Math Coach for Technology Training	Title II Part A	20,000.00	

1.1.3.2. Activity: Support Center in building to access Coach

Activity Type: Technology

Activity Description: To create a Support Center in the High School Media Center that staff and students can access the support of the Literacy and Math Coach. Professional Development and Technology Support can be gained quickly and easily by having the center staffed by an assistant to the Coach and student assistants.

Planned staff responsible for implementing activity: An assistant to the Math and Literacy Coach will be utilized between buildings in the district so that the Support Center will be available to staff and students.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-08-30, End Date - 2015-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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1.1.4. Strategy: Monitor Student Academic Progress

Strategy Statement: The building Student Success Advisor will monitor student progress weekly and work with parents and students to develop appropriate interventions to assist in the student success.

Selected Target Areas

I.1.A.5 The curriculum is sufficiently flexible to allow for adaptation and modification to meet the wide range of needs and abilities of all students.
I.1.B.2 The school makes a concerted effort to ensure that all students have a clear understanding of what they are studying and why they are studying it.
I.2.B.3 Staff believe that active student engagement is a key feature of student success and there is an

expectation that all teachers will design lessons and assessments that engage their students.

I.3.B.1 The school believes in open communication about student achievement. Assessment results based upon the Content Expectations (GLCE, HSCE) or Michigan Curriculum Framework (where appropriate) are provided to teachers, students, and parents. The results are kept current so that staff members can use them to inform instruction and to work with students to increase proficiency. Parents and students have the opportunity to meet with staff for the purpose of clarifying the information and planning for the future.

I.3.B.3 All stakeholders are committed to the belief that all student learners will be successful. In order to achieve this goal, students play a major role in monitoring and improving their own performance. Student achievement is truly a joint venture among student, teacher, and parent. In order to ensure success of all students, a school-wide or cross-program system is in place that monitors the progress of any student not succeeding and provides data to all stakeholders to inform them about resulting interventions.

II.1.A.7 School leaders base all school improvement decisions on data. School leaders provide a wide range of types and sources of data on which staff base their decisions regarding the effectiveness of curriculum and instructional and assessment practices.

II.1.B.1 School leaders have a visible presence throughout the school. They have a well-established system for monitoring instruction, guiding school improvement and assessing school climate.

II.1.B.4 School leaders are able to clearly and consistently communicate and articulate the high expectations for instruction and student success to all with whom they come in contact. The result of this effort is demonstrated in its shared belief by all stakeholder groups.

II.2.A.2 All school stakeholders, including students, are engaged in creating a culture of excellence. Therefore, the primary criterion employed in decision-making is the impact of the decision on student achievement. Staff members believe that all students can learn and achieve to high standards and students are actively engaged in the learning process throughout the school day.

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

Tiered Interventions in High Schools. www.rti4success.org
 "Implicit in this prevention framework is the idea that the least intense (or primary) level of services addresses the needs of most learners and delivers high-quality instruction that is culturally and linguistically responsive to the student population. For students who demonstrate the need for additional support, more intensive, targeted services are available. The effectiveness of those supports are monitored frequently and consistently to determine whether (a) the intervention is working and is no longer needed, (b) the intervention is working and should be continued, or (c) the intervention is not working and therefore a different (and perhaps more intensive) intervention should be implemented. Data are used to guide these decisions. Interventions are commensurate to a student's demonstrated need and are changed or intensified if they are found ineffective."

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Academic & Behavioral Plans for Success	2010-09-01	2013-06-15	Student Success Advisor

1.1.4.1. Activity: Academic & Behavioral Plans for Success

Activity Description: The Student Success Advisor will work with student, parent, and appropriate school staff to build intervention plans for student success. Monitoring of the plans and modifications to the plans will be a continual process.

Planned staff responsible for implementing activity: Student Success Advisor

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-01, End Date - 2013-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Student Success Advisor	Section 31 a	12,000.00	0.00

1.1.5. Strategy: Target instruction on Strand G1

Strategy Statement: All students be instructed in the MME Strand G1 'Figures and Properties' in Algebra I and Geometry.

Selected Target Areas

I.1.A.2 The school's curriculum framework is based upon and organized around the adopted state and local curriculum documents.
I.1.A.4 The school community holds the belief that quality curriculum and instruction requires frequent review and revision based upon input of appropriate stakeholders within a structured process.
I.2.A.2 Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students. The result is a curriculum that allows students to derive meaning from all of their educational experiences.
I.2.B.1 The school or program ensures that students have the supports they need to meet the required standards. Teachers provide opportunities for students to use many and varied approaches to demonstrate competency. The school or program continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.
I.3.A.1 Assessments are aligned with the curriculum and instruction. They have been designed by matching the appropriate measurement method to the type of learning targets (knowledge, reasoning, skill, performance or disposition.)
II.1.A.2 School leaders have a clear understanding of the importance of data to school improvement. They maintain the level of expertise necessary to analyze and interpret the multiple sources of data that inform the school improvement process.
II.1.A.7 School leaders base all school improvement decisions on data. School leaders provide a wide range of types and sources of data on which staff base their decisions regarding the effectiveness of curriculum and instructional and assessment practices.
III.2.B.2 Curriculum content is a key component of professional development. Staff participation in professional development results in improved delivery of the curriculum content.

