



School Improvement Plan

Ackerson Lake Community Education

Napoleon Community Schools

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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?

Our School has approximately 50 students enrolled. We are located in rural Jackson County, with 70% of our students coming from within the district and 30% are school of choice enrollees. Our school district/community is comprised of approximately 7000 residents. Our student body is 95% white non-hispanic. The remaining 5% is of mixed races. The staff is comprised of five teachers only three of which are full-time (with one of them being a resource room instructor). The remaining two teachers each teacher four sections during the academic day. The entire school community is roughly 45% free and reduced lunch eligible with our building population being at roughly 65%. The community that the school serves is economically depressed with many students living in homes with one or fewer working parents. We have several students classified as McKinney-Vento.

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.

Vision, Mission and Beliefs

Vision Statement

We, the staff of Ackerson Lake Community High School are dedicated to helping students become independent, socially competent, and productive members of the global community.

Mission Statement

The mission of Ackerson Lake Community High School, in partnership with the community, is to provide an opportunity to earn a high school diploma, and develop personal responsibility within a safe, structured, business like educational environment.

Beliefs Statement

We, the staff at Ackerson Lake Community High School, believe that all students are capable life-long learners through the use of multiple teacher strategies, differentiated instruction, and the offering of diverse educational opportunities.

Our goal is to incorporate real world experiences and interactions with our students on a daily basis through the curriculum offered and the activities provided for our students. We make every effort to reach our students on their level and provide supports to reach the next level. Behavior expectations and base line respect are prime factors in the attainment of these goals.

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.

For the last year students have been proficient in capturing lost credits due to previous failure at an 89% success rate. While at the same time we have seen a decrease in the number of sections failed due to consistent expectations for behavior and work habits within the classrooms building wide. Our daily attendance has improved to where we are averaging 83% attendance.

Additional Information

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

We are attempting to further expediate the recovery of credits lost through a modified grading system utilizing shorter marking periods throughout the school year. This will allow students to recover more acadmeic credit in a shorter time frame using fewer resources. The modified grading system would utilize six week marking periods. The structure is as follows:

- The classes would still be a full Trimester (12 weeks), broken into 2-6 week marking periods.
- Currently we issue progress report at the 6 week mark; with this proposal the progress report grade would be a final marking period grade.
- Students would earn a full credit as long as they can get an average of 60% for both marking periods.
- If a student fails to earn an average of 60%, they will receive a ½ credit for the marking period that they did earn at least a 60%.
- The Ackerson Lake staff will "design" E2020 classes so that if a student only needs to earn a ½ credit for a class, this will be possible.
 - o This will be completed during the student's E2020 class. The student can either work on the ½ credit class at home or during their scheduled E2020 class.
 - o A "designed" E 20/20 class will be a targeted intervention-Rather than "re-take" or "make up" of the entire Trimester, students can focus on areas of curriculum they either missed or struggled with (must get a 80%) in these Targeted interventions to earn the other ½ credit.
- Final Assessments will be given at the end of each 6 week marking period. This could be a test, project, lab, paper, etc.
- Attendance would be a major factor in earning credit; More than 6 absences in a marking period would require make up time or academic remediation.

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.

The District hosted several meetings in the evenings to solicit input from school community stakeholders. Parents, teachers and community members were invited by each building to provide insight into the school improvement process.

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

Parents provided feedback on how the schools were currently performing. Community members outlined areas in which students need to improve in order to enter the workforce prepared to contribute adequately.

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 plan will be made available to the public through our building website. Stakeholders will be informed through various updates on the school's webpage.

School Data Analysis

Introduction

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

Student Enrollment Data

How do student enrollment trends affect staffing?

Enrollment trends do not affect staffing at all. It does affect scheduling.

How do student enrollment trends affect staff recruitment?

It does not affect staff recruitment. There is an abundance of certified teachers in Michigan at this point in time.

How do student enrollment trends affect budget?

Our budget is pretty stable due to our fixed number of staff. We have been consistently around 50 students for the last five years.

How do student enrollment trends affect resource allocations?

Depending on the number of students requiring credit recovery (usually 90% or more) some funds are taken from 31A categorical funds rather than general funds to support this credit recovery.

How do student enrollment trends affect facility planning and maintenance?

It has no effect.

How do student enrollment trends affect parent/guardian involvement?

Very little effect. The parents of our students meet minimally once per year with staff.

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

Professional learning activities are continually focused on the ever changing at-risk dynamic of our student population.

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

Initially not scheduling duplicate classes as we have only one section of each class. The use of E 2020 software has alleviated the duplication issue and provided more flexibility for te students and staff.

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

We will continue to use E 2020 to provide flexibility and add additional time periods to offer expanded credit recovery opportunities.

What are the challenges you noticed based on student attendance?

The more students that attend in a given day the more social issues there tend to be in the building. The majority of social media issues have been with female students. Students not in attendance on a consistent basis are credit deficit and under achieving on standardized tests as well as grade point average.

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

More education about leaving a smaller digital footprint and the importance of maintaining strict personal accountability in regards to what is posted online. As well as implementation of an attendance policy.

Student Achievement Data for All Students

This area includes data questions.

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

Science, reading, and social studies.

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

Math and ELA

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

None

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

The rate of improvement continues to move upwards.

What factors or causes contributed to improved student achievement?

More intensive interventions in the classroom by classroom teachers. An increased focus on reading across the curriculum.

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

More practice work is being completed in timely fashion, more students are writing in all content areas.

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

Math, due to the students' defeatist attitude and lack of basic skills when students get to us. We have had to focus on remediation and reteaching basic mathematic skills before moving onto more advanced topics.

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

At this time none.

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

All of our content areas are currently achieving below state standards on proficiency test.

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

- Lack of effort
- poor work habits
- Minimal support outside of school

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

- Lack of academic support outside of the school building/day.
- Poor work habits
- Lack of successful school history
- Low socioeconomical status

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

Data from specific sub groups of students have displayed similar characteristics pointing the factors previously mentioned. Prior historical data of students' academic record provide additional support to the factors.

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

Teachers are aligning curriculum with the MMC and credit recovery software to expediate the recovery of lost credit in a more timely fashion utilizing fewer resources. Teacehrs are pre and post testign students to predetermine the intensity of intervention required for student success.

Subgroup Student Achievement

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

Response:

- Female

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

Response:

- Female
- Students with Disabilities

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

Math

How do you know the achievement gap is closing?*

Students scored higher on standardized tests

What other data support the findings?

Increased number of credits earned compared to prior trimesters.

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

Both internal and external factors, such as change in staffing internally and added support from outside of the building.

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

Personal interviews with students and parents.

What actions could be taken to continue this positive trend?

Continue to provide feedback for staff and solicit input from stakeholders.

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

Response:

- None

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

Response:

- None

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

There has been no change.

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

The achievement gap is not becoming greater.

What other data support the findings?*

Overall the number of earned credits has increased while the number of suspensions has decreased.

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

Neither

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

It hasn't.

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

More intensive interventions.

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

We do not have any enrolled at this time.

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

Our special education teacher works closely with a sec. ed. consultant to provide as many opportunities as possible.

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

Teachers are actively involved with our students. Most of our student population is identified at risk before enrolling in our program.

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

We are looking to offer service learning activities for our students in the fall. We are exploring a zero hour in addition to the implementation of a 7th hour credit recovery period.

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

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

We are sending home an informational letter outlining the future offerings later this summer.

Label	Question	Value
	What is the total FTE count of teachers in your school?	4.66

Label	Question	Value
	How many teachers have been teaching 0-3 years?	1.0

Label	Question	Value
	How many teachers have been teaching 4-8 years?	3.0

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Label	Question	Value
	How many teachers have been teaching 9-15 years?	0.0

Label	Question	Value
	How many teachers have been teaching >15 years?	1.0

What impact might this data have on student achievement?

The experience of our staff has a great deal of effect on student achievement. They are up to date in regards to research and best practices. And these are implemented into classroom instruction on a daily basis.

Label	Question	Value
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	10.0

Label	Question	Value
	Indicate the total number of days for teacher absences due to illness.	15.0

What impact might this data have on student achievement?

A positive one due to continuity in the classroom and few teacher absences.

Perception Data - Students

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

Science and Social Studies

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

ELA

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

Math

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

Math

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

Students dislike math because they have historically struggled with the content and have a history of failure.

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

Remediate students in basic math skills so they are comfortable and successful before moving on to more difficult content standards and expectations.