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

Marzano, R., Pickering, D., & Pollock, J. (2001). Classroom Instruction that works: Research-based strategies for increasing student achievement. Alexandria, VA: Association for Supervision and Curriculum Development

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Identify content expectations to target	2010-09-01	2013-06-15	Math teachers

1.1.5.1. Activity: Identify content expectations to target

Activity Description: Math teachers will identify the content expectations that go along with Strand G1 Figures and Properties. They will then develop effective instructional activities for Algebra I and Geometry that will ensure mastery in these areas.

Planned staff responsible for implementing activity: Math teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-01, End Date - 2013-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Time for teachers to plan	No Funds Required	0.00	0.00

Goal 2: Reading

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: All students will become proficient in reading.

Gap Statement: In the Spring 2012 MME, 60% of 11th graders were proficient in reading. In attempting to get to 100%, the current gap is 40%.

Cause for Gap: MME Reading in Spring 2012, shows that:

*72% of females scored proficient; while only 49% of males scored proficient.

*55% of economically disadvantaged students scored proficient; while 67% of non-economically disadvantaged students scored proficient.

*14% of students with disabilities scored proficient; while 69% of students without disabilities scored proficient.

Multiple measures/sources of data you used to identify this gap in student achievement: MME Reading
ACT College Readiness in Reading

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? At least 70% of students will score proficient on the Spring 2013 Reading MME Assessment.

At least 25% of students with disabilities will score proficient on the Spring 2013 Reading MME Assessment.

At least 60% of all students will meet the ACT College Readiness Benchmark of 21 in the Spring 2013 MME/ACT.

Contact Name: Karen Jarema

List of Objectives:

Name	Objective
Reading Proficiency	At least 70% of students will score proficient on the Spring 2013 Reading MME Assessment. At least 25% of students with disabilities will score proficient on the Spring 2013 MME Assessment. At least 60% of all students will meet the ACT College Readiness Benchmark of 21 on the Spring 2013 MME/ACT.

2.1. Objective: Reading Proficiency

Measurable Objective Statement to Support Goal: At least 70% of students will score proficient on the Spring 2013 Reading MME Assessment.

At least 25% of students with disabilities will score proficient on the Spring 2013 MME Assessment.

At least 60% of all students will meet the ACT College Readiness Benchmark of 21 on the Spring 2013 MME/ACT.

List of Strategies:

Name	Strategy
Credit Recovery Classroom	To provide a Credit Recovery Classroom during the school day and after school to allow for students to enroll in credit recovery online coursework, receive assistance in current classes that they have fallen behind in, and receive support in other credit recovery options (correspondence, make-up, school-to-work, etc.)
Extended Learning Activities	School will use extended learning activities, including but not limited to the Academic Support Classroom and After-School Tutoring program, to assist students performing below grade level.
HS Literacy and Math	Literacy and Math coach will support student learning needs in reading through the use

Coach	of on-site individualized professional development for classroom teachers and support staff aimed at designing the most effective intervention activities for individual students.
Monitor Student Academic Progress	The building Student Success Advisor will monitor student progress weekly and work with parents and students to develop appropriate interventions to assist in the student success.
Reading comprehension across curricular areas	All students will be taught and expected to use reading comprehension strategies in all curricular areas.
Remediation classes for 9th & 10th graders	Students who are significantly below grade level in reading will be placed in a remedial English class (Eng 100 and Eng 200) in the 9th and 10th grade years. These courses will be 3-term classes and will use the additional time to incorporate the teaching of reading (fluency and decoding skills).

2.1.1. Strategy: Credit Recovery Classroom

Strategy Statement: To provide a Credit Recovery Classroom during the school day and after school to allow for students to enroll in credit recovery online coursework, receive assistance in current classes that they have fallen behind in, and receive support in other credit recovery options (correspondence, make-up, school-to-work, etc.)

Selected Target Areas

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

National Center on Response to Intervention; <http://www.rti4success.org>

Fielding, L., Kerr, J., & Rosier, P. (2007). Annual growth for all students, catch-up growth for those who are behind. Kennewick, WA: The New Foundation Press, Inc.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Credit Recovery Mentor	2012-08-30	2015-06-15	Credit Recovery Mentor

2.1.1.1. Activity: Credit Recovery Mentor

Activity Type: Other

Activity Description: Credit Recovery Mentor will be hired to facilitate the Credit Recovery Classroom. The mentor will work with the staff of BCHS to assist with credit recovery of current coursework for students identified as behind. The HS Counselor will assign students to the Credit Recovery Mentor when online coursework or other types of credit recovery coursework is assigned as part of the student's school day and/o after-school (additional hour) program.

Planned staff responsible for implementing activity: Credit Recovery Mentor

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-08-30, End Date - 2015-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Credit Recovery Mentor	Section 31 a	30,000.00	

2.1.2. Strategy: Extended Learning Activities

Strategy Statement: School will use extended learning activities, including but not limited to the Academic Support Classroom and After-School Tutoring program, to assist students performing below grade level.

Selected Target Areas

I.3.B.3 All stakeholders are committed to the belief that all student learners will be successful. In order to achieve this goal, students play a major role in monitoring and improving their own performance. Student achievement is truly a joint venture among student, teacher, and parent. In order to ensure success of all students, a school-wide or cross-program system is in place that monitors the progress of any student not succeeding and provides data to all stakeholders to inform them about resulting interventions.
II.2.A.2 All school stakeholders, including students, are engaged in creating a culture of excellence. Therefore, the primary criterion employed in decision-making is the impact of the decision on student achievement. Staff members believe that all students can learn and achieve to high standards and students are actively engaged in the learning process throughout the school day.
IV.1.B.2 The school is seen as a "learning organization" with parents serving a key role. Numerous extended learning opportunities are provided to parents in order to enhance their own education, as well as to reinforce and support their children learning at home.