Perception Data – Parents/Guardians

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

School climate

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

ELA and Math

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

None

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

None

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

None

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

Allow for more input

Create parent forum for sharing of ideas

Perception Data – Teachers/Staff

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

School Climate

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

All content areas

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

None

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

None

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

None

Other

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

We do not use it

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

Democratic leadership is utilized in decision making in all areas except student discipline in our building. Students are solicited for input, but primarily it is staff and administration making decisions.

What evidence do you have to indicate the extent to which the standards are being implemented?

At this point we are integrating CCSS into our curriculum in the content areas in which they are available; Math, ELA, and Science.

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
	Literacy and math are tested annually in grades 1-5.	No	Does not apply to our building.	

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

Label	Assurance	Response	Comment	Attachment
	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	Does not apply to our building.	

Label	Assurance	Response	Comment	Attachment
	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes		

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

Label	Assurance	Response	Comment	Attachment
	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes		

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Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	No		

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

Label	Assurance	Response	Comment	Attachment
	The School has additional information necessary to support your improvement plan (optional).	No		

Ackerson Lake HS School Improvement Plan

Overview

Plan Name

Ackerson Lake HS School Improvement Plan

Plan Description

2013-2014 SIP

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	Increase MME Math Proficiency: All Students will receive a 3 or higher on the MME Math Assessment	Objectives: 1 Strategies: 3 Activities: 9	Academic	\$3000
2	Increase MME Reading Proficiency: All Students will receive a 3 or higher on the MME Reading Assessment	Objectives: 1 Strategies: 3 Activities: 5	Academic	\$1750
3	Improve Proficiency on the MME Writing Assessment	Objectives: 1 Strategies: 3 Activities: 8	Academic	\$1200
4	Increase the Number of Student on Track to Graduate	Objectives: 1 Strategies: 2 Activities: 6	Academic	\$15500

Goal 1: Increase MME Math Proficiency: All Students will receive a 3 or higher on the MME Math Assessment

Measurable Objective 1:

100% of All Students will demonstrate a proficiency of 1,2 or 3 in Mathematics by 03/07/2014 as measured by ACT WorkKeys Applied Mathematics Assessment.

Strategy 1:

Data and Information Management - Teachers will....Assess students after each unit of study throughout each trimester to determine the strands requiring improvement/remediation. Reports will be uploaded to Data Director from Exam View.

Research Cited: Eaker, R. (2002). Getting Started: Reculturing School to Become Professional Learning Communities. Bloomington, IN: Solution Tree.

Tier:

Activity - Unit Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Unit Assessments will be given through Exam View throughout the year	Policy and Process			09/03/2013	06/11/2014	\$0	No Funding Required	Jennifer Gorsuch
Activity - Record Results	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Recorded data is disseminated.	Other			09/03/2013	06/11/2014	\$0	No Funding Required	Jennifer Gorsuch
Activity - Remediation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Additional time given to students for direct instruction for remediation of identified curriculum strands. Advisory and after school time will be available for student use.	Direct Instruction			09/03/2013	06/11/2014	\$2500	Section 31a	Jennifer Gorsuch
Activity - Data upload to Data Director	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Upload data to Data Director for future use	Technology			09/03/2013	06/11/2014	\$0	No Funding Required	Jennifer Gorsuch

Strategy 2:

School and Community Relations - Staff will provide opportunities for students to participate in math enrichment activities outside of school.

Research Cited: DuFour, R. (1998). Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement. Bloomington, IN: Solution

School Improvement Plan

Ackerson Lake Community Education

Tree.

Tier:

Activity - Available Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement an active tutoring program utilizing students from local higher education institutions to assist in the delivery of tutoring for identified students	Academic Support Program			09/03/2013	06/11/2014	\$0	No Funding Required	Jennifer Gorsuch and other staff members of school district.

Activity - Identify Tutors	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify potential tutors from a pool of college students attending a local higher education institution (EMU, SAU, JCC) that will provide tutoring twice weekly to identified students.	Academic Support Program			09/03/2013	06/11/2014	\$0	Other	Jennifer Gorsuch

Activity - Relating Curriculum to the Real World	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will create professional enrichment opportunities, invite a variety of professional guest speakers to inform our students of employment options and pathways, and plan for field trips that will raise the awareness of the correlation of classroom experiences to the real world.	Field Trip			09/03/2013	06/11/2014	\$500	General Fund	All Staff

Strategy 3:

Teaching for Learning - Teachers will provide opportunities for students to take what they have learned in the classroom including the use and application of technology and apply it to real world situations so that life long learning will take place.