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

Reading Next (2004). Strategic Tutoring is a recommended strategy in improving student achievement. "Some students require or would benefit from intense, individualized instruction. This is particularly true of the student who struggles with decoding and fluency, but is also true of students requiring short-term, focused help. Such students should be given the opportunity to participate in tutoring."

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Academic Support	2010-09-01	2013-06-14	Academic Support Teachers
After-School Tutoring	2010-09-01	2013-06-15	After-School Staff

2.1.2.1. Activity: Academic Support

Activity Description: Provide an Academic Support classroom for strategic tutoring during the school day with a certified teacher so that credit can be given.

Planned staff responsible for implementing activity: Academic Support Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-01, End Date - 2013-06-14

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Teacher	Section 31 a	75,000.00	0.00

2.1.2.2. Activity: After-School Tutoring

Activity Description: School will provide an After-School Tutoring Program for students that need strategic tutoring.

Planned staff responsible for implementing activity: After-School Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-01, End Date - 2013-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Teacher	Section 31 a	2,500.00	0.00

2.1.3. Strategy: HS Literacy and Math Coach

Strategy Statement: Literacy and Math coach will support student learning needs in reading through the use of on-site individualized professional development for classroom teachers and support staff aimed at designing the most effective intervention activities for individual students.

Selected Target Areas

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

<http://www.pacoaching.org/>
 Ball, D. L. (1994). Developing mathematics reform: What don?t we know about teacher learning?but would make good working hypotheses? Paper presented at the Conference for Teacher Enhancement in Mathematics K?6, Arlington, Virginia.
 Beaton, A. E., Mullis, I. V., Martin, M. O., Gonzalez, E. J., Kelly, D. L., & Smith, T. A. (1997). Mathematics achievement in the middle school years: IEA?s third international mathematics and science study (TIMSS). Chestnut Hill, MA: Boston College.
 Borchers, C. A., Shroyer, M. G., & Enochs, L. G. (1992). A staff development model to encourage the use of microcomputers in science teaching in rural schools. *School Science and Mathematics*, 92(7), 384?391.
 Brown, D., Reumann-Moore, R., Hugh, R., Plessis, P. D., & Christman, J. B. (2006). Promising inroads: Year one report of the Pennsylvania high school coaching initiative. Retrieved March, 20, 2009, from http://www.pacoaching.org/files/Research%20Findings/pahsci_rfa_year_one_report.pdf
 Center for Strengthening the Teaching Profession. (2007). Improving instruction through coaching. Retrieved March, 20, 2008, from <http://www.k12.wa.us/ProfDev/tap/pubdocs/CoachingBrochure.pdf>
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List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Individual Technology	2011-	2013-	Classroom teachers Support Staff Literacy and Math Coach

Devices for Student Intervention	09-01	06-14	
Support Center in building to access Coach	2012-09-01	2015-06-15	An assistant to the Math and Literacy Coach will be utilized between buildings in the district so that the Support Center will be available to staff and students.

2.1.3.1. Activity: Individual Technology Devices for Student Intervention

Activity Description: Literacy and Math coach will provide professional development to classroom teachers and support staff in the use of individual technology devices for student intervention in the area of reading.

Planned staff responsible for implementing activity: Classroom teachers
Support Staff
Literacy and Math Coach

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-01, End Date - 2013-06-14

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Assistant to the Math and Literacy Coach	Section 31 a	15,000.00	
Literacy and Math Coach for Technology Training	Title II Part A	20,000.00	

2.1.3.2. Activity: Support Center in building to access Coach

Activity Type: Other

Activity Description: To create a Support Center in the High School Media Center that staff and students can access the support of the Literacy and Match Coach. Professional Development and Technology Support can be gained quickly and easily by having the center staffed by an assistant to the Coach and student assistants.

Planned staff responsible for implementing activity: An assistant to the Math and Literacy Coach will be utilized between buildings in the district so that the Support Center will be available to staff and students.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-01, End Date - 2015-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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2.1.4. Strategy: Monitor Student Academic Progress

Strategy Statement: The building Student Success Advisor will monitor student progress weekly and work with parents and students to develop appropriate interventions to assist in the student success.

Selected Target Areas

I.1.B.2 The school makes a concerted effort to ensure that all students have a clear understanding of what they are studying and why they are studying it.
I.2.B.3 Staff believe that active student engagement is a key feature of student success and there is an expectation that all teachers will design lessons and assessments that engage their students.
I.3.B.1 The school believes in open communication about student achievement. Assessment results based upon the Content Expectations (GLCE, HSCE) or Michigan Curriculum Framework (where appropriate) are provided to teachers, students, and parents. The results are kept current so that staff members can use them to inform instruction and to work with students to increase proficiency. Parents and students have the opportunity to meet with staff for the purpose of clarifying the information and planning for the future.
II.1.A.7 School leaders base all school improvement decisions on data. School leaders provide a wide range of types and sources of data on which staff base their decisions regarding the effectiveness of curriculum and instructional and assessment practices.
II.1.B.1 School leaders have a visible presence throughout the school. They have a well-established system for monitoring instruction, guiding school improvement and assessing school climate.
III.2.A.2 Staff continuously collaborates to adjust instruction based on on-going student performance.