Research Cited: Marzano, R.J. (2003). What Works in Schools. Alexandria, VA: Association for Supervision and Curriculum Development.

Tier:

Activity - Identify Guest Speakers (working professionals)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify potential guest speakers and possible field trip locations.	Career Preparation /Orientation			09/03/2013	06/11/2014	\$0	No Funding Required	All Staff

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Activity - Personal Contact	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Contact potential guest speakers and field trip locations to solidify dates of attendance.	Career Preparation /Orientation			09/03/2013	06/11/2014	\$0	No Funding Required	All Staff

Goal 2: Increase MME Reading Proficiency: All Students will receive a 3 or higher on the MME Reading Assessment

Measurable Objective 1:

100% of All Students will demonstrate a proficiency of 1,2, or 3 on the ACT Work Keys Reading for Information assessment in English Language Arts by 06/11/2014 as measured by the improved student proficiency scores on the ACT Work Keys assessment test in 2014.

Strategy 1:

Personal Learning - Staff will explore best practices to convey a rich literary culture throughout the building and across the curriculum.

Research Cited: Sheri R. Parrism, D.F. (2009). Adolescent Literacy: Field Tested. Newark: International Reading Association.

Tier:

Activity - Professional Learning Community Reflection	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will reflect and share with one another the strategies and methods that are working to improve student reading and comprehension in their classrooms.	Professional Learning			09/03/2013	06/11/2014	\$0	No Funding Required	All Staff

Activity - Dedicated silent reading time with reflection	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will designate time within their classrooms (across the curriculum) for student to silently read. Students shall be required to submit a response on the reading topic they chose for that time period. This will encourage writing as well as reading. This would occur with weekly regularity rotating class periods as to distribute the time evenly. Reading material can be the same or student choice.	Academic Support Program			09/03/2013	06/11/2014	\$0	No Funding Required	All staff

Strategy 2:

Professional Learning - Administration will provide professional development for staff utilizing book studies and discussion during PLC time to support staff in their efforts to create student learning groups to enhance student learning outside of the ELA classroom.

Research Cited: Kenny, J.M. (2005). Literacy Strategies for Improving Mathematics Instruction. Alexandria: Association for Supervision and Curriculum Development.

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Sherri R. D.F. (2009). Adolescent Literacy: Field Tested. Newark: International Reading Association.

Tier:

Activity - Implemenatation of school wide projects (Service learning, academic, team-building)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Design and implement school wide projects to include: service learning, academic , and team-building activities. Service learning projects can include students providing supports to students in other buildings, improving school-community relations in our neighborhood, or other activity that involves planning, active participation and evaluation. Academic projects could include a Read to Me type program or student tutoring. Team-building activities can be discussed prior to the school year beginning and schedule to occur throughout the year with specific groups of students.	Academic Support Program			09/03/2013	06/11/2014	\$1000	Section 31a	All Staff

Activity - Student book study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will seek out and purchase books or novels that student can read apart from their Literature courses that have applications across the MMC.	Other			09/03/2013	06/11/2014	\$500	General Fund	All Staff with Brenda Perry as Teacher Leader

Strategy 3:

Teaching for student learning - Discussion regarding author, source, and facts should occur prior to the assignment of any material. The basis for good instruction is structure and this begins with specific directions followed by direct instruction. Best practices shall be utilized across the curriculum to ensure students are actively engaged and learning is taking place.

Research Cited: Marzano, R., Pickering, D., Pollack, J. (2001). Classroom Instruction That Works; Research Based Strategies for Increasing student Achievement. Alexandria, VA: Association for Supervision and Curriculum Development.

Billmeyer, R. and Barton, M.L. (1998). Teaching Reading in the Content Areas: If Not Me Then Who? Alexandria, VA: Association for Supervision and Curriculum Development.

Tier:

Activity - Cross-curricular reading emphasis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All staff will provide mini instructions for reading strategies (skills such as skimming, scanning, inferences, understand facts vs. opinions, use of graphic organizers, etc.). All teachers will emphasize the importance of reading and relate the skill application to the real world.	Other			09/03/2013	06/11/2014	\$250	General Fund	All Staff
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Goal 3: Improve Proficiency on the MME Writing Assessment

Measurable Objective 1:

100% of All Students will demonstrate a proficiency of at least 40% as measured by the MME Writing strand on the MME Writing Assessment in English Language Arts by 06/11/2014 as measured by Student results from the 2014 MME Assessment..

Strategy 1:

Defined Expectations - Teachers will create a writing rubric (that includes explicit expectations)that is implemented consistantly (all teachers use the same rubric) across all content areas. ELA students will write several essays that contain arguments and counter arguments (compare and contrast, persuasive, etc.) in all subject areas. Teachers will utilize journals to expose students to various writing types and genres.

Research Cited: Marzano, R., Pickering, D., Pollack, J. (2001). Classroom Instruction That Works; Research Based Strategies for Increasing student Achievement. Alexandria, VA: Association for Supervision and Curriculum Development.

Tier:

Activity - Design Rubric for Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will design for implementation a rubric to be used in all classroom to foster consistency from content area to content area in regards to writing expectations and grading.	Implementation			09/03/2013	06/11/2014	\$0	No Funding Required	All Staff led by Brenda Perry

Activity - Writing Assignments as Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will prepare writing assignments to be used to assess understanding in all content areas. Each content area shall provide one writing "assessment" each trimester.	Evaluation			09/03/2013	06/11/2014	\$0	No Funding Required	All Staff

Strategy 2:

Establishing Positive Culture Where Learning Will Take Place - Students will be expected to exhibit a base line of respect in the building. Staff will model this for students. Staff will encourage school wide participation in social etiquette/ behavior. Students will be recognized for positive behavior regularly.

Research Cited: Muhammad, A., Hollie, S. (2012). The Will to Lead and the Skill to Teach: Transforming Schools at Every Level. Bloomington, IN: Solution Tree.

Tier:

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Activity - Character Education Curriculum Implemented	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Curriculum is fully implemented including writing assignments to support activities within the curriculum. Staff created rubric to be used to establish writing expectations. Focus on consistency of rules and expectations from classroom to classroom.	Direct Instruction			09/03/2013	06/11/2014	\$700	Other	Jim Bartel and Chris Adams

Activity - Behavior Awareness	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Posters are displayed in each classroom containing behavior expectations and consequences.	Behavioral Support Program			09/03/2013	06/11/2014	\$0	No Funding Required	All Staff

Activity - Team/Community Building Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will plan and implement team building and role-playing activities to foster a positive learning environment where students are confident and willing to participate.	Behavioral Support Program			09/03/2013	06/11/2014	\$250	Section 31a	All Staff

Strategy 3:

Improve Student Understanding of Writing Process - Staff will ensure that the curriculum is flexible to meet the needs and ability levels of all students in each content area. Using an inverse RTi model that 5% of students will require little assistance, 15% of students will require minimal adaptation or modification and 80% may require substantial adaptation or modification.

Research Cited: Marzano, R. (2003). What Works in Schools. Alexandria, VA: Association for Supervision and Curriculum Development.

Schmoker, M. (2006). Results Now. Alexandria, VA: Association for Supervision and Curriculum Development.

Tier:

Activity - Cross-Curricular writing activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each teacher will design and implement lesson/unit plans that require a content specific writing assignment each trimester. The assignment will be graded and forwarded to the ELA teacher for review and possible inclusion into the student's portfolio.	Other			09/03/2013	06/11/2014	\$0	No Funding Required	All Staff

Activity - Students will create a portfolio of writing compositions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Each student will save samples of their best writing work to create a portfolio.	Other			09/03/2013	06/11/2014	\$100	General Fund	Brenda Perry and other staff members
Activity - Creation of a Literary Publication	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will author authentic literary works for inclusion in a literary publication focusing on various formats and styles of writing and self expression.	Other			09/03/2013	06/11/2014	\$150	General Fund	Brenda Perry is primary with help from all other staff.

Goal 4: Increase the Number of Student on Track to Graduate

Measurable Objective 1:

85% of All Students will collaborate to recover credits in all core academic areas in order to be on track to graduate with their cohort group including in Science by 06/06/2014 as measured by the number of students taking and earning credit in additional (7th period core curriculum credit recovery classes)..