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

Tiered Interventions in High Schools. www.rti4success.org

"Implicit in this prevention framework is the idea that the least intense (or primary) level of services addresses the needs of most learners and delivers high-quality instruction that is culturally and linguistically responsive to the student population. For students who demonstrate the need for additional support, more intensive, targeted services are available. The effectiveness of those supports are monitored frequently and consistently to determine whether (a) the intervention is working and is no longer needed, (b) the intervention is working and should be continued, or (c) the intervention is not working and therefore a different (and perhaps more intensive) intervention should be implemented. Data are used to guide these decisions. Interventions are commensurate to a student's demonstrated need and are changed or intensified if they are found ineffective."

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Academic & Behavioral Plans for Success	2010-09-01	2013-06-15	Student Success Advisor

2.1.4.1. Activity: Academic & Behavioral Plans for Success

Activity Description: The Student Success Advisor will work with student, parent, and appropriate school staff to build intervention plans for student success. Monitoring of the plans and modifications to the plans will be a continual process.

Planned staff responsible for implementing activity: Student Success Advisor

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-01, End Date - 2013-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Student Success Advisor	Section 31 a	12,000.00	0.00

2.1.5. Strategy: Reading comprehension across curricular areas

Strategy Statement: All students will be taught and expected to use reading comprehension strategies in all curricular areas.

Selected Target Areas

I.1.A.1 The curriculum documents are the basic framework for instruction. They contain essential and rigorous content that guides what is taught within and across grade levels. They provide consistency and continuity to the curriculum and instruction practiced at the school and reflects the belief that all students should actively construct and apply knowledge.
I.1.A.3 The school's curriculum documents are designed in a way that ensures cohesion within and across grade levels and content areas.
I.1.B.1 Communication and articulation about the curriculum is a high priority for the entire staff. A dialog is promoted between and across grade levels and content areas. Particular emphasis is paid to the curriculum dialog of teachers from one instructional level to another.
I.1.B.2 The school makes a concerted effort to ensure that all students have a clear understanding of what they are studying and why they are studying it.
I.2.B.1 The school or program ensures that students have the supports they need to meet the required

standards. Teachers provide opportunities for students to use many and varied approaches to demonstrate competency. The school or program continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.

I.2.B.2 There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.

I.3.B.2 Data is regarded as an essential tool in the analysis and improvement of curriculum and instruction. Individual teachers, as well as teacher teams, continually assess their curricula and instructional practices and set goals that focus on revisions to school processes, curriculum and instruction.

II.1.A.1 School leaders have extensive knowledge of curriculum, instruction and assessment. They share this knowledge with their colleagues and promote professional development that is consistent with current best practice theory. They develop systems and promote strategies that contribute to the collective improvement of student achievement.

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

Harvey, Stephanie & Goudvis, Anne. Strategies That Work: Teaching Comprehension to Enhance Understanding, p. 9. "Comprehension means that readers think not only about what they are reading but what they are learning. When readers construct meaning, they are building their store of knowledge."

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Include reading comprehension strategies in lesson plans	2010-09-01	2013-06-15	All teachers

2.1.5.1. Activity: Include reading comprehension strategies in lesson plans

Activity Description: All staff will include reading comprehension strategies in their lesson plans. Minimum expectation will be one reading comprehension strategy included per unit.

Planned staff responsible for implementing activity: All teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-01, End Date - 2013-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
professional development for staff not implementing	General Funds	500.00	0.00
Time for planning	No Funds Required	0.00	0.00

2.1.6. Strategy: Remediation classes for 9th & 10th graders

Strategy Statement: Students who are significantly below grade level in reading will be placed in a remedial English class (Eng 100 and Eng 200) in the 9th and 10th grade years. These courses will be 3-term classes and will use the additional time to incorporate the teaching of reading (fluency and decoding skills).

Selected Target Areas

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

I.1.A.3 The school's curriculum documents are designed in a way that ensures cohesion within and across grade levels and content areas.

I.1.A.5 The curriculum is sufficiently flexible to allow for adaptation and modification to meet the wide range of needs and abilities of all students.

I.1.B.2 The school makes a concerted effort to ensure that all students have a clear understanding of what they are studying and why they are studying it.

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

I.2.B.1 The school or program ensures that students have the supports they need to meet the required standards. Teachers provide opportunities for students to use many and varied approaches to demonstrate competency. The school or program continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.

I.3.B.2 Data is regarded as an essential tool in the analysis and improvement of curriculum and instruction. Individual teachers, as well as teacher teams, continually assess their curricula and instructional practices and set goals that focus on revisions to school processes, curriculum and instruction.

I.3.B.3 All stakeholders are committed to the belief that all student learners will be successful. In order to achieve this goal, students play a major role in monitoring and improving their own performance. Student achievement is truly a joint venture among student, teacher, and parent. In order to ensure success of all students, a school-wide or cross-program system is in place that monitors the progress of any student not succeeding and provides data to all stakeholders to inform them about resulting interventions.

II.1.A.4 The school leaders maintain the focus on application of learning theory in the classroom. Leaders have set an expectation that knowledge of how students learn and the impact of developmental states on instructional strategies are essential factors in decisions related to curriculum planning, delivery, and assessment.

II.1.A.7 School leaders base all school improvement decisions on data. School leaders provide a wide range of types and sources of data on which staff base their decisions regarding the effectiveness of curriculum and instructional and assessment practices.

II.2.A.2 All school stakeholders, including students, are engaged in creating a culture of excellence.

Therefore, the primary criterion employed in decision-making is the impact of the decision on student achievement. Staff members believe that all students can learn and achieve to high standards and students are actively engaged in the learning process throughout the school day.

II.2.B.2 The school improvement plan reflects a philosophy of continuous improvement. It contains measurable performance and equity goals that reflect the vision and the mission of the school.

III.1.B.5 Instruction at the school is student-centered. Staff views each student in a holistic manner and teach to individual learning styles, interests, and cultural backgrounds.

III.2.B.2 Curriculum content is a key component of professional development. Staff participation in professional development results in improved delivery of the curriculum content.

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

Reading Next (2004). "Effective adolescent literacy interventions must address reading comprehension. A number of excellent approaches have been shown to be effective in middle and high school contexts, but no one approach is necessarily better than another; the ideal intervention will tap more than one comprehension instructional approach."

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Instruction of fluency to assist in comprehension	2010-09-01	2013-06-15	Teachers of English 100 and English 200.
Placement of students in courses	2010-09-01	2013-06-15	Teachers of English, high school counselor
Provide materials for reading intervention	2010-09-01	2013-06-15	Teachers of English 100 and English 200, school principal

2.1.6.1. Activity: Instruction of fluency to assist in comprehension

Activity Description: Staff will incorporate weekly lessons that teach fluency skills to students to assist in their reading and comprehension of reading.

Planned staff responsible for implementing activity: Teachers of English 100 and English 200.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-01, End Date - 2013-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Time for planning	No Funds Required	0.00	0.00

2.1.6.2. Activity: Placement of students in courses

Activity Description: Staff will use NWEA Reading scores, EXPLORE and PLAN Reading scores and previous grades in ELA Classes to place students who are significantly below grade level in these remedial courses.

Planned staff responsible for implementing activity: Teachers of English, high school counselor

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-01, End Date - 2013-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Time	No Funds Required	0.00	0.00

2.1.6.3. Activity: Provide materials for reading intervention

Activity Description: School will provide materials for English 100 and 200 that will assist in the teaching of reading for adolescents.

Planned staff responsible for implementing activity: Teachers of English 100 and English 200, school principal

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-01, End Date - 2013-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Materials	General Funds	2,000.00	0.00

Goal 3: Writing

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: All students will become proficient in writing.

Gap Statement: In the Spring 2012 MME, 60% of 11th graders were proficient in writing. In attempting to get to 100%, the current gap is 40%.

Cause for Gap: MME Writing in Spring 2012, shows that:

*70% of female students scored proficient; while only 51% of males scored proficient.

*14% of our students with disabilities scored proficient; while 69% of our students without disabilities scored proficient.

Multiple measures/sources of data you used to identify this gap in student achievement: MME
ACT Writing

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? At least 70% of students will score proficient on the Writing MME Assessment.

At least 85% of students will score a 7 or better on the ACT Writing.

Contact Name: Karen Jarema

List of Objectives:

Name	Objective
Writing Skills	At least 50% of students will score proficient on the Spring 2011 Writing MME Assessment. At least 60% of students will score a 7 or better on the Spring 2011 ACT Writing.

3.1. Objective: Writing Skills

Measurable Objective Statement to Support Goal: At least 50% of students will score proficient on the Spring 2011 Writing MME Assessment.

At least 60% of students will score a 7 or better on the Spring 2011 ACT Writing.

List of Strategies:

Name	Strategy
Extended Learning Activities	School will use extended learning activities, including but not limited to the Academic Support Classroom and After-School Tutoring program, to assist students performing

	below grade level.
Increase Frequency of Writing	All students will be writing across the curriculum for a minimum of 60 minutes per day, 4-5 days per week.
Monitor Student Academic Progress	The building Student Success Advisor will monitor student progress weekly and work with parents and students to develop appropriate interventions to assist in the student success.

3.1.1. Strategy: Extended Learning Activities

Strategy Statement: School will use extended learning activities, including but not limited to the Academic Support Classroom and After-School Tutoring program, to assist students performing below grade level.

Selected Target Areas

I.3.B.3 All stakeholders are committed to the belief that all student learners will be successful. In order to achieve this goal, students play a major role in monitoring and improving their own performance. Student achievement is truly a joint venture among student, teacher, and parent. In order to ensure success of all students, a school-wide or cross-program system is in place that monitors the progress of any student not succeeding and provides data to all stakeholders to inform them about resulting interventions.

II.2.A.2 All school stakeholders, including students, are engaged in creating a culture of excellence. Therefore, the primary criterion employed in decision-making is the impact of the decision on student achievement. Staff members believe that all students can learn and achieve to high standards and students are actively engaged in the learning process throughout the school day.

IV.1.B.2 The school is seen as a "learning organization" with parents serving a key role. Numerous extended learning opportunities are provided to parents in order to enhance their own education, as well as to reinforce and support their children learning at home.