Strategy 1:

Creation of 7th period credit recovery courses - Students will be assigned a core curriculum course (which they have previously failed) in addition to another course in the same content area during 7th period. This will be an alternative curriculum delivery device utilized by all teachers.

Research Cited: Tomlinson, C.A., McTighe, J. (2006). Integrating Differentiated Instruction and Understanding by Design. Alexandria, VA: Association for Supervision and Curriculum Development.

Tier:

Activity - Course Creation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create core curriculum courses utilizing credit recovery software.	Academic Support Program			09/03/2013	06/11/2014	\$500	Section 31a	All staff will create credit recovery courses in their content area.

Activity - Course Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will align created courses with classroom curriculum to ensure targeted interventions can be implemented.	Getting Ready			09/03/2013	06/11/2014	\$0	General Fund	All staff will be responsible for aligning their certified core curriculum.
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Activity - Identify Students based on Eligibility	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All 31A eligible students will be included in this academic support program aimed at increasing the number of credits recovered.	Academic Support Program			09/03/2013	06/11/2014	\$0	No Funding Required	Administration

Activity - Assign eligible student to 7th hour Credit Recovery Course	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Eligible students will be assigned (by administration) to a 7th period credit recovery course supervised by one of our certified staff.	Academic Support Program			09/03/2013	06/11/2014	\$15000	Section 31a	Certified Staff and Administration

Strategy 2:

Six Week Marking Periods - Six marking periods allow for more responsive targeted interventions than twelve week Trimesters. Students will have the opportunity to complete credit recovery in a shorter time frame utilizing fewer building resources allowing for more contact time in current classes.

Tier:

Activity - Design Unit plans for Six week Marking Periods	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will design unit plans to coincide with the newly created six week marking period. The units will closely align with MMC and credit recovery software.	Direct Instruction			08/27/2013	06/11/2014	\$0	General Fund	All Staff

Activity - Monitor Academic Progress of Students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will track the success rate of students in the new six week marking period structure.	Monitor			09/03/2013	06/11/2014	\$0	General Fund	Administration

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
Course Alignment	Teachers will align created courses with classroom curriculum to ensure targeted interventions can be implemented.	Getting Ready			09/03/2013	06/11/2014	\$0	All staff will be responsible for aligning their certified core curriculum.
Monitor Academic Progress of Students	Administration will track the success rate of students in the new six week marking period structure.	Monitor			09/03/2013	06/11/2014	\$0	Administration
Design Unit plans for Six week Marking Periods	Teachers will design unit plans to coincide with the newly created six week marking period. The units will closely align with MMC and credit recovery software.	Direct Instruction			08/27/2013	06/11/2014	\$0	All Staff
Student book study	Staff will seek out and purchase books or novels that student can read apart from their Literature courses that have applications across the MMC.	Other			09/03/2013	06/11/2014	\$500	All Staff with Brenda Perry as Teacher Leader
Students will create a portfolio of writing compositions	Each student will save samples of their best writing work to create a portfolio.	Other			09/03/2013	06/11/2014	\$100	Brenda Perry and other staff members
Cross-curricular reading emphasis	All staff will provide mini instructions for reading strategies (skills such as skimming, scanning, inferences, understand facts vs. opinions, use of graphic organizers, etc.). All teachers will emphasize the importance of reading and relate the skill application to the real world.	Other			09/03/2013	06/11/2014	\$250	All Staff
Creation of a Literary Publication	Students will author authentic literary works for inclusion in a literary publication focusing on various formats and styles of writing and self expression.	Other			09/03/2013	06/11/2014	\$150	Brenda Perry is primary with help from all other staff.

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Relating Curriculum to the Real World	Staff will create professional enrichment opportunities, invite a variety of professional guest speakers to inform our students of employment options and pathways, and plan for field trips that will raise the awareness of the correlation of classroom experiences to the real world.	Field Trip			09/03/2013	06/11/2014	\$500	All Staff
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Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Character Education Curriculum Implemented	Curriculum is fully implemented including writing assignments to support activities within the curriculum. Staff created rubric to be used to establish writing expectations. Focus on consistency of rules and expectations from classroom to classroom.	Direct Instruction			09/03/2013	06/11/2014	\$700	Jim Bartel and Chris Adams
Identify Tutors	Identify potential tutors from a pool of college students attending a local higher education institution (EMU, SAU, JCC) that will provide tutoring twice weekly to identified students.	Academic Support Program			09/03/2013	06/11/2014	\$0	Jennifer Gorsuch