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

Reading Next (2004). Strategic Tutoring is a recommended strategy in improving student achievement. "Some students require or would benefit from intense, individualized instruction. This is particularly true of the student who struggles and decoding and fluency, but is also true of students requiring short-term, focused help. Such students should be given the opportunity to participate in tutoring."

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
After-School Tutoring Program	2010-09-01	2013-06-15	After-school staff.
Provide Academic Support for Credit	2010-09-01	2013-06-15	Academic Support Teachers

3.1.1.1. Activity: After-School Tutoring Program

Activity Description: School will provide an After-School Tutoring Program for students that need strategic tutoring.

Planned staff responsible for implementing activity: After-school staff.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-01, End Date - 2013-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Teacher	Section 31 a	2,500.00	0.00

3.1.1.2. Activity: Provide Academic Support for Credit

Activity Description: Provide an Academic Support classroom for strategic tutoring during the school day with a certified teacher so that credit can be given.

Planned staff responsible for implementing activity: Academic Support Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-01, End Date - 2013-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Teacher	Section 31 a	75,000.00	0.00

3.1.2. Strategy: Increase Frequency of Writing

Strategy Statement: All students will be writing across the curriculum for a minimum of 60 minutes per day, 4-5 days per week.

Selected Target Areas

II.2.A.2 All school stakeholders, including students, are engaged in creating a culture of excellence. Therefore, the primary criterion employed in decision-making is the impact of the decision on student achievement. Staff members believe that all students can learn and achieve to high standards and students are actively engaged in the learning process throughout the school day.

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

Writing Across the Curriculum is a tried and proven approach to improving student writing. Below is an excerpt from Northwest Regional Educational Laboratory on the effectiveness of such programs (<http://www.nwrel.org>). Lillyanne van Allen's (1992) study concluded "that schoolwide writing across the curriculum efforts do appear to produce significant improvements in student writing ability."

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Create and Implement Lesson Plans Weekly	2010-10-01	2013-06-15	All core content area teachers.
Writing Across the Curriculum PD	2010-08-15	2013-06-15	Principal and PD Planning Team

3.1.2.1. Activity: Create and Implement Lesson Plans Weekly

Activity Description: Weekly lessons will include writing activities so that all students are writing a minimum of 60 minutes per day.

Planned staff responsible for implementing activity: All core content area teachers.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-10-01, End Date - 2013-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Teachers, time	General Funds	0.00	0.00

3.1.2.2. Activity: Writing Across the Curriculum PD

Activity Description: Teachers in core content areas will receive training from the ELA staff

Planned staff responsible for implementing activity: Principal and PD Planning Team

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-08-15, End Date - 2013-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Trainer, Time, Food	General Funds	0.00	0.00

3.1.3. Strategy: Monitor Student Academic Progress

Strategy Statement: The building Student Success Advisor will monitor student progress weekly and work with parents and students to develop appropriate interventions to assist in the student success.

Selected Target Areas

<p>II.2.A.2 All school stakeholders, including students, are engaged in creating a culture of excellence. Therefore, the primary criterion employed in decision-making is the impact of the decision on student achievement. Staff members believe that all students can learn and achieve to high standards and students are actively engaged in the learning process throughout the school day.</p> <p>III.1.B.4 Staff members are structured into collaborative teams specifically designed to enhance student achievement. All instructional staff members have the skill to be effective collaborators and value the contribution that collaboration makes to student success.</p> <p>III.2.C.3 Teacher input is a key feature in the analysis of professional development initiatives. Results are solicited and analyzed based upon the changes in classroom practice, implementation of the curricular and instructional program, and the impact on student achievement.</p>
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What research did you review to support the use of this strategy and action plan?

Tiered Interventions in High Schools. www.rti4success.org
 "Implicit in this prevention framework is the idea that the least intense (or primary) level of services addresses the needs of most learners and delivers high-quality instruction that is culturally and linguistically responsive to the student population. For students who demonstrate the need for additional support, more intensive, targeted services are available. The effectiveness of those supports are monitored frequently and consistently to determine whether (a) the intervention is working and is no longer needed, (b) the intervention is working and should be continued, or (c) the intervention is not working and therefore a different (and perhaps more intensive) intervention should be implemented. Data are used to guide these decisions. Interventions are commensurate to a student's demonstrated need and are changed or intensified if they are found ineffective."

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Academic & Behavioral Plans for Success	2010-09-01	2013-06-15	Student Success Advisor

3.1.3.1. Activity: Academic & Behavioral Plans for Success

Activity Description: The Student Success Advisor will work with student, parent, and appropriate school staff to build intervention plans for student success. Monitoring of the plans and modifications to the plans will be a continual process.

Planned staff responsible for implementing activity: Student Success Advisor

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-01, End Date - 2013-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Student Success Advisor	Section 31 a	12,000.00	0.00

Resource Profile

Funding Source	Planned Amount	Actual Amount
General Funds	\$2,500.00	\$0.00
Section 31 a	\$358,500.00	\$0.00
No Funds Required	\$0.00	\$0.00
Title II Part A	\$40,000.00	\$0.00

Additional Requirements

Comprehensive Needs Assessment

The comprehensive needs assessment (CNA) requirement is met by completing a School Data Profile/Analysis (SDP/A), School Process Profile, and Summary Report. The comprehensive needs assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan.

Use the results of the comprehensive needs assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data.

1. How was the comprehensive needs assessment conducted?

During a staff professional development day, the entire HS staff worked in five (5) mixed teams (balance of content, grade level, SE, support). Each team was given the paper template for eight (8) of the rubrics.

Each team discussed the questions, reviewed the previous evaluation, and completed the rubric when reached consensus in the group. Each team also made suggestions for improvements on their benchmarks.

Once teams completed their responsible rubrics, a summary was shared briefly with whole staff. The information was entered into the electronic system and again shared with whole staff.

Curriculum Alignment that Corresponds to the Goals

1. Describe how the curriculum is aligned with State standards and how this alignment will help the school meet the academic Goals. Describe the process for review and revision of the curriculum; evidence could include a timeline for curriculum review or a description of the review process.

Boyne City High School uses the State standards as the curriculum for all core classes. Teachers are evaluated on the delivery of the mandated curriculum. Each year staff analyze areas from the state assessment that our students haven't mastered and target those areas for changes in curriculum/instructional strategies in these areas.

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

Collaborative department level teams help to define curriculum, instruction, and assessment based on alignment with state expectations and using our student data to evaluate progress.

Recommendations of changes to curriculum come from the department to the building level SIT, with recommendations then being made to the district level SIT and then to the School Board.

Surveys are taken with students, parents, and staff to continue to gain input on these areas as a guide.

Staff Development

Use the results of the comprehensive needs assessment to create a written professional development plan that identifies ongoing, sustained professional development that is aligned to the Goals, Objectives and Strategies. These specific professional development activities must be included as Activities under the Goals section. District professional development activities that align to the school's CNA should also be included in the school-level Activities section.

Alternative Measures of Assessment

1. Describe the process for developing, or the alternative measures of assessment used, that will provide authentic assessment of pupils' achievements, skills, and competencies.

Alternative measures of assessment must be developed in alignment with the mandated curriculum. Teachers must be able to show that the alternative assessment provide authentic assessment of student achievement in the specific contact area.

Effective Use of Technology

1. Describe the methods for effective use of technology as a way of improving learning and delivery of services and for integration of involving technology in the curriculum.

The district has a technology committee that utilizes the district school improvement goals as a premise for decisions about enhancements in technology.

The district technology committee meets monthly to address the current needs of technology, also to seek future technology, as well as professional development to support classroom instruction.

The district has adequate technology integration in all classrooms and programs. The 2012-13 school year will have implementation of 1:1 iPad initiative, with wifi throughout the building.

Evaluation of the School Improvement Plan

1. Describe how the school annually evaluates the implementation of, and results achieved by, the SIP, using data from the State's annual assessments and other indicators of academic achievement.

Annually the school improvement plan is reviewed and targets are checked for progress towards goals. The building school improvement team meets monthly to continue this process throughout the school year.

2. Describe how school and student information and progress will be shared with all stakeholders in a language that they can understand.

School demographic information will be included on the school website, in school district newsletter, and

communicated at our monthly SIT meetings.

Student data will be provided in graph and table format, so easily understood and comparable.

Building Level Decision-Making

1. Describe how school stakeholders are engaged in the decision-making process, including, but not limited to the development of the Goals, Objectives, Strategies and Activities included in the school improvement plan. School board members, school building administrators, teachers and other school employees, pupils, parents of pupils attending that school, parents of pupils attending that school, and other residents of the school district shall be invited and allowed to voluntarily participate in the development, review and evaluation of the district's school improvement plans.

All stakeholders are included in the planning of this improvement plan through discussions that take place at the building level SIT meetings. The stakeholders all help to monitor and evaluate by being part of the Annual Review.

Evaluation of this plan will be done with all stakeholders through reports that come to the SIT from all departments. Each department reports on progress made annually through a curriculum audit report that the SIT reviews and reports to the district level team.

Assurances

EdYES!

1. Literacy and math are tested annually in grades 1-5 ([MCL 380.1280b](#))

Response: *N/A (our school does not have grades 1-5)*

Comments:

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 on your website in the comments field (if applicable).

Response: *Yes*

Comments: *www.boyne.k12.mi.us*

Educational Development Plan (EDP)

1. Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.

Response: *N/A (our school does not have grade 8)*

Comments:

2. Our school reviews and annually updates the EDPs to ensure academic course work alignment.

Response: *Yes*

Comments:

Health and Safety (HSAT)

The following assurances come directly from the Healthy School Action Tool (HSAT) Assessment (<http://www.mihealthtools.org/hsat>), an online tool for school buildings to assess their school health environments. If your school completed the HSAT in the past year, you may refer back to your report to answer the following assurances. Responses to these assurances are necessary - whether you've completed the HSAT or not. These assurances are designed to help school improvement teams think about conditions for learning in their school, specifically related to student health and safety, and develop strategies in their school improvement plan to address any identified needs.

1. Our School has a written policy on school safety that supports proactive, preventative approaches to ensure a safe school environment.

Response: *Written policy, fully implemented*

Comments:

2. All teachers in our school have received professional development in management techniques to create calm, orderly classrooms.

Response: *Yes*

Comments:

3. Our school communicates all of our health and safety policies to students, staff, substitute teachers, parents and visitors through the parent handbook or newsletter at least once a year.

Response: *Yes*

Comments:

4. Our school has used data from a student health/safety assessment at least once in the past two years to assist in planning actions that will improve our school's environment and/or to determine the impact of changes that we have made on student attitudes and behaviors.