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Dedicated silent reading time with reflection	Staff will designate time within their classrooms (across the curriculum) for student to silently read. Students shall be required to submit a response on the reading topic they chose for that time period. This will encourage writing as well as reading. This would occur with weekly regularity rotating class periods as to distribute the time evenly. Reading material can be the same or student choice.	Academic Support Program			09/03/2013	06/11/2014	\$0	All staff
Available Tutoring	Implement an active tutoring program utilizing students from local higher education institutions to assist in the delivery of tutoring for identified students	Academic Support Program			09/03/2013	06/11/2014	\$0	Jennifer Gorsuch and other staff members of school district.
Unit Assessments	Unit Assessments will be given through Exam View throughout the year	Policy and Process			09/03/2013	06/11/2014	\$0	Jennifer Gorsuch

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Cross-Curricular writing activities	Each teacher will design and implement lesson/unit plans that require a content specific writing assignment each trimester. The assignment will be graded and forwarded to the ELA teacher for review and possible inclusion into the student's portfolio.	Other			09/03/2013	06/11/2014	\$0	All Staff
Design Rubric for Implementation	Staff will design for implementation a rubric to be used in all classroom to foster consistency from content area to content area in regards to writing expectations and grading.	Implementation			09/03/2013	06/11/2014	\$0	All Staff led by Brenda Perry
Identify Students based on Eligibility	All 31A eligible students will be included in this academic support program aimed at increasing the number of credits recovered.	Academic Support Program			09/03/2013	06/11/2014	\$0	Administration
Behavior Awareness	Posters are displayed in each classroom containing behavior expectations and consequences.	Behavioral Support Program			09/03/2013	06/11/2014	\$0	All Staff
Personal Contact	Contact potential guest speakers and field trip locations to solidify dates of attendance.	Career Preparation /Orientation			09/03/2013	06/11/2014	\$0	All Staff
Identify Guest Speakers (working professionals)	Identify potential guest speakers and possible field trip locations.	Career Preparation /Orientation			09/03/2013	06/11/2014	\$0	All Staff
Data upload to Data Director	Upload data to Data Director for future use	Technology			09/03/2013	06/11/2014	\$0	Jennifer Gorsuch
Record Results	Recorded data is disseminated.	Other			09/03/2013	06/11/2014	\$0	Jennifer Gorsuch
Writing Assignments as Assessments	Students will prepare writing assignments to be used to assess understanding in all content areas. Each content area shall provide one writing "assessment" each trimester.	Evaluation			09/03/2013	06/11/2014	\$0	All Staff
Professional Learning Community Reflection	Staff will reflect and share with one another the strategies and methods that are working to improve student reading and comprehension in their classrooms.	Professional Learning			09/03/2013	06/11/2014	\$0	All Staff

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Team/Community Building Activities	Staff will plan and implement team building and role-playing activities to foster a positive learning environment where student are confident and willing to participate.	Behavioral Support Program			09/03/2013	06/11/2014	\$250	All Staff

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Remediation	Additional time given to students for direct instruction for remediation of identified curriculum strands. Advisory and after school time will be available for student use.	Direct Instruction			09/03/2013	06/11/2014	\$2500	Jennifer Gorsuch
Assign eligible student to 7th hour Credit Recovery Course	Eligible students will be assigned (by administration) to a 7th period credit recovery course supervised by one of our certified staff.	Academic Support Program			09/03/2013	06/11/2014	\$15000	Certified Staff and Administration
Implementation of school wide projects (Service learning, academic, team-building)	Design and implement school wide projects to include: service learning, academic, and team-building activities. Service learning projects can include students providing supports to students in other buildings, improving school-community relations in our neighborhood, or other activity that involves planning, active participation and evaluation. Academic projects could include a Read to Me type program or student tutoring. Team-building activities can be discussed prior to the school year beginning and schedule to occur throughout the year with specific groups of students.	Academic Support Program			09/03/2013	06/11/2014	\$1000	All Staff
Course Creation	Teachers will create core curriculum courses utilizing credit recovery software.	Academic Support Program			09/03/2013	06/11/2014	\$500	All staff will create credit recovery courses in their content area.