Response: *Yes*

Comments:

5. Our school has taken action on the Michigan State Board of Education Policy on Comprehensive School Health Education.

Response: *Reviewed policy, but not yet adopted*

Comments:

6. All teachers who provide health education instruction received annual professional development/continuing education specifically related to health education.

Response: *Yes*

Comments:

7. The health education curriculum used in our school is the Michigan Model for Health® Curriculum.

Response: *Yes*

Comments:

8. The health education curriculum used in our school involves student interaction with their families and their community.

Response: *Yes*

Comments:

9. Our school has taken action on the Michigan State Board of Education Policy on Quality Physical Education.

Response: *Reviewed policy, but not yet adopted*

Comments:

10. At our school, physical education teachers annually participate in professional development specific to physical education.

Response: *Yes*

Comments:

11. The physical education curriculum used in our school is:

Response: *Other curriculum*

Comments:

12. At least three times during the past 12 months, our school offered programs, activities or events for families about physical activity.

Response: *No*

Comments:

13. Our school offers the following amount of total weekly minutes of physical education throughout the year.

Response: *150 minutes or more at elementary level, 225 minutes or more at middle/high level*

Comments: *225 minutes or more at the high school level*

14. Our school has taken action on the Michigan State Board of Education Policy on Nutrition Standards.

Response: *No action taken*

Comments:

15. The food service director/manager participated in professional development related to food or nutrition during the past 12 months.

Response: *Yes*

Comments:

16. The food service director/manager supports/reinforces in the cafeteria what is taught in health education.

Response: *Yes*

Comments:

17. During the past 12 months, our school collected information from parents to help evaluate/improve school meals or foods offered a la carte, in concessions, school stores, vending machines, or as a part of classroom celebrations/parties or at school events.

Response: *Yes*

Comments:

18. Our school makes a good faith effort to ensure that federally reimbursable school nutrition programs are the main source of nutrition at school rather than vending or a la carte.

Response: *Yes*

Comments:

19. Our school has a health services provider or school nurse accessible to students.

Response: *Yes, but we do not have a health services provider or school nurse for every 650 students*

Comments:

20. Our school has a written policy on school safety that involves parents, and broader community, in collaborative efforts to help ensure a safe school environment.

Response: *Written Policy, but not fully implemented*

Comments:

21. Our school has a system in place for collecting relevant student medical information.

Response: *Yes*

Comments:

22. Our school has taken action on the Michigan State Board of Education Positive Behavior Support Policy.

Response: *No action taken*

Comments:

23. During the past 12 months, the school counseling staff has provided professional development to school health staff about identification and referral of students related to violence and suicide prevention.

Response: *Yes*

Comments:

24. During the past 12 months, the school counselor/psychologist/social worker offered information to students

(presentations, materials, individual or group counseling activities, events) about bullying, harassment and other peer to peer aggression.

Response: *Yes*

Comments:

25. During the past 12 months, the school counselor/psychologist/social worker has collaborated with appropriate school staff or community agencies to implement programs or activities related to bullying, harassment and other peer to peer aggression.

Response: *No*

Comments:

26. During the past 12 months, the school counseling staff identified students who are at risk of being victims or perpetrators of violence.

Response: *Yes*

Comments:

27. Our school's mission statement includes the support of employee health and safety.

Response: *No*

Comments:

28. During the past year, our school supported staff participation in health promotion programs by having a budget for staff health promotion.

Response: *No*

Comments:

29. During the past year, our school supported staff in healthy eating by providing healthy food choices at staff meetings.

Response: *Yes*

Comments:

30. Our school has a written family involvement policy that advocates for strong connections between the home, school and the community as a means of reducing barriers to student achievement.

Response: *No Written Policy*

Comments:

31. Our school has a parent education program.

Response: *No*

Comments:

32. During the past 12 months, our school collected information from parents to help evaluate/improve school health education in our school.

Response: *Yes*

Comments:

33. During non school hours the community has access to indoor facilities for physical activity (such as gym, weight room, hallway for walking, pool, basketball court).

Response: *Access to some indoor facilities*

Comments:

Stakeholders

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

Title	First Name	Last Name	Position	E-mail
Mrs.	Karen	Jarema	Principal	kjarema@boyne.k12.mi.us
Mrs.	Michele	Deming	Teacher	mdeming@boyne.k12.mi.us
Mr.	Andy	Bryant	Teacher	abryant@boyne.k12.mi.us
Mr.	Aaron	Fritzsche	Teacher	afritzsche@boyne.k12.mi.us
Mrs.	Pamela	McDowell	Teacher	pmcdowell@boyne.k12.mi.us
Mrs.	Cindi	Place	Media Center Specialist	cplace@boyne.k12.mi.us
Mr.	Kevin	King	Counselor	kking@boyne.k12.mi.us
Mrs.	Joanne	Townsend	Parent	craftyjft@yahoo.com
Mrs.	Bea	Reinhardt	School Board Member	ronnbea@gtlakes.com
Mr.	Jim	Beckering	Teacher	jbeckering@boyne.k12.mi.us

Statement of Non-Discrimination

Federal Office for Civil Rights

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

Contact Information

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

Name/Position:	Superintendent
Address:	321 S. Park St., Boyne City, MI 49712
Telephone Number:	231.439.8190

References

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

Supporting Documentation

No documentation was attached.